

8

The link between gaming and gambling

February 2024

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Activity introduction

Quick summary

Students will use the findings from the NSW Youth Gambling Study 2020 to debate whether gambling must be banned in video games to protect young people from gambling harm. They will use the visible thinking strategy of 'Claim, Support and Question' to deepen their understanding of the opposing viewpoints and communicate their point of view verbally. Students will reflect on how their understanding of this issue has changed, through the learnings of this lesson.

Learning intentions

Students will:

- Understand the correlation between gambling and gaming.
- Build on their knowledge of the role of parents and governments in regulating gambling for young people.

21st-century skills

Communicating
Critical thinking
Cultural understanding
Empathy
Ethical behaviour
Flexibility
Personal and social skills
Teamwork

NSW Syllabus outcomes

- **EN11-6** investigates and explains the relationships between texts
- **EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- **EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning

General capabilities

Literacy
Critical and creative thinking
Personal and social capability
Ethical understanding

Stage 6 Syllabus objectives

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical.

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- express themselves and their relationships with others and their world.

Topic

The link between gaming and gambling

Unit of work

Stage 6 English

Time required

60 minutes

Level of teacher scaffolding

Medium – teacher will need to lead an initial discussion, organise students into groups, model one example of ‘Claim, Support, Question’, and adjudicate the line debate.

Resources required

- Appendix A: Student worksheet
- Appendix B: Student worksheet
- A device capable of projecting content to the class
- Students will need devices capable of accessing [‘NSW Youth Gambling Study 2020’](#) online

Keywords

Gambling, gaming, young people, gambling harm, gambling ban, parents, government, line debate, NSW Youth Gambling Study, gambling and gaming, differences between gambling and gaming, gaming leading to gambling, Harvard project zero, gambling products, gambling services, gambling addiction, gaming addiction.

Teacher worksheet

Teacher preparation

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

Learning intentions

Students will:

- understand the correlation between gambling and gaming.
- build on their knowledge of the role of parents and governments in regulating gambling for young people.

Success criteria

Students can:

- compare gambling and gaming to find overlap.
- develop supporting evidence to present a claim.
- critically interrogate data to develop a point of view.
- debate a position using evidence to support.

Teaching sequence

10 minutes - Part A: An introduction to gaming and gambling

30 minutes - Part B: Establish a claim, support the claim, ask questions

15 minutes - Part C: Line debate

5 minutes - Reflection

Lesson introduction

Work through this resource material in the following sequence:

Part A:

