

# 1

## Gambling and the determinants of health

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# Lesson introduction

## Quick summary

Students compare and contrast gaming and gambling, and the possible harmful effects on health.

## Links to Victorian Curriculum 2.0

### Years 9 and 10 Health and Physical Education

#### Content descriptions

- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others and community's attitudes and actions (VC2HP10P09).
- Plan, justify and critique strategies to enhance their own, others and community's health, safety, relationships and wellbeing (VC2HP10P10).

#### Capabilities

- How to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enabler and barriers (VC2CP10S04).

### Relevant parts of the Year 9 and 10 achievement standards

- Students synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

#### Learning intentions

Students will:

- understand the impact of gaming on health
- assess the aspects of gaming that may lead to gambling harm.

#### Success criteria

Students will:

- be able to recall the impact gaming has on young people and their health
- know how gaming might lead to gambling harm.

#### Topic

Gambling and the determinants of health

#### Unit of work

Year 9 and 10 Gambling

#### Time required

60 minutes

#### Level of teacher scaffolding

Medium – Facilitate class discussion, support students to work independently within a group.

#### Resources required

- Device capable of presenting a video to the class
- Student worksheets –one copy per student
- Whiteboard + markers

#### Keywords

Loot boxes, gambling, video games, gaming, pack luck, intermittent rewards.

#### Teaching sequence

20 minutes - Part A: Understanding gaming

15 minutes - Part B: Is gaming gambling?

20 minutes - Part C: Debate

5 minutes - Reflection

#### Lesson management:

Reiterate to students regarding the importance of respectful sharing and personal boundaries to ensure emotional safety and a supportive learning environment.

# Part A:

## Understanding gaming

### Task 1

Work through this resource material in the following sequence:

#### Step 1

You may like to commence introduction time with a couple of questions such as:

- Give me three words to describe your mood today?
- Do you play any online games? Are these games engaging, why/why not?
- What does gambling mean to you as a young person?
- What type of behaviours should we all exhibit to ensure we feel comfortable during this lesson?

**Answers:** No judgment, kindness, listening, no laughing etc.

This check-in also enables you to connect to students and to learn more about what interests they may have developed recently or which events are taking place in their life at the moment.

#### Step 2

As a class, create a list of video games on the whiteboard, such as Fortnite, FIFA, Call of Duty, Candy Crush, Temple Run, or Minecraft. These games can be played on computer, PlayStation, Xbox or mobile phone.

#### Step 3

Independently, students investigate three of these games and complete following questions (table provided in Student worksheet).

- Categorise each game type. E.g. Strategy, sports, online multiplayer, puzzles, shooter or other.
- Do they have in-game purchases? E.g. Loot boxes, packs.
- Cost of in-game purchases.
- Probability of top tier reward within these packs/boxes.
- How do players get rewards or prizes in this game?
- Is this a form of gambling?

Step 3: Table example

Game	Game type e.g. shooter, sports, puzzle	In-game purchases and cost	Can you find the probability of top tier rewards?	Do players get rewarded for time spent or intermittently?	What features of this game are similar to gambling and how?
FIFA	Sports (football) PlayStation, Xbox or computer	Jumbo Rare Player Pack – Cost 2000 FIFA points (\$23 approx.)	90+ player = 10%	Time spent and/or completing objectives	Buying FIFA packs is a form of gambling because the pack is purchased with an uncertainty of reward

# Part B:

## Is gaming gambling?

### Step 1

Divide the class into three or four equally-sized groups (this number may vary depending on your class size) and refer students to the article (Appendix A) in the Student worksheet (Task 2).

Allow each group 5 minutes to read through the article on gambling and make some notes.

To ensure students have understood the information, ask each group to share their responses to the following questions:

- Why do you think online gambling might be unsafe for young people?

**Answers:** Uncontrolled and unsupervised money spent, not completely aware of the risks, addictive.

- How and why are loot boxes and virtual goods considered a form of gambling?

**Answers:** For an activity to be classified as gambling in Australia, it must involve money or something of value on the outcome of an event determined in whole, or in part, by chance and with the objective of winning a prize, which is what loot boxes are.

### Step 2

Watch: [Are Games Too Much Like Gambling? –Behind the News – YouTube](#) (use closed captions on the video)

While they are watching, students complete a 'See, Think, Wonder' table (available on the Student worksheet - Task 3).

I see ...	I think ...	I wonder ...
That other children enjoy video games as well	I think that playing video games is a way to escape reality and enjoy time with friends	Why adults think playing these games is a bad thing

# Part C:

# Debate

## Step 1

Divide the class into four equally-sized groups (this number may vary depending on your class size) and then give each group either 'agree' or 'disagree' to the statement.

The debate statement is:

“Gambling-like features such as loot boxes and special packs should be banned from video games”.

Each group will need to provide:

- an introduction of their viewpoint
- three points to support their argument
- a concluding statement.

Students have time to prepare their arguments as a team.

### AGREE:

**Introduction** – We believe that video games should not be allowed to have in-game purchases as we believe these are a form of gambling.

