

GAMBLING EDUCATION

Some Strategies for South Australian Schools

November 2002

This project was funded by the Gamblers Rehabilitation Fund, a joint initiative of the Australian Hotels Association (SA Branch), Clubs SA and the Government of South Australia.



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This report was prepared by
Loris Glass,
Senior Project Officer,
Gamblers Rehabilitation Fund Community Education
Program,
Health Promotion SA
Department of Human Services

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Like the rest of the nation South

Australians love to gamble and for most people it is an enjoyable recreational pastime. Increasingly though, we are becoming aware of the harm, both in terms of the social and economic effects that gambling can have for some adults and their families. Retrospective studies are now telling us that adult problem gambling often begins as early as ten years of age. While we may previously have thought that this was mainly a problem relevant to adults, prevalence studies here and throughout North America and Europe are indicating that in fact the rates of problem gambling amongst young people is twice that of the adult population. We also know that for every adult who is experiencing problems with their gambling, five to ten others are affected including young people.

The Gamblers Rehabilitation Fund (GRF) is a joint initiative of the Australian Hotels Association (SA), Clubs SA and the State Government. The GRF supports community education initiatives to raise the awareness of the South Australian community that gambling can result in harm and that there is help available.

This gambling education report, was funded by the GRF to examine the current preventative strategies in schools at a state, national and international level and the opportunities for the development of gambling education initiatives in South Australian schools. Gambling education aims to warn young people about the possible impacts of gambling, and to support students with the information and skills necessary for them to make informed choices that will enhance their wellbeing.

FOREWORD

The recommendations of this report recognise that the social development of young people is the responsibility of the whole community. Prevention of problem gambling demands a partnership approach. These recommendations have been developed in the context of an established collaborative partnership between the Community Education Program of the GRF through the Department of Human Services and the education sector.

The State Labor Government is committed to ensuring that young South Australians are informed about the risks inherent in gambling. The allocation of gambling education funding to the Department of Education and Children's Services will enable the implementation of the recommendations of this report in South Australian schools.

HON STEPHANIE KEY MP

Minister for Social Justice

(responsible for Community and Disability Services and the Ageing)

Minister for Housing

Minister for Youth

Minister for the Status of Women

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Betting on the toss of a coin,

blowflies crawling up a wall or toads hopping out of a circle – Australians love to gamble. Whether it's the once a year bet on the Melbourne Cup, waiting for those numbers to come up, the occasional flutter or night out on the pokies, Australians largely view gambling as just another recreational activity. But increased accessibility to gambling opportunities has escalated the amount of money gambled, the numbers of people gambling and consequently, the harm. It was less than a decade ago that poker machines were introduced to hotels and clubs in this state and during this decade we have also seen the rise of sports betting, Internet betting and increased choice of other gambling products. For about 22,000 South Australians and their families and friends gambling has resulted in significant harm and this of course means that young people have been affected. Educating the community about the risks associated with gambling is the aim of the Gambling Community Education Program and as recommended by the *Parliamentary Gambling Inquiry Report August 1998* this includes the development of school based programs.

This report is funded by the Gamblers Rehabilitation Fund (GRF) which is a joint initiative of the Australian Hotels Association, Clubs SA and the Government of South Australia.

The GRF was established in August 1994, shortly after the introduction of gaming machines to South Australia. The GRF funds a range of intervention and prevention services addressing problem gambling associated mainly with electronic gaming machines. Services include research, community education, the provision of therapeutic and financial counselling to individuals as well as support to families and others significantly affected by problem gambling.

The Gamblers Rehabilitation Fund is administered by the GRF Committee which is a ministerially appointed body to give advice to the Minister on how the funds should be spent. The Department of Human Services (DHS) coordinates the administration of the Fund. The community education program is delivered by Health Promotion SA of DHS through the GRF Community Education Reference Group.

Gambling community education aims to raise awareness amongst the whole community and specific segments about gambling and the risks it poses for individuals, and their families and friends. Gambling community education advocates the creation of opportunities for community members – individuals, schools, businesses, private and public organisations – to become partners in addressing problem gambling in ways that are appropriate to their needs.

Although there is continuing debate about the cause of problem gambling, it would seem more useful to regard it as a social issue rather than a human pathology in the Australian context. The South Australian Department of Human Services supports the definition of problem gambling proposed by the Australian Institute of Gambling Research (1997 p.2) as follows:

"Problem gambling" refers to the situation in which a person's gambling activity gives rise to harm to the individual player, and/or his or her family, and may extend into the community.

"Harm" is essentially a value judgement made by individuals, by families and by the community. What is judged to be harmful for an individual will depend very much on social norms and will vary according to gender and to the lifecycle of the individual. Where the individuals and families involved live in a society with diverse cultural values and expectations then it will be more difficult for researchers and service providers to discern the nature and extent of the "harm".

Excessive gambling can affect the health and wellbeing of gamblers and their families. The GRF Community Education Program aims to promote a harm minimisation approach to gambling using multiple

strategies. A communication strategy which includes television, radio and press advertising, aims to raise the whole community's awareness of the risks associated with excessive gambling and to promote the availability of help through the Gambling Helpline. Pamphlets, fridge magnets, Gambling Helpline business cards and posters are some of the supporting materials that have been developed as part of the communication strategy.

The GRF Community Education Program also includes a grants strategy that facilitates partnerships with community organisations to develop local area and particular target group education projects. This enables local community groups to create solutions that are the most effective for their needs and/or to pilot projects that may be used subsequently, on a wider basis.

The GRF Community Education Program also includes

- working with doctors to identify strategies that will support them in assisting patients with gambling related problems
- resource development such as Streetwise comics and a self help manual for problem gamblers who do not wish to see a counsellor
- development of a proposal for a problem gambling website and
- the development of a strategy for addressing gambling education in schools.

As the social and economic effects of problem gambling are experienced by all sections of the South Australian community, prevention and early intervention strategies are integral to reducing gambling related harm. Young people's learning may be affected by either their own problem gambling or that of a family member. This report was commissioned to explore the feasibility of introducing gambling education in schools in order to reduce current and potential harmful effects of excessive gambling for students.

In the long term, prevention and early

intervention strategies are integral to reducing gambling-related harm. Young people are clearly a priority group and therefore this project aims to make recommendations about preventive strategies for school-aged youth. These strategies aim to look at problem gambling as a community issue that has social and economic effects on South Australians. South Australian young people need to be empowered with the information and skills necessary to make positive life choices for enhancing personal wellbeing, in a world that accepts gambling as a legitimate form of entertainment. Teachers and student counsellors need the resources necessary to facilitate their students' learning about responsible gambling. This project aimed to look at what is currently happening in schools at the state, national and international level and what further program and resource development opportunities there might be for South Australian schools.

