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# Gambling and health: Communication skills

## Strands

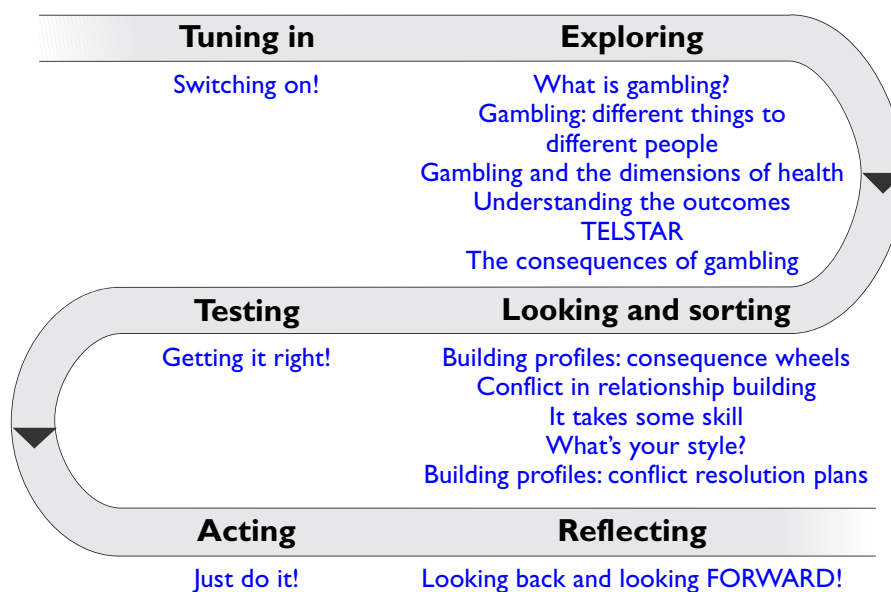
Promoting the Health of Individuals and Communities  
Enhancing Personal Development

## Purpose

Students predict the long-term and short-term health consequences of problem gambling. They propose actions that deal with gambling-related issues and that therefore promote health now and in the future. They develop interpersonal and communication skills that will enable them to deal effectively with gambling-related challenges and conflict.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. They are sequenced as **tuning in**, **exploring**, **looking and sorting**, **testing**, **acting** and **reflecting** phases.



Source: Diagram adapted from *Social Investigators: An Approach to Active and Informed Citizenship for Years 8–10* and *The Social Education Framework: P–10*, (see details, p. 5).



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

**Promoting the Health of Individuals and Communities**

5.1 Students predict the short- and long-term consequences of health behaviours on the health of themselves and others, and propose actions to promote health, now and in the future.

**Enhancing Personal Development**

5.4 Students demonstrate skills to deal effectively with challenge and conflict in social, team or group situations.

## Core content

This module incorporates the following core content from the syllabus:

**Promoting the Health of Individuals and Communities**

- health-promoting behaviours of individuals and groups related to physical, social, mental, emotional and spiritual wellbeing;
- preventive, protective and treatment actions — risk management;
- interpersonal skills, especially conflict resolution.

**Enhancing Personal Development**

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

**Promoting the Health of Individuals and Communities 5.1**

- **Focusing on a current or possible future conflict in one of the scenarios in the Resource Sheets, each student proposes an action that aims to promote health by controlling problem gambling now and in the future. The proposed action should be justified by using a profile consisting of a consequence wheel and a conflict resolution plan.**

**Enhancing Personal Development 5.4**

Students negotiate choices with their teacher, convincing them that the particular person in the scenario could become involved with the conflict being explored in the conflict resolution plans. Students should use the ADEPT framework to set out the conflict resolution steps. This process requires them to demonstrate the skills needed in such situations.

- Does the student demonstrate the skills needed to work through conflict associated with problem gambling?
- Does the student propose actions that will promote health now and in the future for those adversely affected by gambling?
- Does the student identify the major long-term and short-term health consequences of the situation outlined in the scenario?
- Does the student label the consequences using the dimensions of health, such as ‘physical health’, ‘emotional health’, etc.?

## Background information

### Gambling in Australia

Gambling is an integral part of Australian culture: Australians spend more per capita on gambling than do people in any other Western country.

For many people, gambling is a recreational interest that provides important opportunities for social interaction, and is a harmless and enjoyable pastime. However, others may gamble excessively, resulting in high economic, social, family and personal costs.

People who gamble excessively are estimated to constitute about two per cent of the total population (Productivity Commission 1999, p. 2). In addition, every excessive gambler adversely affects a large number of other people including family, friends and work associates. Submissions to the Review of Gaming in Queensland suggested that problem gambling can be linked to 'domestic violence, suicide, diminished work performance, anxiety, depression, loneliness, social isolation, family breakdown, homelessness, poverty, alcoholism, and criminal activity to fund gambling' (Gaming Review Steering Committee 1999, p. 76).

It is difficult to define 'problem gambling' because behaviours and situations that harm some individuals may not cause problems for others. However, a 'problem/compulsive gambler' can be defined as 'a person whose gambling has caused unmanageability or problems in some areas of . . . life, e.g. financial, marital, work, emotions, health, loss of identity, depression etc.' (Symond 1997, p. 27). The term 'pathological gambler' is used to describe a person experiencing severe psychological problems as a result of their gambling. For the purposes of this module, 'responsible gambling' could be defined as participating in gambling practices that do not result in negative health outcomes.

