

SCHOOL EDUCATION PROGRAM



Year 10 – Humanities unit: The role of regulation

LOVE
THE
GAME

An initiative by



Victorian
Responsible
Gambling
Foundation

Acknowledgements

Project sponsor:	Janet Dore, Interim Chief Executive Officer, Victorian Responsible Gambling Foundation
Resource authors:	Valad Solutions Pty Ltd; and Mark Riddiford, Senior Prevention Advisor (Education), Victorian Responsible Gambling Foundation
Resource editors:	Alice Dunt, Director, Prevention, Victorian Responsible Gambling Foundation; and Steve Dobney, Editorial Consultant
Designer:	Kim Ferguson

First published 2016
Reprinted with amendments 2018

© The Victorian Responsible Gambling Foundation and licensed for re-use under the Creative Commons Attribution 3.0 Australia licence.



responsiblegambling.vic.gov.au/copyright

Victorian Responsible Gambling Foundation

Address: Level 6, 14-20 Blackwood Street, North Melbourne, Victoria 3051

Mail: PO Box 2156, Royal Melbourne Hospital, Victoria 3050

Ph: (03) 9452 2600

Website: responsiblegambling.vic.gov.au

Email: contact@responsiblegambling.vic.gov.au

School Education Program

The Victorian Responsible Gambling Foundation is working towards reducing harm from gambling in our community by building greater awareness and understanding of the risks involved. We work with young people, educators, coaches and parents, to provide balanced information and practical resources to prepare young people before they reach the legal gambling age.

The gambling environment has changed. Never before has gambling been so heavily promoted and accessible, especially through sport, making it feel like a normal part of the game. As a result it is harder for students to recognise the potential harms of gambling. We want young people to love the game, not the odds.

Our School Education Program is one of a suite of Love the Game community programs that raise awareness about the way young people are being increasingly exposed to gambling.

Drawing on the latest research, this free program supports your secondary school community to help students develop healthy and informed attitudes to gambling.

This program offers:

- face-to-face information sessions for teachers, parents and students
- units of work to incorporate in your curriculum plans across a variety of subject areas, including this unit
- useful resources for parents.

You can select these and other strategies for preventing gambling harm in the program's School Gambling Policy template, which can be adapted to suit your school's needs. Access the policy template at lovethethegame.vic.gov.au/schools

If, when teaching this unit, you become concerned that gambling is affecting a student, you can refer them to our free and confidential Gambler's Help Youthline support service on 1800 262 376 or at gamblershelp.com.au/youthline. Concerned teachers and parents can also contact this service for advice or visit gamblershelp.com.au for more information.

Unit overview

Unit structure

This resource has been developed as a unit which could be offered to students as part of a Year 10 Humanities subject.

Teachers can use this unit as a short introduction to provide students with some familiarity about Humanities. Alternatively, teachers can implement the suggested extensions to address the content or skill development in more detail.

The most up-to-date version of this resource is available at: lovethgame.vic.gov.au/resources

Curriculum links and assessment

On completion of this unit, students can be assessed against the elaboration in Humanities Civics and Citizenship (VCCCC035).

Dimension	The Humanities
Strand	Citizenship, diversity and identity
Content description	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralistic society. (VCCCC035)
Elaboration	Creating an article, argumentative essay, panel discussion or debate about a contemporary issue.

An assessment rubric with explanatory notes accompanies this resource (see Appendix 3).

Unit focus

The objective of this unit is to provide an opportunity for students to understand that gambling is an inherently risky activity and gambling regulation exists to help protect Australian and Victorian citizens from gambling-related harm.

Resources

Teachers need to ensure that students have access to:

- computers and the internet
- a data projector or interactive whiteboard
- all student resources included in this unit.