In November 2000, the Council of Australian Governments agreed in principle that targeted education strategies about problem gambling and its consequences should be developed for school-aged young people. The Ministerial Council on Gambling meeting of 20 April 2001, acknowledging the expertise of Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in matters related to the education and training of young people, agreed to request advice and input from MCEETYA regarding options for targeted strategies related to responsible gambling for school aged young people. MCEETYA requested that the Ministerial Council on Gambling commission research studies on gambling and the effects on school age children to underpin effective strategies. MCEETYA has also

referred the matter to the Australian Education System Officials Committee (AESOC) to manage the preparation of a brief. Gambling education in schools is on the work plan of the Community Services Ministers Advisory Council (CSMAC) Gambling Working Party. They currently have a watching brief on this item of the work plan. This report will contribute to this work. The 2001 Federal Budget provides \$8.4 million over four years for research and education to address problem gambling.

Consultation with the South Australian Department of Education, Training and Employment (DETE), Catholic Education (CE) and the Association of Independent Schools of South Australia (AISSA) has been undertaken in the preparation of this report and the recently renamed Department of Education and Children's Services (DECS) has supported the recommendations and is committed to continuing the collaborative partnership that has been developed between DHS and DECS. CE and AISSA have also indicated an interest in participating in the project and their inclusion in the partnership is supported by DECS and DHS.

Gamblers in Australia lost

\$12.4 billion in 1999, or \$887 for every adult, which is the equivalent of about two percent of Gross Domestic Product (Costello & Royce, 2000). According to the Productivity Commission (1999), problem gamblers represent more than 290 000 Australians and according to South Australian data 22,000 of these were South Australians (Social Environmental Risk Context Information System, 2001, page no. 9).

We know that

- most gambled as young people
- most were introduced to gambling by family members
- increased access to different forms of gambling has increased the prevalence of problem gambling (Korn, 2001)
- many of those affected by problem gambling are children.

Australian research

There has been relatively little work done in Australia on the prevalence of gambling amongst school-aged young people nor upon the effects of parents'/caregivers' gambling on students' learning.

A self-report study conducted by Moore & Ohtsuka (1997), compared adolescents (<18 years) for whom commercial gambling is illegal with young adults (18+) for whom gambling is legal. They found that gambling amongst young people was a "frequent, normative and approved activity" and that the frequency of gambling activity was almost as high in the under 18 age group, as in the older group. While the rate of problem gambling in this sample was found to be relatively low (3%), a greater number had gambled more than they

meant to (14%) and chased losses (29%). In addition, this figure of 3% represents higher levels of troublesome behaviour (and associated distress) than would be desirable in any group of people, let alone such a youthful population. Of those studied, the majority (67.7%) experienced gambling within their family and 38% stated that most of their family approved of gambling. This according to Moore & Ohtsuka (1997) is indicative of the social norms that appear to be relatively supportive of gambling.

These findings are also comparable to other, international studies where adult gamblers have commonly reported that their interest in gambling commenced at an early age. In a Canadian study, Gupta & Derevensky (1998) found that of the small number of adolescents with a significant gambling problem (4.7%), a mean age of 10.9 years for gambling onset was reported.

The prevalence of adolescent gambling has been consistently found to be two to three times higher than it is in adult populations. A recent Australian study by Delfabbro (2001) aimed to estimate the prevalence of youth gambling, problem gambling and possible links with economic socialisation (economic socialisation refers to young people's attitudes towards economic concepts, delay of gratification, perceptions of monetary risks). In the sample of 505 high-school students, Delfabbro (2001) found that 14.7% gambled on a weekly basis. Data from the Canadian study by Gupta and Derevensky (1998) on adolescents who engaged in gambling activities on a regular basis (at least once a week) is almost double this (28.2%). These regular gamblers were also more likely to have friends or family who approved of gambling and/or gambled a lot.

North American research

Research conducted over the past decade in **North America** by Shaffer and Hall (1996) suggests that gambling activities are particularly attractive to young people and its popularity is has increased over time.

Large-scale prevalence studies and reviews all confirm the high prevalence rates of youth gambling. It is estimated that between 4% and 8% of adolescents presently exhibit a serious gambling problem with another 10% to 14% of adolescents at risk of developing or returning to a serious gambling problem. Shaffer and Hall's (1996) meta-analysis concluded that "... compared to adults, youth have had more exposure to gambling during an age when vulnerability is high and risk-taking is a norm; consequently, these young people have higher rates of disordered gambling than their mature or less vulnerable counterparts."

Connecticut Council on Problem Gambling also reports higher rates of problem gambling among high school students than adult rates with 11.3% of high school students qualifying as problem gamblers. Fewer students reported ever having used alcohol or tobacco than having gambled.

Gambling Patterns in South Australia

The first comprehensive survey by Social Environmental Risk Context Information System (2001) of South Australian adults looking at the prevalence and social impact of problem gambling was undertaken in March 2001. A total of 6045 respondents aged 18 and over were interviewed by telephone.

Problem gamblers as self identified using the South Oakes Gambling Screen totalled 2.0% or 22,000 South Australian adults. They were more likely to be aged between 25 and 34 years of age, perhaps suggesting that their problem gambling patterns may have started during late adolescence when problems with other risk taking behaviours are also emerging. The most common form of gambling amongst problem gamblers was poker machine gambling. Frequent gamblers, classified as those who gambled at least fortnightly on a gambling activity other than lotteries or bingo, made up 18.1% of respondents or 176,000 South Australian adults.

South Australian young people

The Delfabbro and Thrupp (2001) study involved 505 South Australian high school students aged 15–17 years old. The second part of this study will focus on 2500 Year 10 students who will be tracked every two years over a ten year period.

South Australian young people indicated that their gambling patterns are consistent with international youth findings with 14.7% of this first study's sample gambling weekly and these weekly gamblers rating gambling significantly more profitable than the other two groups (never gamble and infrequent gamblers). Predictions of an increase in youth problem gambling seem valid. The debate is no longer whether or not it's time to do something about responsible gambling education for young people, but deciding what will be effective to minimise the harm.

New South Wales youth study

A New South Wales study by the Australian Council of Social Science (1997) into youth attitudes, perceptions of and experiences with gambling, found that the majority of youth in the sample (114 youth from metropolitan and regional New South Wales) were gambling with or without the permission or supervision of adults. Scratchies were the most common form of gambling activity undertaken by minors who were found to be buying them without much difficulty from newsagencies. Exposure to gambling was reported to be occurring at very early ages – for 62% of the sample under 10 years of age, and for more than 82% of the sample before 13 years of age. There was a high proportion of youth in the sample who already had their own debit cards and/or knew their parent's or parents' PINs. There was no correlation between interest in established gambling and heavy Internet usage.