The Responsible Gambling Advisory Committee consists of Queensland community, industry and government groups working together to develop responsible approaches to gambling. The responsible gambling curriculum web pages (see 'Support materials and references') offer a curriculum section specifically designed to help Queensland students demonstrate the core learning outcomes of this module.

If students engage in disclosure about gambling-related issues, professional support is available through local Break Even services and other community services.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

betting	gaming machines	responsible gambling
casino	lotteries	slot machines
compulsive gambler	pathological gambler	speculation
gambling	punter	stock market
gaming	problem gambler	wager

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly policies relating to sensitive issues.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- gather and analyse information about the long-term and short-term health consequences of gambling behaviours;
- develop skills needed to cope effectively with conflict and compromise in social, team or group situations in order to propose health-promoting actions.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

### For teachers

Bev 1997, 'Fun and Fury', in *Calling a Spade a Spade: Stories about Gambling*, Burnt Fingers Collective, Banyule Community Health Service, Melbourne. (An extract from this book has been used for the stimulus text in the assessment task, but other material in this collection may not be suitable for students in junior secondary school.)

Cavanough, D., McMillen, J. & Ryan, N. 1996, *Progress Report: Social Impacts of the Brisbane Casino: Comparative Study of the Socioeconomic Impacts of the Brisbane and Cairns Casinos 1996–98*, Queensland University of Technology, Brisbane.

Conflict Resolution Network 1993, *Conflict Resolution: An Eight-session Course*, Conflict Resolution Network, Chatswood, NSW.

DiPietro, G. & Marshall, B. [no date], 'Challenge, Risk and Safety', in *Change and Challenge in Health and Physical Education*, ACHPER, Richmond, S.A.

Griffiths, M. 1993, 'Fruit machine addiction in adolescence: A case study', *Journal of Gambling Studies*, vol. 9(4), pp. 387–399.

Hebron, H. 1997, 'Gambling with education', *Health Education Australia*, Autumn, May, pp. 20–23.

Symond, P. 1997, 'A synopsis of problem/compulsive gambling', in K. Healey (ed.), *Gambling: Issues for the Nineties*, The Spinney Press, Sydney.

Thrall, G. 1996, *Ready-to-use Conflict Resolution Activities for Secondary Students*, The Center for Applied Research in Education, New York.

## For students and teachers

Australian Council of Social Service 1997, *Young People, Gambling and the Internet*, ACOSS, Darlinghurst, NSW.

Australian Institute for Gambling Research. Available URL: <http://fassweb.macarthur.uws.edu.au/AIGR/> (accessed September 2000).

Australian Psychological Society, *Psychological Aspects of Gambling Behaviour*. Available URL: <http://www.aps.psychsociety.com.au/member/gambling/> (accessed September 2000).

Eshuys, J., Guest, V., Lennox, R. & Wilkinson, S. 1996, *Getting It Together*, Universal Publishing, Noosaville, Queensland.

Gaming Review Steering Committee 1999, *Review of Gaming in Queensland: Report to the Treasurer*, Queensland Government, Brisbane.

Lobsinger, C. & Beckett, L. 1996, *Odds On to Break Even*, Relationships Australia (Queensland), Brisbane.

Pascal, F. 1989, *Against the Odds*, Bantam Books, Toronto.

Productivity Commission 1999, *Australia's Gambling Industries*, Report No. 10, AusInfo, Canberra.

Queensland Department of Education 1994, *Social Investigators: An Approach to Active and Informed Citizenship for Years 8–10*, Brisbane.

Queensland Office of Gaming Regulation, *Legal Gambling Activities Controlled by the Queensland Office of Gaming Regulation*. Available URL: <http://www.qogr.qld.gov.au> (accessed September 2000).

Queensland Treasury, Gambling Policy Directorate, 'Responsible Gambling Curriculum'. Available URL: <http://www.responsiblegambling.qld.gov.au> (accessed September 2000).

Victoria Ministry of Education 1987, *The Social Education Framework: P–10*, Melbourne.

## Activities

### Tuning in

#### SWITCHING ON!

#### Tuning in to the range of contexts in which gambling occurs



Resource Sheet 1

► Students read Resource Sheet 1, ‘Switching on!’. They then reflect on the possible health consequences of problem gambling by completing sentence stems, such as:

- I am interested to know more about \_\_\_\_\_
- I am not sure about what is meant by \_\_\_\_\_
- I was surprised to learn that \_\_\_\_\_
- I do not believe that \_\_\_\_\_
- I was interested to discover that \_\_\_\_\_
- I think that problem gambling could result in the following health consequences \_\_\_\_\_

### Exploring

#### WHAT IS GAMBLING?

#### Exploring students’ own and their peers’ understandings of what constitutes gambling

► Students name activities that they believe to be forms of gambling. They record their own definitions and share their viewpoints.

#### Teaching consideration

Students could share their views on what constitutes gambling by writing their ideas on the board or on a chart. They could then eliminate repetition, propose different categories of gambling, and group the activities into these categories. For example, ‘going to the TAB’ and ‘betting on the horses’ could be classified as ‘wagering’, which is the term commonly used in Queensland for betting on horses. Categories of gambling activities could include: wagering, gaming, lotteries and speculation (see the definitions that follow).



