SCHOOL EDUCATION PROGRAM

Year 10 – Wellbeing unit:
Telling gaming from gambling

LOVE THE GAME

An initiative by

Victorian Responsible Gambling Foundation

VICTORIA State Government

Acknowledgements

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Victorian Responsible Gambling Foundation

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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 **lovethegame.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 general subject, wellbeing or welfare learning time. While it offers assessment options across two curriculum areas it can be tailored to address one area more specifically as required by school programs.

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

The unit includes background information for teachers to familiarise themselves with the emerging issue of the convergence of gaming and gambling.

This unit is supported by Appendix 1: Background information for teachers.

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

Curriculum links

This unit is linked to the levels 9 and 10 achievement standards for Critical and creative thinking, and Personal and social capability.

Critical and creative thinking

By the end of level 10:

- They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions.

- Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others' thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies.

Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.

Personal and social capability

By the end of level 10:

- Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.

- They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.

- They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

- Students analyse the effects of actions that repress human rights and limit the expression of diverse views.

- They analyse factors that influence different types of relationships.

- They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.

- They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements.

- They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

Unit focus

This unit provides an opportunity for students to explore how telling the difference between gaming and gambling is becoming increasingly difficult. Students will explore how apps that simulate gambling can create a false sense of confidence of winning real money and can encourage young people to spend large sums of money on 'in app' purchases.

Resources

Teachers need to ensure that students have access to:

- computers and the internet

- all student resources included in this unit.

Unit summary

Learning sequence component	Learning outcomes	Activities and links to assessment	Resources
1. Tuning in (60–90 minutes)	Students will investigate the screen time habits of their peers and their common online activities. Students will identify playing apps as a common online activity. Students will consider their awareness of 'fake' gambling apps and identify possible cyber safety issues associated with these apps.	Screen time discussion Screen time and online habits survey	Appendix 1: Background information for teachers Appendix 2: Student worksheet – screen time and online habits survey
2. It's getting harder to tell gambling from gaming (120 minutes)	Students will understand the difficulties in differentiating between gaming and gambling. Students will identify concerns arising from the increased availability of 'fake' gambling apps.	Prezi presentation and class discussion Individual task – school newsletter article	Internet access
3. Role play – Getting one up on the app (180 minutes)	Students will identify the potential cyber safety concerns associated with playing 'fake' gambling apps.	Role play activity Class discussion Extension activity	Appendix 3: Script – 'getting one up on the app' Appendix 5: Assessment rubric – role play
4. Public awareness campaign for parents (120 minutes)	Students will apply their knowledge of cyber safety concerns associated with playing 'fake' gambling apps. Students will develop a tool which is targeted to parents to assist them to educate their children about 'fake' gambling apps and cyber safety concerns.	Create a public awareness campaign	Appendix 4 : Student activity – awareness campaign for parents Appendix 6: Assessment rubic – public awareness campaign for parents

Learning sequence with teacher notes

1. Tuning in

Learning outcomes

- Students will investigate the screen time habits of their peers and their common online activities.

- Students will identify playing apps as a common online activity.

- Students will consider their awareness of 'fake' gambling apps and identify possible cyber safety issues associated with these apps.

1.1 Screen time class discussion

Share the following statistic with the class.

> *By 12-13 years old children spend on average up to 30% of their daily waking time on screens.*
>
> *(Source:* **aifs.gov.au/publications/childrens-screen-time***)*

Define screen time as the amount of time spent on any digital device, such as a smart phone, computer, tablet or TV.

- Are students surprised by this statistic?

- What might children and young people be doing during screen time?

Explain that this unit will be focusing on screen time habits and an important cyber safety issue that students should be aware of when spending time online.

1.2 Screen time and online habits survey

Students complete Student worksheet – screen time and online habits survey (Appendix 2).

Students share their common online activities, with particular attention to online apps available through Apple's App Store, Google Play, Facebook and iTunes.

- Have students seen apps that remind them of gambling?

- Are students aware of any cyber safety issues associated with playing these apps?

Explain that this unit is all about increasing their awareness of some important cyber safety considerations associated with 'fake' gambling apps, so next time they come across one on Facebook, iTunes, Apple's App Store or Google Play they will be better informed and able to avoid any potential pitfalls.