The Gatehouse Project — Victoria

The primary aim of this '...project is to prevent or delay the onset of depressive symptoms through the promotion of a more positive school social environment' (Patton et al. 1999, p.588). The project is now looking at unintended health outcomes. The project developed a whole school strategy to build the capacity of school communities to promote a sense of wellbeing and address the common emotional needs of young people. Students are surveyed at the beginning of the project. The survey asks students about their school, friends and other people in their lives, as well as their emotional wellbeing. There are questions about smoking, drinking alcohol and other health outcomes. More recently, questions related to gambling activity have been included. The results of this program confirm other findings that broad whole-school-community, health promoting approaches bring improved learning and social environments and contribute to better health outcomes.

Consequently, interventions funded from the Gamblers Rehabilitation Fund need not necessarily focus solely on the specific issue of problem gambling to be effective in minimising the harm that can result from gambling.

The effects of problem gambling on young people

The Productivity Commission's (1999) Report conservatively estimates between 0.6 and 1 child's life is affected by every problem gambler. Carrig, Darbyshire and Oster (2000) reported that "Problem gambling needs to be recognised as a real and potentially serious child and youth health issue." Their interviews with children provided further evidence that school aged young people living in problem gambling families, face social isolation, depression, anxiety, stress and abuse and as a result perform poorly at school. Schools can provide a safe and supportive environment for students' learning and their emotional

wellbeing, and along with their families, they can be part of a referral process to other community services. Although as Carrig, Darbyshire and Oster (2000) point out, the BreakEven gambling counselling services are currently adult rather than child focussed.

No evidence was found of systemic attempts to inform South Australian educators about the prevalence and effects of gambling by young people in the community; provision of such information for teachers is considered a priority task in any overall community strategy to minimise gambling related harm to young people.

Links with other risk taking behaviours

Research into problem gambling and adolescents in Victoria by Jackson, et al. (2000) has found "positive associations between gambling three ways or more and substance abuse; antisocial behaviour; being a drinker, smoker or user of marijuana in the past six months, or having problems with money. The adolescents with greater breadth of experience of gambling, reported negative views of school with lower levels of commitment, fewer perceived benefits from engagement and major disincentives to do so." This clustering of adolescent risk taking behaviours comes as no surprise to those working with at risk students in schools.

In North America, problematic gambling among adolescents has been linked to increased delinquency and crime, the disruption of relationships, and impaired academic performance and work activities (Ladouceur, Dube and Bujold, 1994). Such adolescents repeatedly lie to family and friends, borrow and steal money to support their gambling behaviour, truant school and engage in typical 'chasing' gambling behaviour. Derevensky and Gupta's (1998) research suggests that adolescent problem gamblers are more likely to be extroverted, anxious, have lower self-discipline, are less able to conform and have poor coping and adaptive skills.

For adolescents, gambling is often about excitement and enjoyment rather than money. They report that gambling enables them to escape into another world where they can escape the pressure, stresses and feelings of depression that seem to accompany adolescence. Gambling is used as a form of escape from the realities of daily life. In contrast to student smoking, underage drinking and drug use, gambling is commonly not perceived by parents and educators as problematic.

The risks of preventive strategies

Raising problem gambling awareness in schools increases the risk of exposure to gambling because it might arouse curiosity and invite experimentation by some young people. As with education about drugs, it will be important to maintain an open dialogue with parents and the whole school community about the aims and content of a gambling education program. A new study done by Jeffrey Derevensky and doctoral student Chantal Ste-Marie at McGill University's International Centre for Youth Gambling Problems and High Risk Behaviours, found more than 70% of high school students (Ontario, Canada) are gambling. Derevensky comments that one of the problems with gambling, is that most parents don't view it as a potential problem and that the vast majority of young people aren't even afraid of being caught gambling.

Although new gambling products will increase the opportunities for young people to gamble, it is important to remember that the majority of young people have in the past maintained sensible attitudes and behaviours towards gambling. "Of those youth (in the New South Wales study) who were vulnerable for future problem gambling, the strongest correlations are with poor education and employment opportunities, some psychological factors and socio-economic disadvantage in general" (Australian Council of Social Service, 1997).

What is the school's role?

"Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development ... Schooling should develop fully the talents and capacities of all students." – *National Goals for Schooling in the 21st Century*. Thus there is a national commitment to support students to develop the capacity to make informed healthy choices. These national goals provide the context for educating young people about gambling behaviour which will minimise the harm to themselves or others.

The South Australian Curriculum, Standards and Accountability (Department of Education Training and Employment, 2000, p.3). Framework acknowledges that "the work of educators and the partnerships they establish with parents and the community are crucial to the future of our society". While it is not a primary goal of schooling to prevent problem gambling, schools, via the curriculum framework and their commitment to the promotion of health through the partnerships they establish, accept responsibility for developing students' skills and abilities to make informed, healthy choices. This is facilitated through the fostering of overall wellbeing, self-esteem, decision-making skills, and resilience.

Schools are too often seen as vehicles for the prevention of many of society's health and social problems. However, schools cannot produce massive changes in youth behaviours that are the result of broader factors such as family relationships, structures, public policies and environments. In the case of problem gambling they have no control over exposure to advertising, the price of gambling products, or the accessibility of gambling opportunities. Public health

goals such as prevention of problem gambling must be addressed within the context of the goals of schooling. Funding tends to be structured to address particular health issues such as youth suicide, smoking, binge drinking, or drug abuse. But working with schools using the holistic model of Health Promoting Schools that supports a comprehensive social and educational experience for students within the whole school community, might achieve as much or more than interventions that are focussed only on one behaviour (Department of Human Services, Department of Education, Training and Employment, 2000). Accordingly the recommendations of this report incorporate gambling education initiatives that are linked with existing education projects.

The SACSA Framework and gambling education

Gambling and its associated risks may, or may not, be addressed by teachers during the course of a young person's time at school. 'As always, at the heart of the education process lies the relationship between the educator and the learner ... the flexibility of the SACSA Framework places a premium on this relationship. It gives teachers the responsibility for devising learning programs and explicitly teaching the knowledge and skills that are designed to meet the needs of particular learning contexts and specific groups of learners' (Department of Education, Training and Employment, 2000, p.7). The schools and gambling project aims to raise teachers' awareness of the needs of some of their students in relation to problem gambling so that they can explicitly teach knowledge and skills that will meet these needs. The provision of cutting edge quality resources educating about gambling will make this option attractive to teachers particularly if they are supported in connecting these materials with the SACSA Framework.