Resource Sheet 2

► Students examine the list of activities on Resource Sheet 2, ‘Well, is it gambling or not?’. They work in pairs to decide whether the activities constitute gambling or not. The teacher then facilitates class discussion of the answers. If necessary, students modify their definitions of gambling — for example, they may need to add that gambling involves chance.

#### Teaching considerations

Activities 3, 7 and 8 on Resource Sheet 2, ‘Well, is it gambling or not?’, do not constitute gambling.

The position paper available on the website of the Australian Psychological Society offers the following definition of gambling:

‘Gambling involves the staking of money or items of value on the outcome of an uncertain event that is determined by chance. Four types of activities are

generally included in the definition: gaming, which is the exchange of an item of value according to the outcome of a game (for example, cards, roulette and electronic gaming devices); betting [or wagering], where wagers are placed on the outcome of a race or sporting event; lotteries, where distribution of money occurs by random draw; and speculation, investing money in business ventures, insurance or stock market activities.'

**GAMBLING:  
DIFFERENT THINGS  
TO DIFFERENT  
PEOPLE**

**Understanding the variety of perspectives on gambling**

► In a 'think-pair-share' activity students identify six main groups in the community with perspectives on gambling — for example:

- gambling operators;
- gambling consumers;
- community organisations;
- families and friends of gambling consumers;
- government authorities;
- support services.

Each student thinks individually about the topic, then discusses their ideas with a partner. After working in pairs, students share their ideas in a class discussion.



► To gain some appreciation of the range of different perspectives within the groups, students complete the concept map on Resource Sheet 3, 'Different perspectives on gambling'. In the appropriate empty spaces on the map, they write the names of the people or organisations on the Resource Sheet.

**Teaching consideration**

Before examining the health consequences of any activity, it is essential to explore the range of perspectives on that issue. This exploration increases students' critical awareness and helps to develop healthy and informed citizens.

**GAMBLING AND  
THE DIMENSIONS  
OF HEALTH**

**Exploring long-term and short-term ways in which problem gambling affects the five broad dimensions of an individual's health**

► The teacher models the construction of a consequence wheel based on smoking or another social health issue. Students then practise construction of their own consequence wheels to explore the long-term and short-term consequences of a social health issue of their choice.



**Teaching consideration**

Resource Sheet 4, 'Constructing a consequence wheel', explains the structure of a consequence wheel, and how to make one. Also refer to Resource Sheet 5, 'The health consequences of gambling', for a sample consequence wheel, before modelling the construction of a consequence wheel for students.

► Students develop other consequence wheels based on the phrase ‘How gambling affects the health of gamblers’ (see Resource Sheet 4, ‘Constructing a consequence wheel’). They could work in groups and produce consequence wheels on butcher’s paper for display in the classroom.

After examining the wheels developed by their classmates and drawing on teacher-led discussion, students compare and contrast second-order consequences with third-order ones, and also compare their second-order and third-order consequences with those of other students.

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**Teaching considerations**



Students could be given photocopies of Resource Sheet 5, ‘The health consequences of gambling’, as an example of one possible approach to constructing the consequence wheel.

Encourage students to add to their consequence wheels as the class proceeds through this unit of work.

► Students explore the five key dimensions of health. These are:

- physical health;
- social health;
- spiritual health;
- emotional health;
- mental health.



Resource Sheet 6, ‘The dimensions of health’, could be reproduced as an overhead transparency, and completed with student input as a class activity.

**Focus questions could include:**

- How could good health be defined?
- What are the components of good health?
- What do you understand by the term ‘short-term health consequences’?
- What do you understand by the term ‘long-term health consequences’?

► After their exploration of the dimensions of health, students explore the short-term and long-term consequences of gambling on the different dimensions of health.

**Focus questions could include:**

- Which of the health consequences of gambling would be short term and which would be long term?

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**Teaching consideration**

The following information could be used to help students understand the dimensions of health (see Eshuys et al. 1996, p. 88). Physical health involves being an appropriate weight, receiving adequate rest and sleep, resisting infection, being active and having well-functioning body systems. Social health includes maintaining friendships, having concern for others and relating well to people. Spiritual health involves having strong beliefs and a purpose in life, as well as being in touch with one’s inner self. Emotional health includes being accepting of oneself and others, managing stress and being able to express oneself. Mental health includes one’s capacity to learn.

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**UNDERSTANDING THE OUTCOMES**

**Clarifying the outcomes to be demonstrated in this module and the processes to be used to demonstrate the outcomes**

**R** Resource Sheet 7

▶ Students carefully read the outcomes reproduced on Resource Sheet 7, ‘Understanding the outcomes’. Under each, they write what they think the outcome means, using their own words. They could circle any words or phrases in the statements if the meaning is not clear to them.

The teacher facilitates a class discussion of the outcomes, and explains to students that the activities in this unit, especially the assessment, are all designed to help them demonstrate the learning outcomes.

**TELSTAR**

**Examining a specific investigative strategy**

**R** Resource Sheet 8

▶ Students examine the steps of the investigative strategy TELSTAR outlined on Resource Sheet 8. Resource Sheets could be copied for students or displayed in the classroom.

