

3

Types of gambling in Australia

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Activity introduction

Quick summary

Students investigate different types of gambling in Australia, and how it is growing in popularity in Australia, raising awareness of how accessible gambling is in our day to day lives.

Learning intentions

- To understand the different types of gambling
- To understand the role marketing has played in Australia having the highest rates of gambling in the world

21st-century skills

Communicating
Critical thinking

Syllabus outcomes

- **PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- **PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- **PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- **PD5-9** assesses and applies self-management skills to effectively manage complex situations

Topic

Gambling

Unit of work

Stage 5 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Support students through discussions and with individual work.

Resources required

- A3/A4 paper for the mind map
- Student worksheet – one copy per student
- Device capable of playing advertisement
- Workbook to complete the questions

Keywords

Sportsbet, marketing, gambling, responsible.

Teacher worksheet

Learning intentions

Students will:

- understand the different types of gambling.
- understand the role marketing has played in Australia having the highest rates of gambling in the world.

Success criteria

Students can:

- name the many forms of gambling that occur within Australia, and why people gamble on them.
- acknowledge the impact COVID-19 has played on gambling.
- see that marketing is appealing to people and helps draw attention to their product.

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

15 minutes - Introduction – Scissors, paper, rock

20 minutes - Part A: Mind map and discussion

20 minutes - Part B: Sportsbet advertisement

5 minutes - Reflection

Introduction: Scissors, paper, rock

Work through this resource material in the following sequence:

Step 1

Students walk around the room playing 'rock, paper, scissors' against one another. If they win, they get 1 point, if they lose, they lose a point. Once they have played against one person, they need to then play against someone different, making sure that they have played **ONE** game against every student in the class (as much as possible).

Step 2

Once finished, as a class they will discuss the following questions;

- Where do students use scissors, paper, rock?
- Do they see it as a form of gambling?
Why/ Why not?

Part A:

Mind map and discussion

Step 1

Independently, students create a mind map on an A4 or A3 piece of paper. The middle of the paper will have the title “Types of gambling”. Around this, the students will brainstorm all forms of gambling that they know. E.g. racing (greyhounds, trots), casino (poker, blackjack, roulette).

Once completed, posters will be presented to the class.

Step 2

Discuss:

Why do people gamble on these activities?

- **Possible answers:** Generally, there are four main reasons why people gamble. These might help you understand how gambling can become addictive and why it’s hard to stop.
- For social reasons – This may be because it’s what a group of friends do when they get together, or because it makes a social gathering more enjoyable.
- For financial reasons – to win money, because someone enjoys thinking about what they would do if they won a jackpot, or because winning would change someone’s lifestyle.
- For entertainment reasons – because they like the feeling, to get that rush or “high”, or because it makes them feel good.
- For coping reasons – for someone to forget their worries, because they feel more self-confident, or because it helps when they are feeling nervous or depressed.

Where do people gamble? Has COVID-19 affected this?

- **Possible answers:** Generally, there are four main reasons why people gamble. These might help you understand how gambling can become addictive and why it’s hard to stop.
- People are tending to gamble more at home, through their mobile phones or computers. This can increase accessibility to a range of products and make it far more convenient. More people gambled during COVID-19 – Horse racing, sports betting, greyhound racing and lotto were the main products that participants gambled on before and during COVID-19.
- Overall, there was a statistically significant increase in the frequency of (any) gambling during COVID-19. The proportion of participants who gambled at least once a week increased from 79% to 83%, and the proportion who gambled 4+ times per week increased from 23% to 32%.
- Interestingly, the temporary closure of pokies venues had had immediate benefits for some people who gamble, including more money for essential items and increased savings.
- [Gambling in Australia during COVID-19 | Australian Institute of Family Studies \(aifs.gov.au\)](https://aifs.gov.au)

What is responsible gambling?

- “Responsible gambling” is a broad concept that aims to ensure gambling is conducted in a manner whereby the potential for harm associated with problem gambling is minimised. It respects the responsibility of individuals for their own actions, but also acknowledges a responsibility on the part of service providers.
- [Entain Responsible Gambling · Responsible Gambling Policy \(entaingroup.com.au\)](https://entaingroup.com.au)

Part B:

Sportsbet advertisement

Step 1

Watch:

[Sportsbet - Squadron Bet With Mates –LED Virtual Production –YouTube](#)

Step 2

Independently, students complete the student worksheet.

Answers:

1. What film is this advertisement based around?
Top Gun.
2. Why would they use this film?
They used this film because of its popularity (grossing over one billion dollars at the box office). It also appeals to males who are more likely to gamble than females.
3. Why would Sportsbet create such an advertisement?
The emphasis on mates is attractive to viewers, particularly as gambling is more likely to occur in social settings with friends. They attract your attention with the fighter planes then once they have your attention they throw in the deal.
4. Does this advertisement encourage people to gamble?
Yes. Linking many people's favourite movie to gambling promotes this habit, as does its availability on mobile phones which are a key aspect of young people's lives.

Reflection

Students complete the following sentences in their workbooks at the end of the lesson.

- Today we learnt about ...
- It is important to know about this because ...

Differentiated learning

Extension –

Part A – Research Task (following completion of the mind map and questions).

- How much do Australian's gamble on each of these activities in Australia?
- [See link –Gambling Statistics Australia July 2022: Do we have a gambling problem? \(finder.com.au\)](#)
- Is this amount increasing or decreasing?

Part B –

- Why are companies such as Sportsbet allowed to advertise when other risk-taking behaviours cannot?
- Why are there so many gambling advertisements on TV?

Provisions for Learning Support – Simplify language, repeat words and clarify meanings.

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?