Unit summary

Learning sequence component	Learning outcomes	Activities and links to assessment	Resources
1. Tuning in (45–90 minutes)	<p>Students will define gambling.</p> <p>Students will revise and consolidate their understanding of elements of a democratic society and freedom of choice.</p> <p>Students will consider reasons for the regulation of gambling in Australia and draw comparisons with other risky activities which are regulated to protect citizens from harm.</p>	<p>Activating prior knowledge</p> <p>Class discussion and note-taking</p> <p>Post-discussion reflection</p>	<p>Appendix 1: Teacher resource – definitions</p> <p>Appendix 2: Student worksheet – gambling and regulation</p>
2. The need for gambling regulation (30–45 minutes)	<p>Students will identify reasons why gambling regulation exists at the state and national level.</p>	<p>Activity: Vote with your feet</p> <p>Class discussion</p> <p>Brainstorm</p>	<p>Appendix 1: Teacher resource – definitions</p>
3. Gambling regulation in Australia and Victoria (60–180 minutes)	<p>Students will understand the role the government has in regulating gambling in Australia.</p> <p>Students will investigate effects of gambling regulation in Australia.</p>	<p>Webquest activity: How is gambling regulated in Australian society?</p>	<p>Appendix 1: Teacher resource – definitions</p> <p>Appendix 2: Student worksheet – gambling and regulation</p> <p>Appendix 3: Student worksheet – webquest and podcast</p> <p>Appendix 4: Assessment rubric - webquest and podcast</p>
4. Extension – Investigating gambling regulation internationally (60–180 minutes)	<p>Students will learn about how gambling is regulated in Australia and overseas.</p>	<p>Activity: Comparing Australia and another country</p>	

Learning sequence with teacher notes

1. Tuning in

Learning outcome

- Students will define gambling.
- Students will revise and consolidate their understanding of elements of a democratic society and freedom of choice.
- Students will consider reasons for the regulation of gambling in Australia and draw comparisons with other risky activities which are regulated to protect citizens from harm.

1.1 Activating prior knowledge

Teachers might begin this unit with some interactive activities to establish a knowledge base on which students can build their learning. Suggestions include:

- ‘Mind map’ – Students work in groups to create mind maps of their existing knowledge and then share with the rest of the class.
- ‘Last word’ – Students work in pairs with the aim of being the player with the final example of a certain category. These can include types of gambling and risks associated with gambling. To make the game more challenging, give each player only 5–10 seconds to think of an answer. Students then share examples of each category with the rest of the class.
- Hangman – Play the game using a key phrase about gambling. Scaffold each key phrase with a brief discussion about its origin and meaning.

1.2 Class discussion and note-taking

Lead a discussion to refresh student understanding of the elements of a democratic society and freedom of choice.

Discussion includes:

- capitalism – the economic system of free enterprise and competitive markets

- the definition of gambling

Gambling describes games and activities that have an unpredictable outcome and that require players to make bets in the hope of winning something of value. Other words for gambling include betting, having a punt or playing.

Discuss how Australia is a democratic society and its citizen have freedom of choice, but because certain risky activities like gambling are available in Australia there is a need for regulation around these, to help citizens avoid potential harm.

Ask students to provide examples of other risky activities that have been regulated in order to help protect citizens from harm. Suggested examples may include alcohol, driving, tobacco.

This discussion is supported by Appendix 1: Teacher resource – definitions.

1.3 Post-discussion reflection

Post-discussion questions for students to provide a written response and reflection can include:

These questions might be set as a homework reflection or an individual response during class.

1. What are the aspects of games or other activities which could categorise them as gambling?
2. What are some activities that are regulated in order to help protect citizens from harm?
3. Do you think there is a need for risky activities to be regulated? Why or why not?

These reflection questions can be provided to students as a worksheet, see Appendix 2: Student worksheet – gambling and regulation.

2. The need for gambling regulation

Learning outcome

- Students will identify reasons why gambling regulation exists in both Australia and Victoria.

2.1 Activity: Vote with your feet

Make the following statement visible for all students.