**THE CONSEQUENCES OF GAMBLING**

**Developing knowledge of gambling-related health issues that are identified on consequence wheels**

▶ As a class or in groups, students consider and discuss the gambling-related health issues identified on the consequence wheels they constructed earlier. Areas identified could include:

- gambling and stress;
- the effects of gambling on families;
- gambling and poverty;
- gambling as a leisure activity;
- gambling and mental illness;
- help for those with problems related to their gambling.

**R** Resource Sheet 9

▶ Students investigate the gambling-related health issues by using the KWL strategy (see Resource Sheet 9):

- what we KNOW;
- what we WANT to know;
- what we’ve LEARNT.

To explore what they **know**, students brainstorm individually, in small groups or as a class to identify the dimensions of health involved in the issue. For example, ‘gambling and stress’ could involve all the dimensions: physical, emotional, social, spiritual and mental health.

To identify what they **want** to know, students individually, in small groups or as a class formulate questions about the issues that relate to each dimension of health involved. They then conduct research to find answers to the questions. They can visit the websites listed in ‘Support materials and references’ to access a comprehensive range of texts for this task. Useful information can also be obtained by referring to the book *Odds On to Break Even* by C. Lobsinger and L. Beckett (1996).

To establish what they have learnt from the investigation, the whole class shares the information gathered.

**Teaching consideration**

Conflict is a common element of most of the gambling-related health issues listed above. This theme provides a focus for students' later work towards core learning outcome 5.4.

**Looking and sorting**

**BUILDING PROFILES: CONSEQUENCE WHEELS** **Predicting the long-term and short-term health consequences of gambling on gamblers themselves and on others, and proposing actions to promote health in relation to gambling**

**R** Resource Sheet 4

▶ Students investigate the requirements of their assessment task: constructing a consequence wheel and producing a conflict resolution plan. They look back at how to construct a consequence wheel (see Resource Sheet 4).

**R** Resource Sheet 10

▶ The teacher explains Part A of the assessment task, as follows (see also Resource Sheet 10, 'Assessment task: Consequence wheel and conflict resolution plan'):

**R** Resource Sheet 11

- Students are required to complete a consequence wheel based on one of the three scenarios provided (see Resource Sheet 11).
- Using a colour code, students indicate the dimensions of health involved, as well as whether the consequences are short term or long term.
- Beneath the consequence wheel, students write their reasons for classifying three of the consequences as short term or long term, and for deciding on which health dimensions are involved.

**Teaching consideration**

Subsequent activities in this module, which are directed towards demonstrating core learning outcome 5.4, are underpinned by the assumption that problem gambling is often associated with conflict. A further rationale for exploring conflict is that students themselves may be involved in conflict resulting from gambling-related issues.

**CONFLICT IN RELATIONSHIP BUILDING** **Clarifying the meaning of the term 'conflict'**

- ▶ Students consider a current or fairly recent conflict, involving themselves, in two or more of the following settings:
- at home, with adults;
  - at home, with siblings or friends;
  - at school, with peers;
  - at school, with teachers or other adults;
  - in their local neighbourhood.

Each student briefly describes these conflicts to a partner.

**R** Resource Sheet 12

- ▶ Two students are selected to perform the scenario ‘Choices’ (Resource Sheet 12). Other students view the performance.

**R** Resource Sheet 13

After the performance, students are introduced to ADEPT, a framework for conflict resolution (see Resource Sheet 13). ADEPT comprises five key stages of conflict resolution, not all of which are necessary in every situation:

- Always start with each party explaining what happened to cause the conflict.
- Define the problem.
- Explore possible solutions to the problem.
- Propose a plan to implement one of these solutions.
- Test the plan by implementing it!

Students then view the performance again, noting the stages of ADEPT demonstrated in the scenario. They also record relevant phrases from the dialogue that illustrate the different stages. (This task will be easier if each student has a copy of the script.)

- ▶ Students participate in a teacher-led discussion to further explore conflict resolution strategies.

**Focus questions could include:**

- What sort of questions were asked: closed or open-ended?
- What was the effect of closed questions?
- What was the effect of open-ended questions?
- Did Chris or the parent attempt to defuse or reduce anger at any time? If so, how?
- Can you give some examples of how Chris or the parent empathised with the other person or showed that they understood the other’s situation?
- Would you say that a ‘win-win’ situation was achieved? If so, what did each person ‘win’?

**IT TAKES SOME SKILL**

**Understanding that particular interpersonal skills are necessary for successfully working through conflict, and that these skills can only be developed and maintained through practice**

**R** Resource Sheet 14

- ▶ Students complete the crossword ‘It takes some skill’ (Resource Sheet 14), keeping in mind the performance they observed earlier. Before students start work, the teacher explains that the answers to the crossword relate to interpersonal skills that are needed for working through conflict and that were practised in the scripted scenario after the initial display of anger.

- ▶ The teacher leads a class discussion of the crossword solution, focusing on how the skills were practised in the scripted scenario. Students share any reflections on their own use of these skills and stages of conflict resolution.