The SACSA is a Framework, not a syllabus to which community groups or individuals can lobby for

additions. It is a Framework that provides teachers and educators with a base structure around which to build their detailed curriculum according to the needs of learners, local community contexts and specialisations and local improvement and development priorities.

Central to the SACSA Framework are five Essential Learnings described as 'understandings, dispositions and capabilities which are developed throughout a person's education and beyond. They are resources that are drawn upon throughout life, and enable people to engage productively with changing times as thoughtful, active, responsive and committed local, national and global citizens. They are personal and intellectual qualities, **not bodies of knowledge**' (Department of Education Training and Employment, 2000 p.6). The attainment of these Essential Learnings will equip students in responding to the risks and challenges of adolescence, including learning how to gamble safely, if at all. The Essential Learnings according to the framework (Department of Education Training and Employment, 2000 pp. 10-14) are

- **Futures** – learners develop a sense of optimism about their ability to actively contribute to shaping preferred futures and to critically reflect on, and take action to, shape preferred futures
- **Identity** – learners develop a sense of personal and group identity and capabilities to contribute to reflect on, and take action to shape relationships
- **Interdependence** – learners develop a sense of being connected with their world and capabilities to contribute to, critically reflect on, and take action to shape local and global communities
- **Thinking** – learners develop a sense of the power of creativity, wisdom and enterprise and capabilities to evaluate and generate ideas and solutions
- **Communication** – learners develop a sense of the power and potential of literacy, numeracy and information and communication technologies, and capabilities to critically reflect

on, and shape, the present and future through powerful uses of literacy, numeracy and information technologies.'

Constructivist learning theory underpins the SACSA Framework and is critical to learning about gambling because an increase in students' knowledge is unlikely of itself to be effective in changing behaviour or preventing future harm. This theory describes learners as active in the process of taking in information and building knowledge and understanding, that is, they construct their own learning. Learning involves collecting, sorting, selecting, reflecting and interpreting and calls upon students' experience and social and physical environment. This process of learning can be applied throughout life to all types of issues including health and wellbeing and social issues.

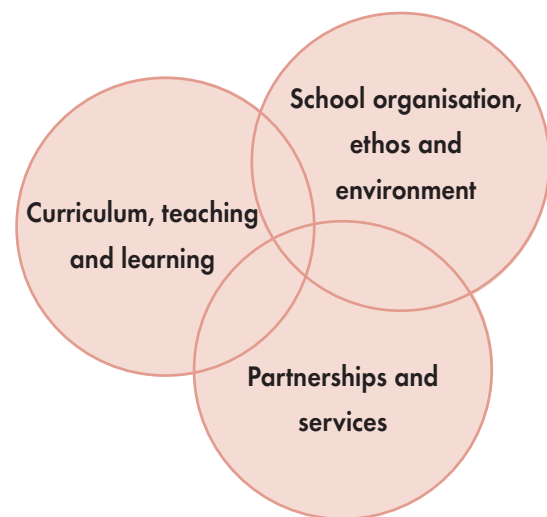
This schools and gambling project aims to increase teachers' and student counsellors' gambling literacy. The Social Environmental Risk Context Information system (2001 p.104) survey revealed that there are many in our community who are not familiar with gambling, its possible harmful effects and services available. Only 43% of South Australian adults surveyed could name a gambling service, with 23% of respondents knowing of another person who had experienced a serious gambling problem. The whole school community will be the gambling education learners.

WHAT ARE WE LOOKING TO ACHIEVE?

The link between learning

and the health and well being of students is widely acknowledged. The Health Promoting Schools Framework supports schools in looking at all aspects of school life that affect the health and well being of students. Gambling education is best addressed within this Framework.

Health Promoting Schools Framework



Educating about gambling will include the delivery of information, skill building, and the fostering of a safe school environment where responsible gambling behaviours are modelled and effective partnerships with the school community are nurtured. The learning will include increasing teachers' safe gambling literacy.

Described below are the outcomes sought by educating South Australian school students about gambling.

Curriculum development

During the years of middle schooling (Years 6–9) adolescents increase in their capacity for

- abstract reasoning
- thinking in relative rather than absolute terms
- considering extended time perspectives
- making decisions
- thinking of self in the abstract
- developing a stable identity
- moving from family orientation to peers.

Along with trying a cigarette and experimenting with alcohol this is also the time some young people are likely to begin gambling.

Gambling curriculum development for the middle and senior years could include the following.

- Increased knowledge about the social and economic effects of problem gambling and the odds of winning.
- The development of beliefs about gambling based on accurate up to date information. Young males in particular may overestimate the role of skill and underestimate the chance-determined nature of many gambling activities (Moore and Ohtsuka, 1999).
- Information that is personalised and immediately relevant to students and emphasises the short term consequences of their gambling activities.
- The development of competencies and confidence to take action in managing personal gambling behaviours and/or the effects of significant others' gambling on them.

- The development of a school gambling policy that guides school practices around such activities as raffles, bingo nights, footy tipping, Melbourne Cup Day events.

School community environment

- Recognition that family and community members may be at different stages of change at any one time in relation to their gambling behaviour.
- Acknowledgment that socio-economic and environmental conditions exist which shape gambling related behaviours.
- Ensure the inclusion of agencies which work in partnership with schools such as those to whom school counsellors refer students affected by problem gambling.

School environment

- A learning environment that models responsible gambling behaviour – students should perceive the social norm at school to be that of responsible participation (or abstinence if they choose it) in any gambling related activity.

WHAT RESOURCES ARE CURRENTLY AVAILABLE?

A review of gambling education

materials indicates the following resources are currently available. This issue is increasingly being recognised as important and it is likely new materials will be developed. A collaborative approach across states and territories will minimise duplication. This report therefore recommends that teachers draw on existing resources and that South Australia focuses on the development of complementary programs which will offer national choice and a diversity of approaches. Pilot South Australian programs are being developed and benchmarked against international resources.

Don't Bet On It! — a gambling harm minimisation program developed in South Australia

The *Don't Bet On It!* program is an initiative of Noarlunga Health Services. The development of the program has been funded through a community education grant from the Gamblers Rehabilitation Fund, managed by the GRF Community Education Program within the Department of Human Services. This local prevention package has been designed by two clinical psychologists from Noarlunga Health Services with comprehensive consultation with local primary and high school teachers. It aims to educate students in the middle years of schooling (Years 6–9) about the dangers and risks of participating in gambling.

The package consists of

- five lessons
- a game that centres on a large floor mat
- A4 sized versions of the game for use by smaller groups
- a teacher manual that includes all lesson plans

WHAT RESOURCES ARE CURRENTLY AVAILABLE?

and resources needed for each lesson with links to the SACSA Framework

- pre and post survey sheets.