This activity is supported by Appendix 2: Student worksheet – screen time and online habits survey.

2. It's getting harder to tell gaming from gambling

Learning outcomes

- Students will understand the difficulties in differentiating between gaming and gambling.

- Students will identify concerns arising from the increased availability of 'fake' gambling apps.

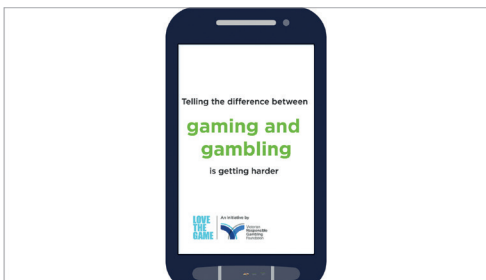### 2.1 Prezi presentation and class discussion

Play the following Prezi presentation, using an interactive whiteboard if possible.

This presentation can be found at **https://prezi.com/tsm1tt16ncj8/simulated-gambling-for-year-10-well-being-unit/?utm_campaign=share&utm_medium=copy**

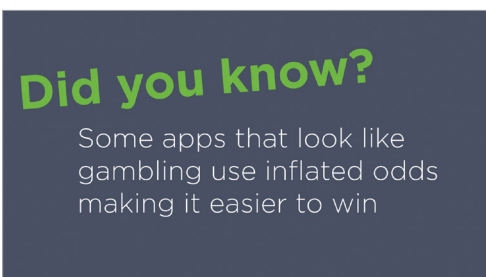| Slide	Teacher notes
1	Link back to the previous activity (online habits survey). A common online activity is playing apps. We know that there are some apps that look a lot like gambling but are not quite the real thing because you can't win real money. Ask students if they have seen a lot more of these 'fake' gambling apps lately and whether they have noticed that telling the difference between gaming and gambling is getting harder.
2	Explain that these images illustrate how tricky it can be to tell gaming from gambling. Ask students to identify which of the two examples is a real illegal gambling website and which is an app. **Answer** Example A is a screenshot from an offshore illegal gambling website. It's important to reiterate that because it is operated offshore, this website provides no consumer protection for Australians. Example B is a screenshot from a fake gambling app.
3	Discuss whether or not students knew this fact. Discuss with students why game designers would make it easier to win. **Answer** It may be to keep the player playing for longer. Alternatively, there are examples of gambling companies that produce these types of apps and they may be making it easier to win to encourage players to try the 'real thing', providing a gateway to gambling.

4

Did you know?

Even though you can't
win money from these apps
you can spend a lot of money
on in app purchases

Even those these might only cost a few dollars
they soon add up

Ask students to define an 'in app purchase' and give examples
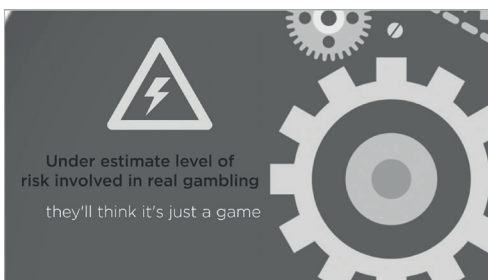where they have seen opportunities to make this type of
purchase.

Discuss with students how much these usually cost ($3–$5) and
the likelihood of losing track of spending if you're using a debit or
credit card.

5

How might these
apps influence the
way teenagers
think about
gambling?

Discuss the question on the slide.

6

Under estimate level of
risk involved in real gambling

they'll think it's just a game

Ask students whether they agree or disagree with this
statement.

7

Over confident they'll win
money on the 'real thing'

Ask students whether they agree or disagree with this
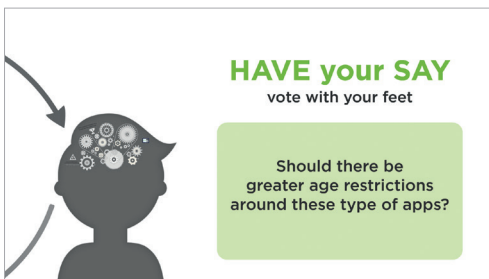statement.

