

2

Gambling as a cultural identity in Australia

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Activity introduction

Quick summary

Students critically evaluate gambling's link with Australia's cultural identity through the lens of the traditional ANZAC day game of Two-up. Students will then propose alternatives to that aspect of the Australian cultural identity, encouraging their local community towards healthier choices around gambling and performances of the Australian cultural identity which are less involved with gambling.

Learning intentions

- To critically evaluate Australian cultural identity, specifically gambling's role in that identity

21st-century skills

Communicating
Community engagement
Creative thinking
Critical thinking
Cultural understanding
Empathy
Ethical behaviour
Global citizenship
Leadership

Syllabus outcomes

- **PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- **PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety and well-being

General capabilities

Literacy
Numeracy
Personal and social capability

Activity introduction

Topic

Gambling

Unit of work

Stage 5 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Facilitate class discussion, support students in independent work.

Resources required

- Art supplies – coloured pencils and paper
- Two coins – any denomination will do
- Post it notes
- Writing materials

Keywords

ANZAC, coins, Two-up, gambling, social, identity, pressure.

Teacher worksheet

Learning intentions

Students will:

- critically evaluate Australian cultural identity, specifically gambling's role in that identity.

Success criteria

Students can:

- explain the role of gambling within the Australian cultural identity.
- think creatively to propose alternative Australian cultural identities.

Teacher content information

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

Teaching sequence

10 minutes - Part A: Cultural gambling identities

10 minutes - Part B: Two-up

10 minutes - Part C: Australia's relationship with gambling

20 minutes - Part D: Changing the conversation

5 minutes - Reflection

Part A:

Cultural gambling identities

(Two-up)

Work through this resource material in the following sequence:

Step 1

Ask your class if they are familiar with the game Two-up? In what context?

Step 2

Explain how the game works. Two coins are flipped, and a bet is made on whether both coins land on heads, both on tails or a head and a tail. Explain that it is illegal to bet on a game of Two-up in every day circumstances because it is an unregulated form of gambling.

However, there is one exception to this law. Do any students know what it is?

Step 3

Inform students that, in 1989, the NSW government passed the *Gaming and Betting Amendment Act*, which declared that playing Two-up on Anzac Day was not illegal in NSW.

Additionally, Two-up games can legally be conducted in NSW on Victory in the Pacific Day (August 15th) and Remembrance Day (November 11th) but only after midday. However, in Broken Hill, Two-up can be played all year round. (Source: liquorandgaming.nsw.gov.au/___data/assets/pdf_file/0007/858562/fs3098-two-up-factsheet.pdf)

Step 4

Soldiers in WW1 were fond of the game, playing extensively in the trenches and on troopships, hence the game's affiliation with national days of recognising the military services.

However, how do students feel about this link? Facilitate a class discussion. Prompt student thinking by asking:

- Do you think Two-up is a cultural icon for Australians? If you've never heard of it before, you might disagree, but if you had some passing knowledge, then maybe it is very Australian, along with vegemite and lamingtons.
- What do you think it says about Australians and Australian culture that we have a 'national' gambling game? To have a game which involves gambling that is recognised in only Australia would suggest that Australian culture has issues with gambling.
- How do you feel about gambling being intrinsically or especially linked with the proud Australian tradition of ANZAC and other remembrance days? It's another way to remember soldiers who fought in the war. yourlifechoices.com.au/lifestyle/two-up-and-gallipoli-why-illegal-gambling-is-part-of-anzac-day/

Part B:

Two-up

Step 1

Explain to students that you're going to start with a classic Australian game: Two-up.

Step 2

Get students to stand up.

Step 3

Ask students to place a 'bet'. Remind students that unregulated gambling is highly illegal -but we'll get to that in a moment!

For now, students can try to predict the outcome of the game.

- two heads (*Student's place hands on heads*)
- two tails (*Students place hands on bum*)
- a head and a tail (*Student place one hand on bum and one hand on head*)

Extension: Can students provide an analysis of which outcome is mathematically most likely?

Step 4

Flip two coins into the air and catch them. Real Two-up features a 'kip' or wooden flipping board, but it's okay to flip with your thumbs. On which side did the coins land?

Step 5

Roughly two-thirds of students will be eliminated based on the result. Those students eliminated can return to their seats. Students who are still standing can change their prediction or stay with their previous prediction.

Step 6

Keep playing until only one student remains.

Part C:

Think/Pair/Share

Step 1

Students have to think about the below questions, discuss with a partner then share their opinion with the class. This broadens the conversation to Australia's relationship with gambling. Prompt student thinking by asking:

- Do you think gambling is an essential part of being an 'Aussie'? If so, how?

This is an excellent chance to explore students' perceptions of gambling and sports. Can you enjoy a sporting match without having a bet? Is it 'un-Australian' not to have a bet on the Melbourne Cup? Is it socially acceptable, or even (peer) pressured, to bet on sports?

- How deep do students see this link between gambling and Australian identity?
- Have students ever heard gambling and Australian identity grouped together in conversation, perhaps amongst their family, people in the community, community leaders, or on television or radio?

Part D:

Changing the conversation

Step 1

In pairs, students try to change the conversation around Australian-ness and gambling.

This conversation could take the form of an advertising campaign/slogan, a discussion amongst friends, a letter to the local newspaper editor, podcast, or any other medium a student thinks might suit.

For example:

- An advertisement, perhaps as text in a magazine or filmed and used on TV:
“Rugby League. We might have a state of origin, but we’re all Australian. It’s something for us all to enjoy together. And we can enjoy the game without anything else. (Well, maybe a pie). It’s not about sitting on the couch glued to your phone. It’s about getting out and having a run-around, big hits and even bigger tries. How much of the game will you miss if you’re only watching the odds? ‘Sometimes’ is okay, but not every match and every try.”
- Here’s a script for a conversation to have with someone around gambling:
“Hey (Mum/Dad/Sis). I really enjoy watching the game with you. I’m just not super keen on the gambling side of things. I disagree; I don’t think there’s anything Aussie about that. I reckon it’s more about watching the game with your mates. So, do you reckon we could just watch one game without having a bet?”

Step 2

Students might be willing to share their messages with the class.

Reflection

Using a post-it note, students write one thing they have learnt from the lesson and stick to the whiteboard or hand to the teacher when exiting the class.

Differentiated learning

Throughout the lesson there is opportunity here for the teacher to consider organising specific groups or pairs that can ensure students that might require additional support are encouraged by their friends and peers. Additionally, the script examples are excellent prompts to help facilitate student understanding of the task and how to formulate scripts relevant to the topic.

Extension – Ask students to consider the complex implications that culture can have on people’s behaviour and whether they are able to elaborate on how they believe Australia can work towards creating a culture that is free from gambling harm. Ask students to reflect on the following statement and provide justifications for their thinking:

- What steps can the Australian government take to help young people realise the negative implications associated with gambling harm?

This can be written out in simple dot points and students can provide brief sentences on how they would like the government to help support the current and future generation of Australia.

Teacher reflection

Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

How are you going to get there?