**WHAT'S YOUR STYLE?**

**Appreciating five styles used in working through conflict**

**R** Resource Sheet 15

► Students evaluate their own style of dealing with conflict by completing the questionnaire ‘What’s your style?’ (Resource Sheet 15). They rank each of the statements on the Resource Sheet from 1 to 5, depending on whether the statement represents an approach they would take. (A rank of 1 represents an approach they would not take.) They use the scoring sheet provided to tally their scores for particular styles of dealing with conflict. The styles are:

- avoidance;
- competition;
- accommodation;
- compromise;
- collaboration.

► Working in pairs, students think of a scenario that involves gambling-related conflict. They devise two role-plays of the scenario to illustrate two styles of working through conflict. The teacher then facilitates a class discussion about the different styles of working through conflict, inviting students to consider situations in which different styles may be appropriate.

**Teaching considerations**

Collaboration produces the most effective long-term resolution of conflict. However, it requires:

- time to work through the process;
- a willingness by both parties to recognise that there is a problem;
- a commitment by both parties to work together.

Emphasise to the students that, although collaboration generally produces the most satisfactory long-term results, the other styles of dealing with conflict are useful in particular contexts. For example, avoidance might be useful when dealing with a physical threat. When the other person’s needs are greater, it is sometimes helpful to use accommodation. Compromise is useful when there is limited time and/or an obvious possible solution.

Drama activities for students’ exploration of conflict can be found on the website of the Gambling Policy Directorate, Queensland Treasury.

**BUILDING PROFILES: CONFLICT RESOLUTION PLANS**

**Understanding how to develop conflict resolution plans in order to demonstrate the skills needed for dealing effectively with conflict in social or group situations**

**R** Resource Sheet 10

► Students investigate how to complete a conflict resolution plan as part of their ‘Assessment task: Consequence wheel and conflict resolution plan’ (Resource Sheet 10).

**R** Resource Sheet 11

Students need to examine very carefully the consequence wheels they produced for Part A of the assessment task. They imagine a current or future conflict in which the person from their chosen scenario (Resource Sheet 11) might become involved. Students negotiate with the teacher to decide whether the conflict situation they are suggesting could actually happen to this particular person.



Once agreement has been reached on the situation to be explored, students produce a conflict resolution plan addressing this situation. They use the ADEPT strategy to formulate their plan (see Resource Sheet 16).

### Testing

#### GETTING IT RIGHT!

**Evaluating the completed assessment task to ensure that the core learning outcomes have been demonstrated**



▶ Students create a self-assessment sheet that they can use to evaluate their completed assessment task (see Resource Sheet 17, 'Getting it right!', for a possible approach).

**Focus activities could include:**

- negotiation with the teacher on the content and format of the self-assessment sheet;
- students' evaluation of their own responses to the assessment task with the assistance of a class member, as well as someone from outside the class. (The students obtain feedback from these other people but fill in the forms on Resource Sheet 17 themselves.)

### Acting

#### JUST DO IT!

**Refining the assessment task on the basis of self-evaluation as well as feedback from peers (and possibly from adults)**

▶ Students share any concerns they have about the evaluation of their assessment task, modify their drafts, prepare the final draft and submit their work to the teacher by the agreed date for focused analysis.

### Reflecting

#### LOOKING BACK AND LOOKING FORWARD!

**Reflecting on what has been learnt and how it has been learnt, then making recommendations**

▶ Students reflect on what they have learnt about the health consequences of gambling for adolescents. They synthesise their knowledge and compile ten key points about gambling and its health consequences for adolescents. They share these with the rest of the class.



Students then make recommendations to the Responsible Gambling Advisory Committee about improving adolescent health in relation to gambling. The committee is a partnership between community groups, industry and government. Further information about the advisory committee is available on the responsible gambling web pages. Recommendations can be submitted via the website of the Gambling Policy Directorate, Queensland Treasury (see Resource Sheet 18). Students will receive a reply acknowledging their recommendations.

Students also reflect on the learning strategies they have used during this module, and evaluate how valuable these were (see Resource Sheet 18, 'Looking back and looking FORWARD').

# Switching on!



It's almost midnight at the casino and there's a queue beginning to form at the automatic teller machines. Some of the punters have reached their \$1000 daily withdrawal limit and once the clock strikes 12 they can dip into their savings and head back to the tables or to the pokies to try again.

Source: 'Mugs games,' *The Courier-Mail*, 11 July 1998.

**PUT SOME COLOUR  
IN YOUR DAY**

*Spend a day at  
the races!*

The majority of youth in the sample (114 youth from metropolitan and regional New South Wales) were gambling, with or without the compliance of adults, on a range of different types of gambling and gaming services. As would be expected, most of the gambling was in the form of small-value transactions, but some youth who were working or had access to funds, were gambling with large amounts.

Source: Australian Council of Social Service 1997, *Young People, Gambling and the Internet*, ACOSS, Darlinghurst, NSW, p. 13.

45% of Brisbane respondents believe their casino has a positive impact on their economy, 18% think it has a negative impact, 3% believe it has a mixed impact and 34% do not have an opinion.

Source: Cavanough, D., McMillen, J. & Ryan, N. 1996, *Progress Report: Social Impacts of the Brisbane Casino: Comparative Study of the Socioeconomic Impacts of the Brisbane and Cairns Casinos 1996-1998*, Queensland University of Technology, Brisbane, p. 55.