8
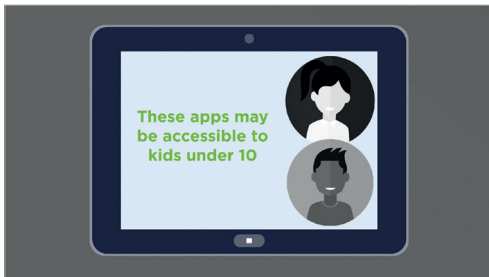
Discuss with students how they feel about kids under 10 playing these kind of apps.

Discuss any concerns students may have with this.

9

Based on the discussion from the previous slide, ask students to 'vote with their feet' and go to the back of the room if they agree or the front of the room if they disagree with this statement.

Choose a few students to explain the thinking behind their position.

For those students who agree, discuss what these age restrictions might be.

2.2 Individual task – school newsletter article

Students write an article (300–400 words) for the school newsletter aimed at raising parent/carer awareness of apps that simulate gambling, so that they can educate their child to view these games more critically and avoid potential harm.

3. Role play – getting one up on the app

Learning outcome

- Students will identify the potential cyber safety concerns associated with playing 'fake' gambling apps.

3.1 Role play activity

Provide students with the script for a play 'getting one up on the app' (Appendix 3). This play tells the story of a year 10 student called Pat who is often playing apps on Facebook and Google Play that look like gambling but aren't quite the real thing because Pat can't win real money from them.

However, Pat's spending a large amount of money on 'in app purchases' to increase the chances of scoring more 'fake cash', even though Pat is already winning a lot.

Break the students into groups of three. Using the provided script, ask each group to assign roles and read through and rehearse the play. After rehearsing, ask students to discuss the reflection questions below the script.

Once students have had adequate time to rehearse and discuss the reflection questions, encourage at least two groups to volunteer and perform for their peers.

3.2 Class discussion

Following the performances, hold a class reflective discussion to focus on the reflection questions provided to students as well as each individual character and their emotions, reactions and responses.

3.3 Extension activity – Going further

Students write their own short script using the same format and key messages as in the previous activity.

This activity is supported by Appendix 3: Script – 'getting one up on the app' and Appendix 5: Assessment rubric – role play.

4. Public awareness campaign for parents

Learning outcomes

- Students will apply their knowledge of cyber safety concerns associated with playing 'fake' gambling apps.

- Students will develop a tool which is targeted to parents to assist them to educate their children about 'fake' gambling apps and cyber safety concerns.

4.1 Create a public awareness campaign

Students create an advertisement, pamphlet, annotated poster or electronic resource with the purpose of creating awareness of cyber safety concerns associated with playing 'fake' gambling apps.

Students present with their peers and investigate the opportunity for visual displays in the senior secondary areas of the school.

This activity is supported by Appendix 4: Student activity – public awareness campaign for parents and Appendix 6: Assessment rubric – public awareness campaign for parents.

Assessment and feedback

Two rubrics are included as part of this resource.

Students should refer to the assessment rubrics at key points during the planning process and during reflective class discussion, noting any partial or full achievement of learning outcomes throughout the process. The rubric can be also used for peer assessments.

Provide feedback to students via the assessment tool and conferencing, reflecting on the key elements they achieved and areas for future development and focus.

Background information for teachers
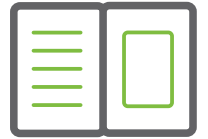
With thousands of free apps and video games that look like gambling, working out the difference between gaming and gambling is getting harder.

As well as being everywhere, many of these 'fake' gambling apps and video games use inflated odds, giving players the impression that winning is just as easy in the real world.

In addition, advertising on many of the apps and games leads to real gambling sites, creating an easy pathway from fake gambling to real gambling.

Australian research shows that teens playing these apps may:

- think gambling is a normal everyday activity

- be more inclined to take up gambling

- be more confident about winning due to false beliefs about gambling odds.

Even though a player can't win real money from these apps, they can spend real money on in app purchases to boost their chances in the game. These often cost only a few dollars each, but players can quickly spend a significant amount.

Video games such as Grand Theft Auto, The Sims and even complementary games on Nintendo DS consoles feature gambling by including casino and slot machine elements.

For more information go to
lovethegame.vic.gov.au/resources

Student worksheet – screen time and online habits survey

Part 1 – Teenagers and screen time

Visit the following link and answer the questions below.

heartfoundation.org.au/news/increase-in-teenagers-screen-use-a-new-threat-to-long-term-health

Question	Answer
1. What is the recommended daily amount of screen time for teens?	
2. What percentage of secondary students in this survey exceeded the recommended daily amount of screen time?	
3. Brainstorm things that teenagers might do when using digital devices such as smart phones, laptops and tablets.	

