

3

Types of gambling in Australia

Contents

| | |
|---|---|
| Lesson introduction | 3 |
| Introduction: Rock, paper, scissors | 4 |
| Part A: Mind map and discussion | 5 |
| Part B: Sportsbet advertisement | 6 |
| Student worksheet | 7 |

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Lesson introduction

Quick summary

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

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 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.

Topic

Types of gambling in Australia

Unit of work

Year 9 and 10 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.

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

Lesson management:

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

- acknowledge recent global events (e.g COVID-19) has played on gambling.
- see that marketing is appealing to people and helps draw attention to their product.

Introduction:

Rock, paper, scissors

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 many as possible).

Step 2

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

- In what situations have students played rock, paper, scissors and why?
- 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, horses), 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:

1. 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.
2. 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.
3. 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.
4. For entertainment reasons –because they like the feeling, to get that rush or “high”, or because it makes them feel good.
5. 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? What impact does global events such as COVID 19 have on where people are gambling?

Possible answers:

1. People are tending to gamble more at home, through their mobile phones or computers. This can increase accessibility to a range of online gambling products and make it far more convenient. More people gambled during the pandemic with horse racing, sports betting, greyhound racing and lotto being the main products that people gambled on before and during COVID-19.
2. 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%.
3. Interestingly, the temporary closure of pokies venues had immediate benefits for some people who gamble, including more money for essential items and increased savings.

Further reading: [Gambling in Australia during COVID-19 | Australian Institute of Family Studies \(aifs.gov.au\)](https://aifs.gov.au)

Part B:

Sportsbet advertisement

Step 1

Watch:

[Sportsbet -Squadron Bet With Mates –LED Virtual Production –YouTube](#) (use closed captions on the video)

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).

- What are the gambling losses from various types of gambling products in Victoria?
- Is this amount increasing or decreasing?

Part B –

- Why are sports betting 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?