The Winalot Casino is conveniently and centrally located in the bustling heart of Brisvegas. We are close to a wide range of shopping outlets, excellent accommodation and the departure points for day cruises and overnight trips to the nearby islands.

Local tales of woe abound [in South Carolina, USA]: there's the service-station owner who got rid of his [poker machines] after watching a neighbour lose his house and his car; or the young pizza-franchise manager in a neighbouring county who has a criminal record after feeding the machines for weeks with his store's cash.

Source: 'They Call It Video Crack', *Time*, 1 June 1998, p. 46.

## Well, is it gambling or not?



Work with a partner to complete this exercise. Place a tick beside each activity that you consider to be a form of gambling. Refer to the definitions of gambling that you have already developed. Be prepared to modify your definitions following discussion of these activities.

- 1. Buying a ticket in a raffle
- 2. Children putting money in slot machines to win prizes
- 3. Participating in a trivia quiz on radio
- 4. Betting on a State of Origin football match
- 5. Playing marbles for lunch money
- 6. Playing bingo at the local hall
- 7. Buying a chocolate from a vending machine
- 8. Shouting a winning sports team a drink
- 9. Futures trading on the share market
- 10. Buying a 'scratchie'

Can you think of some more activities that might be difficult to classify as gambling or not gambling?

You can check out other activities by visiting the website:  
<http://www.responsiblegambling.qld.gov.au>

## Different perspectives on gambling



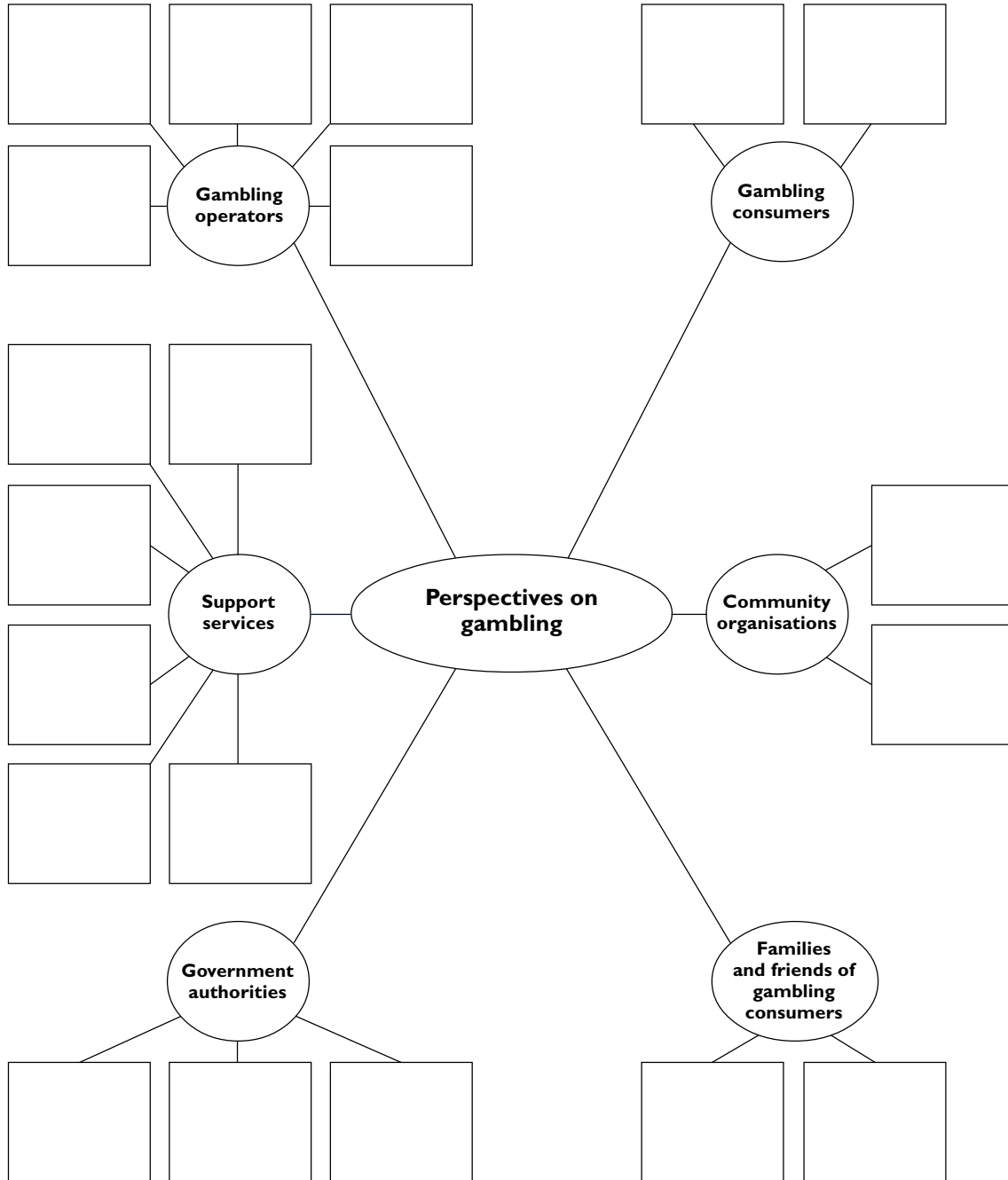
Below is a list of organisations and other groups of people. Choose terms from the list and place in the appropriate blanks on the diagram. Compare your finished diagrams with those of other students.