Part 2 – Screen time and online habits survey

Scenario: Your school council members have read the news article from the Heart Foundation listed above and are keen to know the screen time and online habits of their students so they can include this information in a new cyber safety education program they're developing. They need your assistance to collect data via the following survey.

Instructions: Choose four of your classmates to survey and record the following information.

Student worksheet – screen time and
online habits survey
2/3

Survey data

Student	Screen time per day (hours)	Online time per day (hours)	Examples of things they regulary do online
A			1. 2. 3. 4.
B			1. 2. 3. 4.

Student	Screen time per day (hours)	Online time per day (hours)	Examples of things they regulary do online
C			1. 2. 3. 4.
D			1. 2. 3. 4.

Results

What were some common activities that your survey participants regularly do online?

Script – 'getting one up on the app'

CHARACTERS

These characters could be female or male.

Pat: A year 10 student who's run into some trouble playing apps that look like gambling.

Jesse: A friend of Pat's, also in year 10, who's concerned that Pat has been acting oddly lately.

Alex: Another friend of Pat's who's also concerned and has noticed Pat playing phone apps a lot.

SETTING

In the schoolyard at lunchtime. Pat isn't being very sociable and keeps playing with his/her phone. Pat has seemed a little down lately and Jesse and Alex want to help.

SCRIPT

Jesse: Hey Pat, how long have you been playing that app for? You've been on there for ages. C'mon, don't be such a snob.

Pat looks up but then quickly looks back down to continue playing the app.

Alex: Pat! Enough already! When are you going to give that thing a rest?

Jesse and Alex wait impatiently for Pat to put the phone down. After a short while Pat looks up.

Pat: Alright, alright ... but I was so close to getting some more free spins and hitting the jackpot. I've been winning heaps today.

Jesse: Winning heaps ... what, real money?

Pat: No, no, no – it's just fake money. But what's the difference? If I'm good at this slots game, I reckon I'd go OK on a real pokie machine.

Alex: Are you for real? I've heard about those slots games. They make it really easy to win so you keep playing. It's nothing like that on real pokies.

Jesse: Yeah I've even heard that some gambling companies make those kind of games to try to get people into real gambling.

Alex: Yeah, c'mon Pat, you're smarter than that. Be one up on the app. You've got to know that they don't make it easy to win just for nothing. There's a reason. They want you to keep playing and maybe even try the real thing. Do you know the chances of winning on real pokies?

Jesse: I've got a better chance of becoming a Hollywood movie star than winning top prize on the pokies. Those places that have pokies, they're all businesses and what do businesses love to do? Make it rain, they LOOOOVE to make money. Whose money? The person playing the pokies of course.

**Alex:** Yeah, so don't let that app give you the wrong idea.

Jesse: And what about those ... what are they called? When you can buy extra chances, or different things to help you move up a level.

Alex: Oh yeah, 'in app purchases'.

Pat: Yeah, I buy them but they don't cost much – only a few dollars each.

Alex: But Pat, they add up. One of the year 11 kids racked up a bill of three hundred dollars. His parents went nuts, off the charts.

Pat goes very quiet with head down. Alex and Jesse notice and place their hands on Pat's shoulders to console their friend.
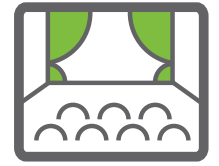
Jesse: What is it Pat? What's up?

Suddenly Pat stands up, hands on head, looking distressed.

Pat: Mum's going to kill me. I've been making those 'in app purchase' things. I didn't think I had made that many and then I got this notification saying that I'd spent over two hundred and fifty dollars on my Mum's credit card.

Jesse and Alex respond just by saying 'Ooooh, you are in trrrrrouble' with worried looks on their faces.