'Australians under the age of 18 should be allowed to gamble.'

Ask students whether or not Australians under 18 should be allowed to gamble. Students should cast their votes by standing in designated areas of the classroom representing yes, no and maybe. You can use the classroom whiteboard to indicate these positions. Once students have selected a position ask them to explain their thinking.

2.2 Class discussion

Draw on student responses to the questions in section 1.3 (or Appendix 2: Student Worksheet – gambling and regulation). Discuss why they think risky activities might need to be regulated.

Link their responses to reasons why gambling regulation might exist, for example protecting underage citizens from potential harm. In this discussion, prompt students to think about potential harms related to gambling including short term harms.

Write the potential harms generated by the discussion on the board or poster paper for future reference.

2.3 Brainstorm

Brainstorm other gambling regulations that may exist both in Australia and in Victoria. Ask students to consider factors such as accessibility, advertising and riskier forms of gambling such as poker machines (EGMs).

3. Gambling regulation in Australia and Victoria

Learning outcomes

- Students will understand the role the government has in regulating gambling in Australia.
- Students will investigate effects of gambling regulation in Australia.

3.1 Webquest and podcast activity: How is gambling regulated in Australian society?

Students undertake a small group webquest activity based on a hypothetical youth podcast scenario. This will develop student understanding of the laws associated with gambling in Victoria and Australia.

Divide the class into small groups. Students work within their groups to research the key questions.

Students collate their individual research and produce a 2-page (350–400 word) summary of key facts that will meet the producer's and listeners' requirements.

In the extension activity 'Going further', students can write the full script for this podcast, including a catchy introduction and a conclusion that revisits the key facts they have investigated.

There is an assessment rubric for this task (Appendix 4).

This activity is supported by (list as dot points)

- 'Appendix 1: Teacher resource - definitions
- Appendix 2: Student worksheet - gambling and regulation
- Appendix 3: Student worksheet - webquest and podcast
- Appendix 4: Assessment rubric - webquest and podcast

4. Extension – investigating gambling regulation internationally

Learning outcome

- Students will learn about how gambling is regulated in both Australia and overseas.

4.1 Activity: Comparing Australia and another country

Students use their recently acquired knowledge of Victorian and Australian gambling regulation and compare it to a country of their choice. Research can be anecdotal via an interview with someone who has lived or travelled to the country, supported by referenced research, or totally through referenced research. The comparison should highlight at least eight similarities and eight differences or 16 points in total. This could be completed as a homework task.

Assessment and feedback

Students should refer to the assessment rubric (see Appendix 4) at key points during the planning process and during reflective class discussion, noting any partial or full achievement of learning outcomes throughout the process.

Teachers provide feedback to students via the assessment tool and conferencing, reflecting on the key elements which were achieved and areas for future development and focus.

The rubric can be also used for peer assessment if the extension activity is completed.



Teacher resource – definitions

Defining a democratic society

Australia is a representative democracy. All Australian citizens over the age of 18 vote for candidates (politicians) to carry out the business of governing on their behalf. Australia's system of government – its institutions and practices – reflect British and North American traditions combined in a way that is uniquely Australian.

Australian democracy has at its heart, the following core defining values:

- freedom of election and being elected
- freedom of assembly and political participation
- freedom of speech, expression and religious belief
- the rule of law
- other basic human rights.

Australian democracy has at its heart, the following core defining principles:

- responsible government – the government is answerable to the parliament for its actions and for those of its departments, as administered by the public service
- ministerial responsibility – ministers are expected to accept full responsibility for decisions made by their departments
- the rule of law – all Australian people (including Australian authorities) are equally required to uphold the law and are subject to legal and judicial processes
- parliamentary sovereignty – the government is required to seek the approval of the parliament for many decisions including creating new laws or amending existing laws

- the separation of powers – power is distributed between the ministry, the courts and the parliament to define discrete and distinct roles and functions and to avoid a monopoly of power.