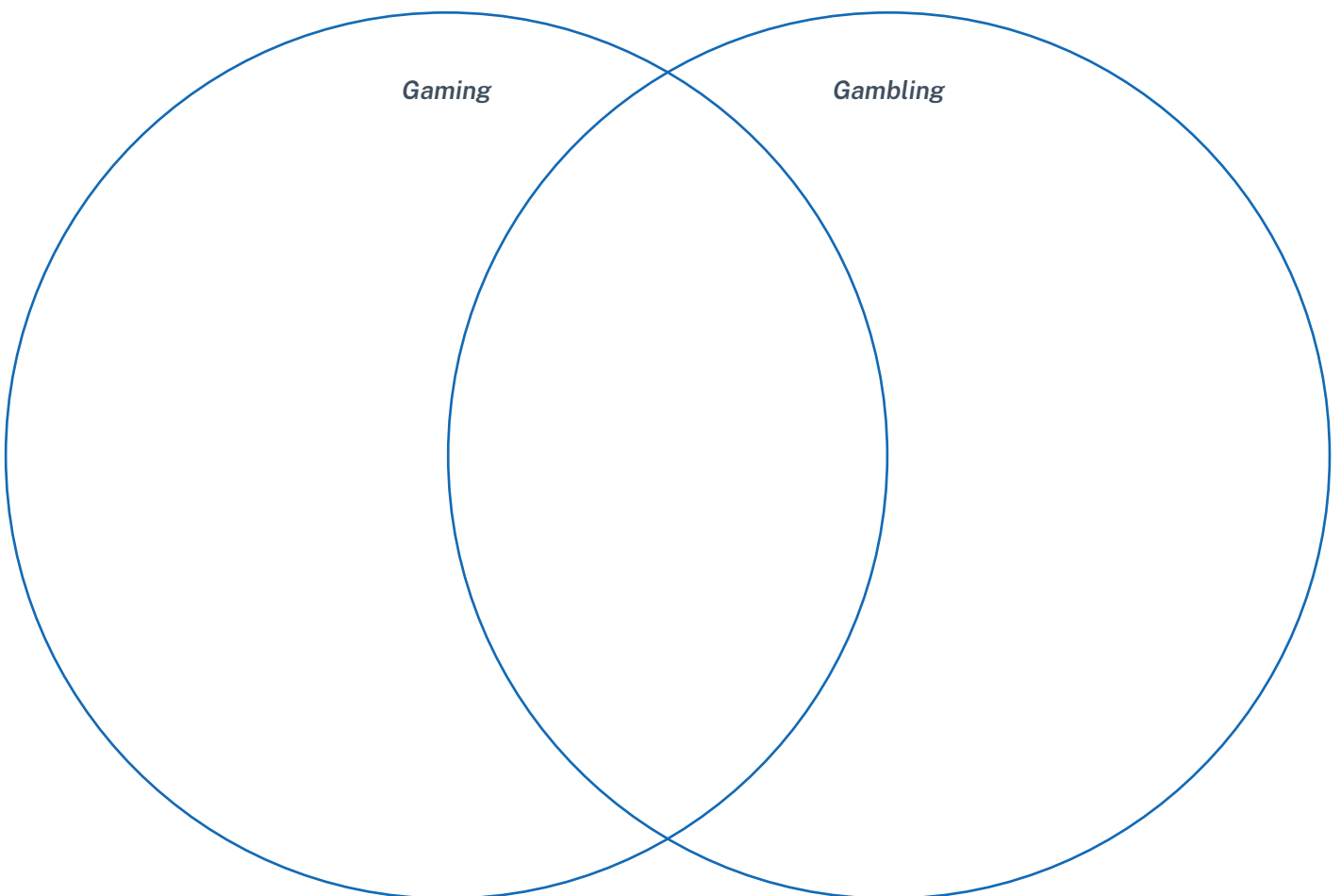
An introduction to gaming and gambling

Step 1

Ask students to draw a Venn Diagram in their notebooks, or on a piece of paper. Label one of the circles 'Gaming' and the other 'Gambling'. Alternatively, you may like to print the Venn Diagram located in Appendix A.

Step 2

Ask students to work in pairs to consider what they know about the similarities and differences between gaming and gambling. They should use one colour to note down their initial thinking, and will add to this Venn Diagram in another colour later in the lesson.



Part B:

Establish a claim, support the claim, ask questions

This part of the lesson is based on the 'Claim, Support, Question' strategy from [Harvard Project Zero](http://www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf).

Link: http://www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf

Step 1

Split the class into two groups, affirmative and negative. Write the following topic up on the board:

That gambling must be banned in video games to protect young people from gambling harm.

Have students stand on opposite sides of the room depending upon their point of view on the above statement. Those who are unsure can stand in the centre.

Call on students to explain their stance. As the rest of the class listens to differing viewpoints on the issue they can move from their position if they choose. Question what it was that the student said to make them change their stance on the issue.

Step 2

Share the information available from the [NSW Youth Gambling Study 2020](#).

Reflect on the following snapshots:

- [Fact sheet: Young people and gambling](#)
- [Fact sheet: Young people and problem gambling](#)
- [Fact sheet: What influences young people to gamble?](#)
- [Fact sheet: Young people's use of gambling-like products](#)

Step 3

Nominate one side of the topic from Step 1 as an example and ask the group for evidence that supports the claim from the fact sheets, then invite students to question the claim or any of the evidence that has been offered to support it. As you process each step of the routine, document students' comments in a way that is accessible to all students. For example, you may want to write the claim on a chalkboard, then draw two columns, one for supports and one for questions – See Appendix B for a proforma.

Step 4

Once students are confident with this thinking routine, they can use it independently in small groups, documenting their responses using Appendix B. The following questions may be useful in promoting student thinking:

- 1. Can gambling be 'just be for fun'/enjoyment? Is all gambling problematic?***
- 2. How problematic are the gambling-like features young people use while gaming?***
- 3. What responsibility does the government have to protect young people, versus what responsibility do parents have to protect their children?***
- 4. Will banning gambling in video games be enough of a response to the issue of gambling harm?***
- 5. What are some other questions you might want to ask about this claim? Can you think of reasons why this might be true? Why might it not be true?***

Thoughtful questions that challenge the plausibility of a claim often lead to a deeper understanding of the topic and the reasoning process.

Part C:

Line debate

Step 1

Line students up with the affirmative team facing the negative team. Students take it in turns to present one of their supporting ideas for their claim. When the support has been presented, the opposite side should offer a question, which can be responded to by the initial side. Each time a team 'wins' a point, determined by the teacher (or another nominated adjudicator), the winning team gets to choose a member of the opposition to swap to their team. The team with the most number of people at the end of the time allocated, is the winner.

Have students reflect on how and why their opinion altered during this lesson.

Reflection

Bring students together to reflect on the learning from today. Ask them to consider their original Venn Diagram from the opening activity, and add in any new thoughts they have about the topic of gaming and gambling in a different colour. What do they notice about the way their thinking has developed as a result of their lesson today?