The game "allows students to experience the pitfalls of gambling and to observe and feel the range of emotions that can be experienced through gambling. Through critical reflection and discussion students can consider the risks of gambling and begin to think about gambling within a wider social perspective. The goal is to encourage safe choices with respect to gambling by exploring the odds and risks of gambling, the consequences of gambling and by helping students to identify when gambling becomes a problem. Options for help are discussed." (Noarlunga Health Service, 2002 p.4).

The package has been trialled by year 6/7 classes at three primary schools and one high school within the Onkaparinga Council area. (Christies Beach High School has a middle school focus which allowed the program to be used with an integrated curriculum approach.) In total 210 students took part in the pilot study.

Preliminary results of the pre and post data indicate that students have made a small but statistically significant change in their attitude towards gambling; that is, they have a more realistic attitude about the risks of gambling. Teachers have reported in pilot study feedback that the materials were easy to use and that students have transferred their learning from this program when addressing other issues several months later.

An extension of the initial grant has enabled the teacher handbook to be more explicitly linked to the Essential Learnings and Standards of the SACSA Framework.

Curriculum modules from Queensland

Two gambling related modules have been published for lower secondary students in the Health and Physical Education key learning area:

- Level 5 *Gambling and health: Communication skills*
- Level 6 *Gambling: Minimising health risks.*

There are core learning outcomes at both these levels that are about promoting the health of individuals and communities. Teachers have the choice of a number of modules to guide their teaching in order for students to achieve these outcomes. The learning activities in these two gambling related modules support students in developing critical knowledge, skills and attitudes in order to make informed decisions now and in the future.

The modules are available on the Internet at: http://www.qscc.qld.edu.au/kla/hpe/sourcebook_modules.html and can be downloaded and reproduced by South Australian teachers for use in SA schools. The learning activities and outcomes could comfortably be accommodated within the SACSA Framework.

The Queensland School Curriculum Council has plans to develop gambling related modules in other key learning areas, such as Society and Environment.

Education services from Victoria

Know the Odds Inc (KTO), a community-representative incorporated body formed for educational and charitable purposes, have produced materials to educate about problem gambling which are available through the Internet at: <http://www.knowodds.org/philos.html>

This program *You Figure It Out: Problem Gambling Today* (kit for Years 9–12) has been written by Tim Falkiner who was formerly the commercial/legal officer with the Victorian Casino Control Authority. There has been limited exposure in schools so far. The package includes a video, classroom activities with hard and electronic copies for multiple reproduction and teacher lesson plans and after purchase (\$A45) may be copied and distributed within the school community. One of the advantages of this package is its Australian context.

These materials aim to "waterproof" students against problem gambling. The educational content to achieve this covers:

- the nature of gambling
- the gambling industry as a service industry
- the underlying mathematics of gambling – true odds and probability
- why it is that gambling is potentially addictive
- how a person descends into problem gambling/gambling addiction.

This package has been recently launched but there has been no evaluation undertaken to date.

North American Resources

WANNA BET? – Preventing Adolescent Compulsive Gambling—An Educator's Guide

This resource presents problem gambling from a strong addictions perspective. The kit includes

- lesson plans for teachers
- a gambling screen (self assessment tool) for teenagers
- history of gambling
- letter to parents
- gambling fact sheet
- overheads including the phases of gambling
- youth focused magazines
- video: Andy's Story.

Although the kit has a strong American feel and would probably not be used as a unit, it provides useful background material (such as the phases of gambling) and could be used as a reference for students. It is available from the Drug and Alcohol Services Council library.

DEAL ME IN – GAMBLING TRIGGER VIDEO SERIES 1997 Minnesota Institute of Public Health

This kit contains "trigger" videos with an accompanying facilitator's guide. The American context would limit

the usefulness to Australian students of some of the videos but again may be useful as background research texts. The facts sheets are all centred around North American data.

WHAT SHOULD I SAY? WHAT CAN I DO? 1999 Minnesota Institute of Public Health

The two segments of this video are directed to those affected by problem gambling and could be used as discussion points for students. Again the different context may limit accessibility by Australian young people.

GAMBLING: REDUCING THE RISKS – A Problem Gambling Prevention Teaching Resource to Support Middle Level Health Education Grades 6,7,8 and 9, Saskatchewan Health, Canada 1999

This resource was developed by Saskatchewan Health in consultation with the Department of Education. It was distributed to Saskatchewan schools in 1999 after being pilot tested by teachers in both rural and urban schools.

It is a comprehensive resource which includes

- teaching notes
- clearly defined learning objectives
- student activities that are not heavily writing/reading based
- video which is a series of three short open-ended clips of situations related to teenagers and gambling and is designed to help students make informed choices about whether, when and how much to gamble and how to get help for a gambling problem – discussion questions are provided.

The package includes permission to copy and distribute all materials with appropriate credits; it is likely that permission to modify for Australian schools would also be available. Modifications aligning this package to the SACSA Framework and replacing Canadian data and examples with South Australian data and examples would make this an excellent resource for SA teachers.

Websites useful for school students

MAKE A NOISE ONLINE has been developed by the Greater Murray Health Service, Upper Hume Community Health Service. The target audience is young people and the message is that talking helps. The site deals with a number of youth issues such as drugs, bodies, safety, relating, studying, homework, moving, minds and gambling at

<http://makeanoise.ysp.org.au/lifearticle.asp?Article=No80>

The gambling information offered includes

- *SIGN POSTS* (indicators that gambling is becoming a problem) with a checklist
- guidelines for 'good gambling'
- sources of help, which are NSW and Victorian focussed.

gspot

<http://www.gspot.breakeven.org.au/>

gspot has been created by community educators and counsellors working for BreakEven counselling services who would like to provide information and support to young people on gambling issues. The site includes information for schools and services that work with young people, as well as support and counselling for people who are gambling themselves or are concerned about the gambling of someone close to them. Because this site has been developed in Victoria all services and alternative activities listed are local ones.

Both of the above two sites have been designed with youth friendly and accessible language and graphics. They are **not** readily found with search words like youth/adolescent/gambling via most search engines but once there, they are easy to navigate around.

Stage 1 Australian Studies Illustrative Program — *Is it worth the gamble?*

Australian Studies is intended to fulfil a unique role as a cross-curriculum subject within the SACE (South

Australian Certificate of Education) pattern. As such it should draw together and complement studies in a range of areas. Students must attain at least 'recorded achievement' in 1 unit of Australian Studies to fulfil the requirements of the SACE. In Australian Studies, an "issue" is defined as an area of unresolved conflict or crisis in Australian society. Issues arise when groups do not agree on a solution to an area of conflict or crisis. Gambling and the problems it can cause is such an issue and one that students often choose. An illustrative program about the issue of gambling has been written for Australian Studies, a SACE (South Australian Certificate of Education) unit for SSABSA (Senior Secondary Assessment Board of South Australia). This was funded by the GRF schools project. The Australian Studies curriculum statement was inducted on 3rd June, 2002 to South Australian teachers. Teachers are expected to implement this new course starting in 2003. The guided issue study was presented in an illustrative program on the topic of gambling, entitled "Is it worth the gamble?". This program is on the SSABSA website with details of resources (which include multiple copies of two Streetwise comics) that are available through the GRF Community Education Program.