(Source: moadoph.gov.au/democracy/australian-democracy/)

Defining capitalism

Capitalism is an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the government. This means that private business has the freedom to operate competitively for profit with minimal government regulation. This is also termed 'free enterprise'.

A competitive market is one in which a large number of producers or businesses compete with each other to satisfy the wants and needs of a large number of consumers. In a competitive market, no single company can influence the price, service or profit made.



Defining gambling

Gambling/betting requires a player to risk losing something of value (usually money) for the chance of winning more, which is dependent on an uncertain outcome such as a particular horse coming first in a race, a particular team winning a sporting match, or having a certain combination of cards in a card game.

Common gambling types

Gaming refers to all legal forms of gambling other than wagering (race and sports betting), such as lotteries, electronic gaming machines (EGMs, otherwise known as pokies), casino games, keno, poker and minor gaming (the collective name given to raffles, bingo and lucky envelopes).

Interactive gambling/gaming is a term used to describe gambling activities conducted via the internet. In Australia the *Interactive Gambling Act 2001* (Commonwealth) strictly prohibits the offer of gaming activities (such as casino games or poker machines) via the internet to Australians. An exception is made for the provision of wagering activities on racing and sports by bookmakers licensed in Australia. The term 'via the internet' should be understood to include the provision of gambling services via internet-connected devices.

NOTE: The term 'gaming' is not to be confused with playing video games and apps available on social media platforms, Google Play and iTunes, even though some of these can closely resemble gambling activities. For example, video games such as Grand Theft Auto and The Sims include casino scenes and card games, while apps such as Slotomania and Zynga Poker simulate poker machines and casino card games.

Lotteries are conducted in Australia by both

government and commercial operators. There are three components to a lottery – the purchase of a ticket, the draw and the prize. Lottery prizes are based on the total amounts wagered after deduction of a set percentage by the operator. Lottery tickets are sold at various outlets around Australia, such as newsagents. The same operators may also conduct lotto, pools and instant lotteries.

Instant lotteries, also known as scratch cards or 'scratchies', operate in the same manner as lotteries. However, the winning numbers (cards) have already been determined before a ticket is purchased. Prizes, which are revealed by the player scratching the ticket, can be paid instantly. The prizes paid to the player is based on the number of tickets in any set, the cost to purchase the tickets and the percentage retained by the operator.

Race betting is legal wagering with bookmakers, both on and off the course in person, via the telephone or via the internet, where bets are placed on the outcome of local, national or international horse and/or greyhound races.

Sports betting is legal wagering with bookmakers on approved types of local, national or international sporting activities (other than horse or greyhound racing), both on or off the course in person, via the telephone or via the internet.

Wagering refers to all legal forms of gambling on racing and sporting events.

(Source: Gambling Industries Facts, Figures and Statistics. Australasia's Gambling Industries published and prepared by the Australasian Gaming Council 2014/15)

Student worksheet – gambling and regulation



<p>1. What are the aspects of games or other activities which could categorise them as gambling?</p>	
<p>2. What are some activities that are regulated in order to help protect citizens from harm?</p>	
<p>3. Do you think there is a need for risky activities to be regulated? Why or why not?</p>	

Student worksheet – webquest and podcast



Webquest – reporting for a youth-focused podcast

This webquest aims to develop and enhance your understanding of how gambling is legislated in Victoria and nationally and why this legislation exists. Remember that regulation and legislation are very similar terms and are sometimes used interchangeably.

Task description

As a small group you are responsible for producing a podcast program for teenagers aged 16–20.

An independent group in the community is asking for all gambling laws and legislations to be abolished.

Your producer has asked you to create a 3-minute podcast (approximately 350–400 words) which:

- explains what the current gambling laws are in Victoria and Australia
- provides an explanation of what this legislation seeks to achieve and why it exists.