- people who experience harmful health effects as a result of gambling
- Queensland Council of Social Services
- TAB Queensland Limited
- people who experience no harmful health effects as a result of gambling
- Clubs Queensland
- casinos
- Salvation Army
- Relationships Australia
- Break Even services
- Queensland Treasury
- Golden Casket Lottery Corporation Limited
- Gamblers Anonymous
- Queensland Hotels Association
- Families, Youth and Community Care Queensland
- Queensland Office of Gaming Regulation
- Centacare
- Lifeline
- sporting and other community organisations that receive funding from gambling revenue via grants, trusts and other funds
- people who experience harmful health effects as a result of gambling by a family member or friend
- people who experience no harmful health effects as a result of gambling by a family member or friend

(continued)



# Different perspectives on gambling (continued)



If you want to check the completed diagram, visit the following website:  
<http://www.responsiblegambling.qld.gov.au>

If you'd like to complete an extension activity, you can find one at this website.

# Constructing a consequence wheel

Following the procedure below, develop a consequence wheel based on the phrase 'How gambling affects the health of gamblers'.

1. Copy the diagram below, writing the phrase in the middle of the page, and the first-order consequences around it. The first-order consequences are joined to the centre of the diagram by single lines.
2. Brainstorm second-order consequences that may result from the first-order consequences. Second-order consequences are joined to first-order consequences by double lines.
3. Brainstorm third-order consequences that may result from the second-order consequences. Third-order consequences are joined to second-order consequences by triple lines.
4. Continue in this pattern until you cannot think of any further consequences.



# The health consequences of gambling



Below is a sample consequence wheel based on the phrase 'How gambling affects the health of gamblers'. Many different consequence wheels could be constructed from the same starting-point.