<http://www.ssabsa.sa.edu.au/support/1aus/1aus-menu.htm>

Radio programs

5UV Radio Adelaide has produced a series of 10 radio programs *Pokies, Black Jack and All That* which are available on CD (in limited numbers). This project was funded by the GRF Community Education Grants Strategy. Each radio program is about 6–7 minutes in length. This CD is a valuable resource for school use and is focussed entirely on South Australian content. It is one of the texts used in the Australian Studies Illustrative Program on gambling (see the SSBSA website).

The following recommendations

have been developed in consultation with a diverse range of people experienced in education and/or problem gambling interventions. The effectiveness of these partnerships is critical to the success of these recommendations.

Educating about gambling in Australian schools is largely uncharted waters and therefore requires caution. Evidence from alcohol and illicit drug preventive education programs suggest that these programs may even initially foster experimentation and heavier use (Plant 1997, Plant et al 1997). The proposed strategies are therefore based on a pilot project model with carefully planned evaluation in order to measure outcomes during the trial. Broader implementation can then occur after projects have demonstrated successful outcomes.

The recommendations fall into two groups:

- those that affect young people but are outside the school setting/influence
- those that relate directly to young people and the school setting.

It is important to acknowledge that, while access to young people through the school setting offers opportunities to provide information and influence skills and attitudes, the community beyond the school also exerts significant influence. How the community views gambling in terms of what is advertised, controlled by legislation, supported/encouraged/criticised by public figures all influences young people's perceptions about gambling.

1. Reduce perception of gambling as an everyday risk-free form of entertainment

Currently the availability of gambling opportunities both in terms of the wide diversity of gambling products, public promotion of gambling and the accessibility of gambling options, suggests community support for gambling and normalises the behaviour from a young person's perspective. In order to maximise school based interventions there needs to be a consistent harm minimisation approach to gambling at the community level. This currently occurs in other areas where, for example, young people receive school based programs about the risks of the consumption of tobacco, alcohol and other drugs and of not wearing seatbelts, of driving fast and of drink driving. In each of these areas there is a consistent message about these risks to the community through campaigns, legislation, services and programs. It is important that students receive consistent messages regarding the risks involved in gambling. South Australia should continue to visibly promote responsible gambling behaviour in the community to help complement school programs and further assist young people experiencing gambling related problems.

2. Develop a measure of 'safe gambling'

Protection of young consumers is a community responsibility. Education programs for young people must make messages clear and practical. They know that it is every cigarette that does you damage. Young people are generally very aware of the zero alcohol limit while driving on P plates and know about 'standard drinks'.

The development of a social policy of responsible gambling that includes a measure of safe gambling would support young people in making healthy choices. Such safe measures/guides are marketed for other health related issues such as nutrition, physical activity and safe sexual activity.

The development of a safe gambling code or measure is a difficult and complex assignment – the development of standard drinks must have looked a daunting task too. Gambling community education has the experience of other social/public health issues to inform its future direction. It is timely for resources to be directed towards the development of such a safe gambling measure.

3. Increase retailers' knowledge of and compliance with the sales to minors legislation

Experience in tobacco has demonstrated that where compliance with the law in relation to sales to minors goes above 90% in a geographical area, the smoking prevalence of young people drops significantly. Supply definitely affects demand.

The Delfabbro study found that 14.7% of the 15–17 year olds surveyed reported gambling on a weekly basis during the previous 12 months. There is a need to establish rates of under-age gambling and the

prevalence of sales of gambling products to minors. A retailer education program (similar to that regularly undertaken by the Tobacco Control Unit in relation to sales of cigarettes to minors) would serve as a warning to retailers that underage gambling activities are not without risk and hence we have legislation to protect young people. In order to collect data on the availability of gambling products to minors, limited controlled purchase operations could be undertaken. Such operations could identify if underage gambling is occurring and describe what products and types of venues are more likely to breach the legislation. Anecdotal evidence suggests that more young people are for example, likely to be buying scratchies underage than playing poker machines.

The recommendations focus on the middle and senior year bands of schooling as these are the onset years of gambling activity. The following recommendations span these bands with the *Don't Bet On It!* – Recommendation 4, focussing on the middle years band and the Australian Studies Illustrative Program (already written), covering the senior years band. The Health Promoting Schools Grants – Recommendation 5, incorporates the opportunity to develop strategies for particular target groups, local areas or issues.

4. **Comprehensive Regional Pilot Strategy including the *Don't Bet On It!* resource**

The *Don't Bet On It!* program has demonstrated a small but statistically significant change in student attitudes towards gambling. It is an engaging integrated curriculum package that teachers have found links easily into the SACSA Framework. **It is recommended that the *Don't Bet On It!* gambling harm minimisation program be part of a comprehensive regional strategy piloted in schools in the southern district.**

It is recommended that this regional strategy should include

1. **professional development for teachers about the issue of problem gambling, how it might be addressed within the curriculum and what resources are available**
2. **professional development about problem gambling for student counsellors including information about the availability of local BreakEven or other counselling services.**

The professional development for **TEACHERS** would include

- background information about gambling and defining problem gambling
- information about the indicators of problem gambling and how these might be recognised in students who may be affected by problem gambling
- an introduction to the teaching and learning features of the Don't Bet On It! Package and other resources
- support in linking the resources with the SACSA Framework.

The professional development for **STUDENT COUNSELLORS** (and/or those staff who attend to matters of student welfare/support services) would include

- information about gambling, and the social, economic and emotional issues of problem gambling, particularly as they relate to young people
- presentations from problem gambling counsellors that offer services in the southern area.

This professional development would be offered after school hours with professional development certification of hours for those teachers wishing to have it acknowledged towards their 37.5 hours total. All participants would be required to participate in feedback and evaluation of both the resources and the professional development sessions.

The resources and accompanying professional development would be offered to the three districts of the southern area:

- Southern Vales which has four clusters: secondary, Noarlunga Basin, Panalatinga and Southern Hills
- Fleurieu District which has five clusters: Kangaroo Island, River Hub, Escarpment Hub, Southern Fleurieu and Eastern Fleurieu
- Southern Range which has three clusters: Valley, Cove and Lonsdale.