Your producer has asked your team to create a list of facts that will support the podcast.

Your facts need to be well formulated, accurately researched and well referenced.

Your listeners are relying on you to provide the information in clear, concise and easy to understand language.

You will be assessed on your list of facts and the rubric of self/peer/teacher assessment.

Key questions

1. What forms of gambling are legalised or prohibited by legislation overseen by:
 - a. the Victorian Government?
 - b. the Australian Government?
2. Choose one of the following and provide a summary of what it is and why it exists.
 - a. the *Gambling Regulation Act 2003*
 - b. the *Casino Control Act 1991*
 - c. the *Commonwealth Interactive Gambling Act 2001*
 - d. the Victorian Commission for Gambling and Liquor Regulation (VCGLR).

Going further

Write the full script for your podcast, including a catchy introduction and a conclusion that revisits the key facts as you see them.

Perform and/or record your podcast and share it with your classmates for a peer review using the assessment rubric.

Helpful links

<http://www.responsiblegambling.vic.gov.au>

<http://www.vcglr.vic.gov.au>



Assessment rubric – webquest and podcast

To be completed by students as a self-assessment, by teachers and/or with peers.

	Attempted 1	Beginning 2	Developing 3	Accomplished 4	Exemplary 5	Score	Areas for future improvement (Comment)
Creation and content of fact list and summary	Student has attempted to create a fact list with little detail or summary.	Student made little contribution to research, or questions, or summary. Information does not relate to key questions. Information was a direct cut and paste from the internet.	Student accepted some responsibility for research but made little contribution to construction of the summary. Some information related to and addressed the key questions.	Student accepted responsibility for research, forming questions and contributed to construction of the summary. Most information related to and addressed the key questions. Most information was summarised and referenced.	Student accepted responsibility for research and forming questions and did full share of constructing the summary. All information addressed the key questions. All information was summarised and referenced.		
Understanding of gambling and the role of government	Student did not show understanding of gambling and the role of government in establishing conditions for gambling legislation.	Student showed very little understanding of Australian and international gambling, and the role of government in establishing conditions for gambling legislation.	Student displayed some understanding of Australian and international gambling, and the role of government in establishing conditions for gambling legislation.	Student investigated factors affecting Australian and international gambling, and the role of government in establishing conditions for gambling legislation.	Student clearly showed they investigated factors affecting Australian and international gambling and the role of government in establishing conditions for gambling legislation.		



	Attempted 1	Beginning 2	Developing 3	Accomplished 4	Exemplary 5	Score	Areas for future improvement (Comment)
Analysis of issues relating to Australian democracy	Student did not show analysis of issues in data from information sources.	Student identified, collected and processed data from some sources, including electronic media. Student interpreted tables, charts and graphs displaying information to a minimal standard.	Student identified, collected and processed data from a range of sources, including electronic media, and interpreted tables, charts and graphs displaying information to a reasonable standard.	Student identified, collected and processed data from a range of sources, including electronic media. Student interpreted tables, charts and graphs displaying information and data in an accomplished way.	Student identified, collected and processed data from a range of sources, including electronic media. Student interpreted tables, charts and graphs displaying information about the issues to an exemplary standard.		
Collaboration with peers	Student did not effectively collaborate with peers.	Student collaborated with peers in a limited way.	Student collaborated with peers by sharing some information and listening to others some of the time. Student negotiated tasks and shared roles.	Student worked well with others, contributing and listening well. Student negotiated tasks and shared roles effectively.	Student negotiated tasks and roles efficiently, and displayed high level listening and communication skills.		



Attempted 1	Beginning 2	Developing 3	Accomplished 4	Exemplary 5	Score	Areas for future improvement (Comment)
Other						

Student comment: _____

Peer comment: _____

Teacher comment: _____

lovethethegame.vic.gov.au/schools

**LOVE
THE
GAME**

An initiative by



Victorian
Responsible
Gambling
Foundation