**Point 1** – According to gambling law in Australia – for an activity to be classified as gambling in Australia, it must involve the staking of money or other valuable consideration of real-world value on the outcome of an event determined in whole, or in part, by chance and with the objective of winning a prize, which is exactly what happens when someone purchases an item in game and have the chance to 'win' a reward or top-tier item.

**Point 2** – Many games with lootboxes are played by young people (vulnerable audiences) who may not understand the risks or mechanics of the game.

**Point 3** – Lack of transparency – odds of receiving valuable items are often not disclosed.

**Conclusion** – We will summarise the above points to justify why video games should not be allowed to sell in-game purchases, according to the law within Australia it is a form of gambling. Intermittent rewards create a false sense of 'hope' for players causing them to become addicted to being rewarded for playing the game ultimately affecting their health, young people spending real life money on in-game purchases can have a negative effect on relationships (family and friends).

### DISAGREE:

**Introduction** – We believe that video games should be allowed to continue to have in-game purchases as we believe these are not a form of gambling and apart of the game to improve player interaction.

**Point 1** – Chapter 2 – Parliament of Australia ([aph.gov.au](http://aph.gov.au)) ACMA states that online games, including those which contain loot boxes, have not, to date, been regarded as gambling services under the IGA 'because they are not 'played for money or anything else of value'.

**Point 2** – Intermittent rewards are an enjoyable way to promote player interaction and emphasise value in playing the game properly for appropriate rewards.

**Point 3** – These 'loot boxes' are often available to buy with in-game currency players receive for completing objectives – e.g. in FIFA you receive coins every game you play and players receive more coins for playing better making purchasing the more expensive FIFA packs more attainable.

**Point 4** – Lootboxes generate revenue that funds ongoing game development and free to play modules.

**Conclusion** – We will summarise the above points why games should be allowed to continue selling in-game purchases and we believe they have no negative effect on the individuals who purchase these items.

## Step 2

Group share – Agree and disagree groups to sit on either side of the room and collaborate points. Groups should discuss and communicate which ideas are the strongest to share with the class.

## Part C: Debate

### Step 3

You could then stage the debate, if you have time.

### Reflection

Teacher asks the class:

- Can someone share any point/s they found interesting from today's lesson?
- Why are video games a concern for young people?
- Should parents allow children to buy loot boxes?

### Differentiated learning

**Extension** – Students to investigate FIFA video game and their profits.

- How much money has EA made over the past 10 years with FIFA? Is it increasing or decreasing?
- What is changing for this trend to occur?
- What impact has in game purchasing had on FIFA's popularity?
- Are people spending more money on in game purchases within FIFA?
- Compare the last two years of in game purchases for FIFA, which year spent the most, why do you think that is the case?

**Provisions for Learning Support** – 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.

- Simplify language, repeat words and clarify meanings.
- Students to provide 'agree' or 'disagree' points on PowerPoint to the group.

## 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?

# Student worksheet

## Task 1

Investigate three of the mentioned games from student mind-map and complete following table:

Game	Game type e.g. shooter, sports, puzzle AND platform	In-game purchases and cost	Can you find the probability of top tier rewards?	Do players get rewarded for time spent or intermittently?	Change to What features of this game are similar to gambling and how?



# Appendix A:

## Young people and the link between gambling and gaming

Young people's exposure and experiences with gambling have changed due to technological advancements and a high level of mobile technology and gaming engagement. In addition, the current increase in online gambling advertising and the expanding opportunities to gamble online have made illegal gambling more accessible to children and adolescents (Kim et al. 2017, Freund et al., 2017).

The current evidence of how Australian young people engage with and are affected by gambling is limited. However, recent research indicates that young people are experiencing higher rates of gambling harm (Elliot and Le Guyader, 2020). Young adults today are exposed to a saturated online betting market. This generation are highly dependent on their phones and mobile apps make it easy for people to bet anywhere at any time. While these apps are illegal for people under the age of 18, it has been discovered that most teenagers that gamble had done so online.

Many studies conducted around the world have focused on the potential danger of gaming and the evident link between online gaming and gambling. Video games with elements of gambling are very common. Young people who play video games are often exposed to gambling components. Social casino games, virtual goods and loots boxes have been linked to gambling. Social casino games look and work like games in a casino but, instead of playing for money, you win points or in-game currency like coins or jewels. Sometimes players spend more to unlock special features or collect more points. Whereas, virtual goods (weapons or character upgrades) are something you can buy, earn or trade within the game. They could even be traded online for real money.

A loot box is a reward you can win or buy during a game. What's in a box is the luck of the draw. There's no skill involved, so it's a lot like gambling. The cost can add up if you buy loot boxes using real money.

Australia considers gambling a pertinent health concern for young people and although the effect of gambling marketing and advertising has received increased attention it is evident that the most influential exposure to gambling occurs via exposure through friends and family. Children and young people's views and attitude towards gambling are shaped by beliefs of their family. If a child is exposed to close friends and family members that approve gambling, they are more likely to gamble themselves (Delfabbro and Thrupp 2003).

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