The resources would be available to all teachers of students in Years 6–9; the professional development would provide the whole school environment with an increased capacity to support students through any issues that may arise from learning about gambling and the problems it can cause.

Evaluation

The professional development course will be evaluated to assess the process of building the knowledge and skills of teachers about the social issue of gambling. As the topic of gambling introduces sensitive concepts, the evaluation will investigate how competent the teachers feel, after completing the professional development, in introducing gambling concepts to year 6 to 9 students. The teachers will be asked how they see that gambling education will fit in with their teaching program, and to what extent they'll be making use of the resources. The information from the evaluation will provide feedback on whether changes to the professional development course are needed to give teachers greater confidence and enthusiasm to teach about gambling. A similar process will be followed with school counsellors.

The students participating in the *Don't Bet On It!* program in schools are given survey forms before and after learning about gambling and the problems it may cause. The preliminary evaluation showed some effect of the Don't Bet On It! resource on student attitudes. Teachers and counsellors may also gather anecdotal information of the effect of this learning on students. It will be difficult to show the extent to which such learning may help students to avoid problems with gambling, but a demonstrated increase in understanding of the risks associated with gambling would support the success of the initiative. The main evaluation will, however be a process evaluation of the professional development of the teachers and counsellors.

5. Health Promoting Schools Gambling Education Grants

There are a number of current student wellbeing related initiatives that have the potential for linking with gambling education. Some of these opportunities have been explored in the preparation of this report and have included options to link with the Learning Technologies Project and the development of a media challenge event similar to the Rock Eisteddfod. Other DETE programs such as the Drug Strategy and the beyond blue depression project also suggest obvious connections with gambling education. Many of these ideas are only likely to be successful if they are generated at the local school level and where they can complement and add value to existing programs.

Under P21, schools are encouraged to respond to the particular needs of their students and their local community and environment. Providing the opportunity for schools to develop gambling education programs that are appropriate for their student community and fit within local current initiatives could occur within the Health Promoting Schools (HPS) grant scheme. The health-promoting school approach provides an integrating and coordinating framework for learning and action about social issues. It links health and education; is evidence-based; is underpinned by health promotion principles and recognises and builds on the social determinants of health; offers opportunities for coordinated and integrated responses; and recognises schools as key agents of socialisation and settings for health development. It is an approach through which issues related to problem gambling at the individual, community and population levels can be effectively addressed.

This grants scheme (managed by the Children's Health Development Foundation and funded by the Department of Human Services) commenced in 1997 and has demonstrated its success in attracting grant submissions from a diverse range of schools. During 2000–2002 professional development HPS workshops conducted in partnership with a range of agencies, have occurred throughout the state. These workshops

would provide an ideal opportunity for increasing awareness and developing knowledge and skills for utilising the HPS approach in relation to the risks associated with gambling and for the development of community partnerships particularly with BreakEven agencies.

Quit SA funds HPS grants that have an anti-tobacco focus. Similarly it is recommended that the GRF fund HPS grants with a safe gambling focus. Such a grants scheme would allow individual school communities to identify gambling related issues and direct attention to ownership of initiatives and activities that were consistent with the school's strategic plan. As well as raising awareness of the issue of gambling it would enable schools to undertake research and pilot strategies that may later be shared with other school communities. Gambling education is largely uncharted waters. These grants could foster research to build an evidence base for best practice in schools and could be linked with state and national research on youth gambling patterns. The grants would also provide opportunities for the trialling of new resources.

6. Gambling Education Schools Project Officer

A GRF Schools Project Officer is needed for

- the supervision of the implementation of recommendations arising from this report
- the development of further gambling education initiatives
- the research and evaluation needed to establish best practice in gambling education
- the management of funds allocated to school based gambling education (a priority of the government)
- and for the maintenance of links with other jurisdictions around this issue.

This officer would need a background in education in addition to research and evaluation skills.

A partnership model is currently used by the Children's Health Development Foundation to bring the specific content knowledge and expertise of particular health fields to the school setting. In 2000 a partnership was formed between Health Promoting Schools and a group of health agencies. These agencies included the Health Promotion SA, Division of Mental Health, Northern Child and Adolescent Mental Health Services (CAMHS), Quit SA, National Centre for Education and Training on Addiction (NCETA), Sexual Health Information Networking and Education (SHine SA), Eat Well SA, Children's Health Development Foundation (CHDF). These agencies and many other units of government departments have Project Officers dedicated to working with schools. This model could also include a Gambling Education Schools Project Officer. The Officers from these particular agencies provide the expert knowledge of their particular agency at the Health Promoting Schools professional development workshops. A GRF Schools Project Officer would provide a valuable knowledge link between the activities of the GRF and other gambling related expertise and schools.

7. Resource development

It is recommended that the resource *Gambling: Reducing the Risks* (see page 21, North American Resources) be submitted for South Australian modification. Teachers need choice of resources to enable them to select materials that are appropriate for the learning styles, values, attitudes and behaviours of their particular school community. Modification of this resource would enable the cost effective provision of a comprehensive gambling education package. Implementation of this package could be included in the Don't Bet On It! professional development offered to teachers and student counsellors. Along with the Queensland modules it could be marketed through the SACSA Framework website if accredited by DETE.

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WORKSHOP PARTICIPANTS

Michele Herriot	Chair of GRF Community Education Reference Group
Loris Glass	Senior Project Officer, GRF Community Education Program
Jenny Philip Harbutt	BreakEven Counsellor, Relationships Australia SA
Helen Broomhall	Clinical Psychologist, Noarlunga Health Services
Grant Brindal	President, SA Association for Media Education Inc
Susan Ford	Curriculum developer, editor and teacher
Sally Francis	Coordinator of Year 9, Christies Beach High School
Alison Goffin	Project Officer, Children's health Development Foundation
Rob Houston	Teacher, Christies Beach Primary School
Pam Kent	Principal, Christies Beach Primary School
Marnie Liston	Clinical Psychologist, Noarlunga Health Services
Angela Krieg	Student Counsellor, Le Fevre High School
Wendy Legge	Learning Technologies Project Officer
Jenny Parker	Teacher, Christies Beach Primary School
Lesley Simons	Teacher, Woodcroft Primary School
Mike Sweeney	Teacher, Christies Beach Primary School
Bronwyn Telfer	SSABSA, Curriculum and Assessment—Society and Environment

STAGE 1 AUSTRALIAN STUDIES ILLUSTRATIVE PROGRAM

Issue Study: Is it worth the gamble?

Context:

This program is an example of a guided issue study with a focus on learning outcomes 4 and 5. This study on gambling seeks to challenge what are some of the myths and truths about gambling and the problems associated with gambling in our society. There will be an examination of particular groups and organisations who are affected by aspects of gambling in one way or another, such as the Government, help groups and individuals.