Differentiation

Here are some videos that provide an overview of the research in a different form, that students could use to develop their ideas:

[What you don't know about your kid's gaming](#)

Link: youtube.com/watch?v=QOToTGOWj7g

[How parents can influence their kid's gambling behaviour](#)

Link: youtube.com/watch?v=QApU_n-N2dc

Extension

- Students might like to read the NSW Youth Gambling Study 2020 in its entirety to better develop their understanding.
- Students could research what studies have and are being conducted to discover what can be done regarding gambling addictions in youth.
- Students could write a short persuasive piece to send to their local member for parliament outlining their viewpoint on gambling in their country/ local area.

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?

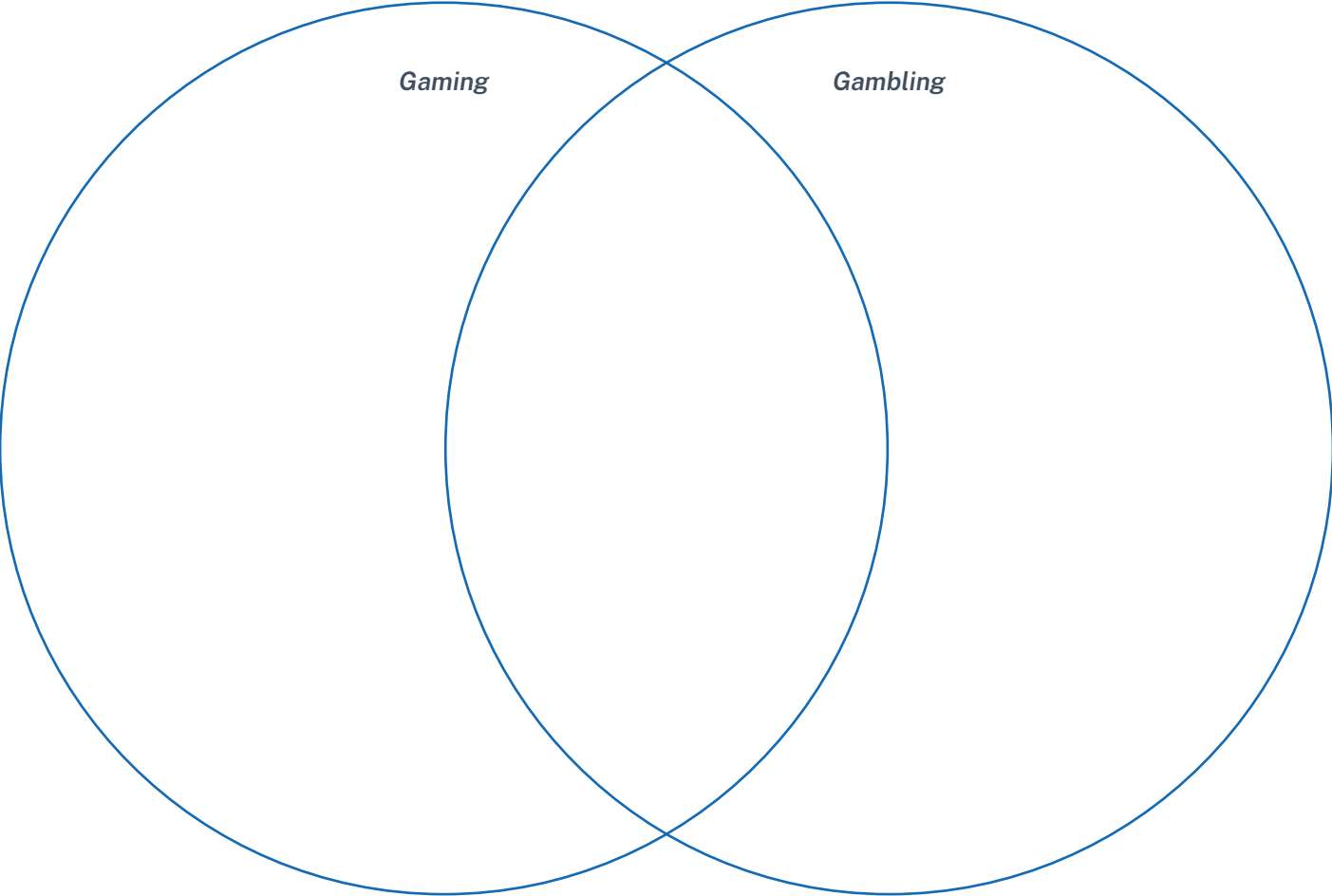
What would you share?

Where to next?

How are you going to get there?

Appendix A

Venn diagram



Appendix A

Claim, support, question

Claim:

Support	Question