THE END

Going further

Write your own script with three or four characters using the same format and key messages as the script above.
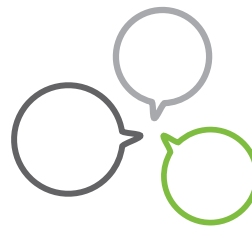
Reflection questions for discussion

1. Did you find this task challenging? Why/why not?	
2. How did your group assign the roles?	
3. When reflecting on this activity, do you feel that it's understandable that Pat had the wrong idea about the chances of winning on real gambling games? Explain your answer.	
4. If you were a fourth character who was another friend of Pat's, what could/would/should you have done to have a positive impact on the situation? What advice would you give Pat?	
5. Briefly outline what you have learnt through this activity and describe how you feel.	

Student activity – public awareness campaign for parents

Task description

Based on what you have already learned create an educational tool for parents/carers. This could include an advertisement, pamphlet, annotated poster or electronic resource. The purpose of this educational tool is to create awareness among parents about 'fake' gambling apps so they can educate their child to view these apps critically and understand their potential pitfalls.
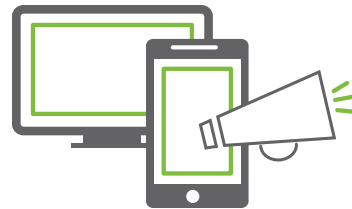
Present your presentations to your peers and investigate the opportunity for visual displays in the senior secondary areas of the school.

In your presentation you need to cover the following:

What the issue is

• Apps that look like gambling.

Why parents/carers should care

• These apps may be misleading their child about how gambling actually works and the risks involved as well as encouraging them to spend large sums of money on in app purchases.

What parents/carers can do

• Talk to their child about these types of apps and the potential pitfalls.

If possible, share the campaigns with families of senior students at your school.

Your assessment will be based on your campaign and completion of the self-assessment record.

Assessment rubric – role play

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

	Not attempted 0	Beginning 2	Developing 2	Accomplished 3	Exemplary 4	Result
Thinking processes	Not attempted	Student identified, articulated, analysed and reflected on some of their own and others' thinking processes to a basic standard.	Student identified, articulated, analysed and reflected on some of their own and others' thinking processes to a reasonable standard.	Student cleary identified, articulated, analysed and reflectedon their own and others' thinking processes to a high standard.	Student identified, articulated, analysed and reflected on their own and others' thinking processes to an excellent standard.	
Personal values and attitudes	Not attempted	Student clarified and justified minimal personal values and attitudes about playing 'fake' gambling apps.	Student clarified and justified some personal values and attitudes about playing 'fake' gambling apps.	Student clearly clarified and justified personal values and attitudes about playing 'fake' gambling apps.	Student clearly clarified and justified personal values and attitudes about playing 'fake' gambling apps to an excellent standard.	

Assessment rubric – role play

	Not attempted 0	Beginning 2	Developing 2	Accomplished 3	Exemplary 4	Result
Persistence, motivation, initiative and decision-making	Not attempted	Student demonstrated minimal persistence, motivation, initiative and decision-making through completion of a challenging task.	Student demonstrated some persistence, motivation, initiative and decision-making through completion of a challenging task.	Student demonstrated persistence, motivation, initiative and decision-making through completion of a challenging task.	Student demonstrated high level persistence, motivation, initiative and decision-making through completion of a challenging task.	
Collaboration with peers	Not attempted	Student did not participate appropriately in the activities.	Student shared some information, listened to others some of the time. Off-task frequently.	Student worked well with others, contributing and listening well. Minimal time off task.	Student shared roles equally and took on a leadership role, displaying high level listening and communication skills. Remained on task.	
Other						

Assessment rubric – public awareness campaign for parents

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

	Not attempted 0	Beginning 2	Developing 2	Accomplished 3	Exemplary 4	Result
Creation of awareness task (A)	Not attempted	Student made little contribution to summary.	Student accepted some responsibility but made little contribution to construction of the final product.	Student accepted responsibility and contributed to construction of the final product.	Student accepted responsibility and did a full share of constructing the final product.	
Creation of awareness task (B)	Not attempted	Information does not relate to key questions.	Some information related to and addressed the key questions.	Most information related to and addressed the key questions.	All information addressed the key questions.	

Assessment rubric – public awareness campaign for parents

	Not attempted 0	Beginning 2	Developing 2	Accomplished 3	Exemplary 4	Result
Creation of awareness task (C)	Not attempted	Information was a direct cut and paste from another source.	Some information was summarised.	Most information was summarised.	All information was summarised.	
Other						

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