This particular study is approximately a 5-6 week unit.

Cross curricula perspective(s)

The following Essential Learnings are evident throughout this program:

- Identity
- Interdependence
- Thinking

Skill Development

Identifying the issue and explaining initial perceptions.

Describing and analysing the content of the issue.

Exploring the range of decisions, possible outcomes of action, and communicating personal responses to the issue.

Exploring different perspectives.

Key Questions and Ideas

1. Facts and myths about gambling

What is gambling? Definition, types of gambling methods.

2. Money and gambling

Where does the money come from?

Where does the money go to?

Where should the money go to?

3. Government role and responsibility

What role does the government play?

The role of other organisations?

4. The Social Implications

What is the impact on society?

What are the range of perspectives on the issue?

What is being done regarding prevention and addiction?

Teaching/Learning Activities

- Brainstorming and class discussion activity (a) To define what students think gambling is? (b) To address what are the types of gambling that exist today? Whiteboard ideas.
 - Play the first track of Pokies, Blackjack and all that, asking students to consider thoughts they have just white boarded.
 - In small groups students discuss and record who they believe are the people who get involved in gambling. Then students categorise these people into the occasional, regular, and problem gambler. Share thoughts with the class.
 - How accurate are the student's views? Use the facts and myth sheets as discussion and comparison.
-
- Determine and illustrate to students where the money comes from and where it is spent on gambling- discussion.
 - Ask students to address questions such as; is this enough money for the problems that excessive gambling can create? Should the government be responsible for funding to address gambling problems?
-
- Newspaper analysis of current comments made by politicians and organisations who deal with gambling. Examine and analyse the position on gambling of these groups and people. Students to come up with their own solutions to how and where money should be spent.
 - **Summative Task No.1**

Resources

CD- Pokies *Blackjack and all that*, track no.1 'What's in it for me'.

'What is the compulsive gambler?' p.16-17 & 'The cycle of problem gambling' p.17-18 Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*.

Articles-AIGR- fact sheet "Gambling hits and myths' and Victorian Government Problem Gambling Communications Campaign Fact Sheet

'Myths and facts about problem gambling', p.20 Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*.

GRF distribution of funds sheet

Article-'Gambling expenditure in Australia' p1, Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*.

Use Newstext- www.newstext.com.au search on gambling.

Articles- *The Australian* 'MP's state of fear at alien pokies' (9/4/02) p.6, 'Canberra stays its hand on gambling' (5/6/01) p.30

The Advertiser Gambling Reform Bill (9/5/02) p.7, 'Pokies test for gambling laws' (9/3/02) p.20

'Social costs the hidden price' p.9 Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*

CD- 5UV's Pokies, *Blackjack and all that*

'Ending the affair' p.36 & 'You never count your money when you're sitting at a pokie' p.34 - 35. Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*

The Australian 'Darlene one of thousands who lose the House', 14/06/01, p.6 & 'Women use gambling to 'escape', 23/11/01, p.5

Skill Development

Communicating informed points of view.

Undertaking awareness raising strategies.

Key Questions and Ideas

5. Youth Gambling & Help

How does gambling affect me?

How can I be more aware of the situation which can enable me to help others?

SUMMATIVE TASK

Assessment Component

Description of Assessment Task

Issue Study No.1

Students are to work in small groups to prepare an oral/visual presentation which reflects the views of government, individuals, organisations, research bodies and their own opinion on gambling. These views need to encompass material obtained throughout the issue study and should address the question; Is it worth the gamble? Students need to deliver their oral/visual presentation to the class and may use other multimedia sources to assist.

Issue Study No.2

Students to create a poster which reflects on their understanding of the issue and impact of gambling on their peer group today and how they might educate and make others aware of the issue.

Teaching/Learning Activities

- Inform students of the organisations which are assisting the issue of problem gambling such as The Gambling Help Line, and BreakEven Services such as the Adelaide Central Mission. Listen to track 9 and view Streetwise Comics.
- Students to create questions which look at future resolutions and management of the issue to address to a guest speaker from a local BreakEven service.
- **Summative Task No.2**

Resources

CD- 5UVs Pokies Blackjack and all that

Streetwise Comics-'Losing it'

'Do's & Don't's' p.30, 'To stop and stay stopped' p.31, 'Alarm over gambling Children' p.39, 'Students to learn a lesson on hazards of gambling' p 40. Healey, J. (2001) *Issues in Australian Society-Gambling in Australia*

The Australian, 'Lucky dips a 'gambling' threat-fears school fete games are first step to poker machines', 19/11/01, p.5

BreakEven Services at:

Adelaide Central Mission (08 8202 5100)

Anglicare SA (08 8209 5470)

The Salvation Army (08 8445 2111)

Wesley Uniting Mission (08 8245 7100)

Nunkuwarrin Yunti (08 8223 5217) ATSI service

Overseas Chinese Assoc (08 8445 7355)

Vietnamese Community In Australia (08 8268 8925)

Cambodian Assoc of SA (08 8243 1679)

Centre for Anxiety and Related Disorders (08 8204 4358)

Centacare Whyalla (08 8654 8233)

Lifeline Mount Gambier (08 8723 2299)

Port Pirie Central Mission (08 8633 8600)

Relationships Australia Metro and Riverland (08 8223 4144)

Learning outcomes

Assessment Criteria (From Curriculum Statement)

3, 4 & 5

- The ability to critically evaluate the issue
- The ability to identify and explain a range of perspectives (Indigenous Australians) on the issue
- The ability to communicate an informed personal response, using a variety of modes
- The capacity to explain options for sustainable futures for all Australians

4 & 5

- The ability to critically evaluate the issue
- The ability to identify and explain a range of perspectives on the issue
- The capacity to explain options for sustainable futures for all Australians
- The ability to communicate an informed personal response

RESOURCES

Materials available from Gamblers Rehabilitation Fund, Community Education (Ph: 8226 6329, Fax: 8226 6133)

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Gamblers Rehabilitation Fund and Community Education, www.dhs.sa.gov.au

Gambling Help Line, 1800 060 757 (24 hours a day)

Web sites

www.health.sa.gov.au/pehs/cpse/gambling-patterns-sa.pdf (SA Health)

www.problemgambling.vic.gov.au (Victorian govt.)

www.gaming.gov.ab.ca (Canadian Govt site on gambling)

www.aigr.uws.edu.au (Australian Institute for Gambling Research)

www.easg.org (European Association for the study of gambling)

www.reachout.com.au (Reach Out)

www.gamblersanonymous.org.au (Gamblers Anonymous)

Newspaper Articles

Newstext- www.newstext.com.au

Text

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