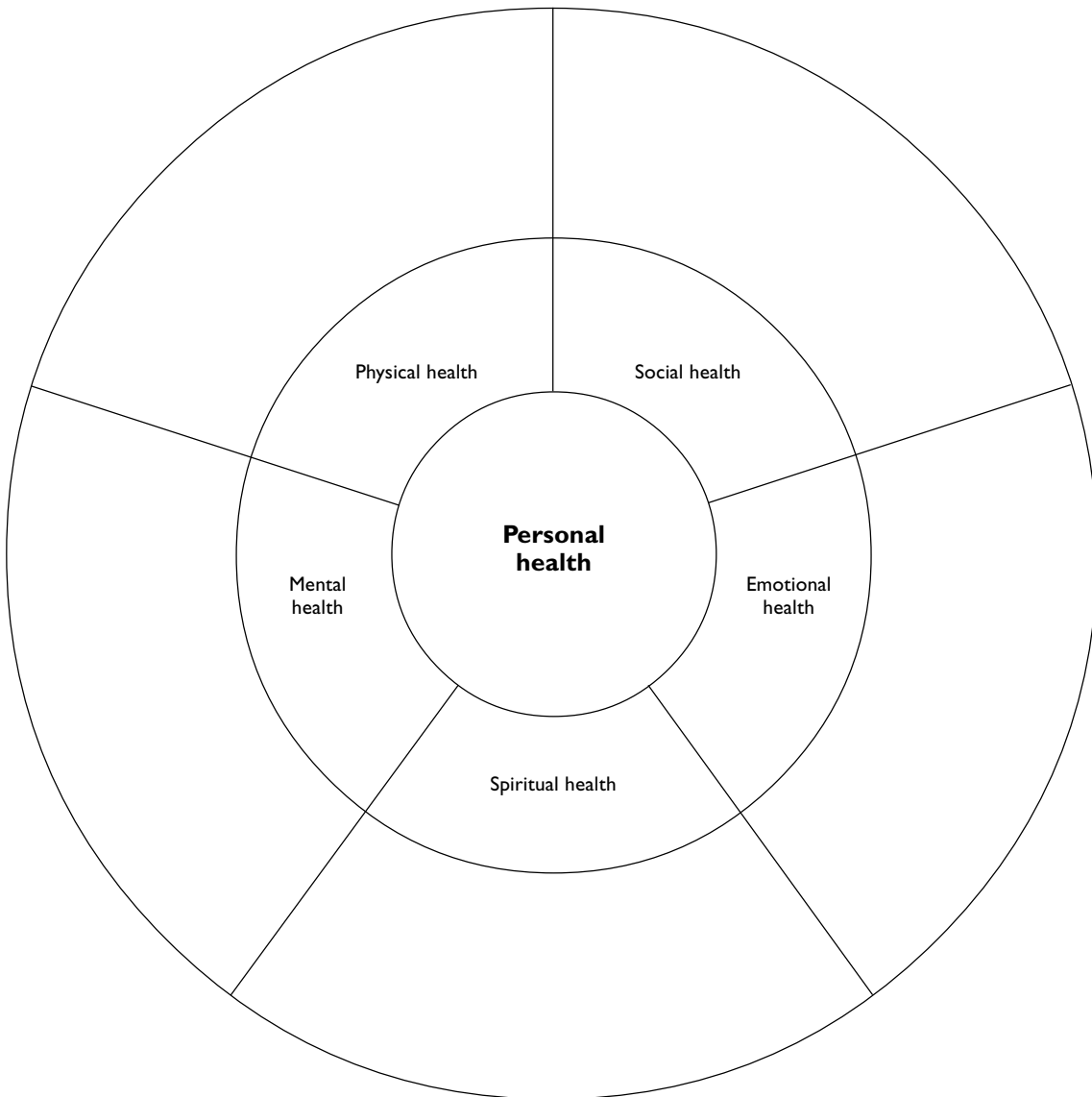


# The dimensions of health



Which behaviours are involved in each of the following dimensions of health?

Write them in the appropriate place in the outer circle. For example, 'following a balanced diet' could be written in the section of the outer circle attached to 'Physical health'.



# Understanding the outcomes



The aim of this activity is to help you understand:

- the core learning outcomes that you need to demonstrate in this unit;
- the specific ways in which you will demonstrate these learning outcomes in relation to gambling.

As you work through this unit, remember to clarify the outcomes, as well as your work towards them, with your teacher.

## Task 1

On the blank lines below, rewrite the outcomes in your own words. Circle any words if you are unsure of the meaning.

### Outcomes

Predict the short- and long-term consequences of health behaviours on the health of others and on you.

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Propose actions to promote health, now and in the future.

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Demonstrate the skills to deal effectively with challenge and conflict in social, team or group situations.

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(continued)

## Understanding the outcomes (continued)



### Task 2

Below are the outcomes adapted to relate to the health effects of gambling. On the blank lines, write down the specific ways in which you will demonstrate these outcomes.

#### *Outcomes related to gambling*

Predict the long- and short-term consequences of gambling behaviours on the health of others and you.

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Propose actions that deal with problem gambling or the effects of gambling and that therefore promote health now and in the future.

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Demonstrate the skills to deal effectively with challenge and conflict related to problem gambling in social, team or group situations.

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# The TELSTAR strategy



In this module, the exploration of gambling-related health issues has been organised around the TELSTAR strategy, as follows:

**Tune in:**

- by reading texts about gambling

**Explore:**

- definitions of gambling
- the many perspectives on gambling
- the learning outcomes to be demonstrated
- the consequences of gambling

**Look at and sort through:**

- activities (for example, consequence wheels and conflict resolution plans) that help you demonstrate your learning outcomes

**Test:**

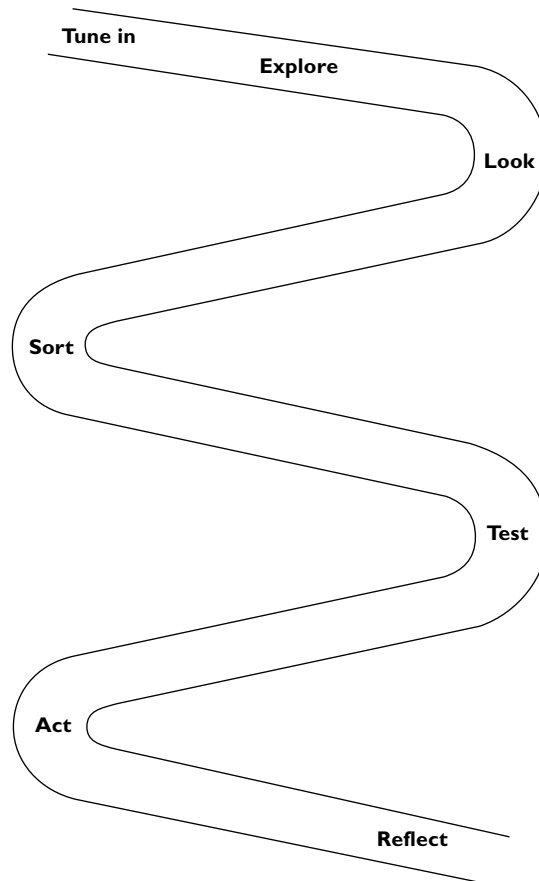
- your responses to the activities and produce the first version of the material for your assessment task

**Act:**

- by rewriting your responses to the assessment activities and submitting them for evaluation

**Reflect:**

- on what you have learnt in this unit



Source: Adapted from *Social Investigators: An Approach to Active and Informed Citizenship for Years 8–10* and *The Social Education Framework: P–10*, (see details, p. 5).

# The KWL strategy



The KWL strategy divides the investigation process into three parts, based on:

- what we **KNOW**;
- what we **WANT** to know;
- what we have **LEARNT**.

For this activity, choose a topic that emerged from your consequence wheel on 'How gambling affects the health of gamblers'. Investigate the topic using the KWL strategy, and complete the table below.

Topic	Our response
What do we <b>KNOW</b> about this topic?	
What do we <b>WANT</b> to know about this topic?  Formulate questions about each dimension of health that is relevant to the topic. Write your questions under the relevant headings in the right-hand column.	Physical health
	Social health
	Emotional health
	Spiritual health
	Mental health
What have we <b>LEARNT</b> ?	



# Assessment task: Consequence wheel and conflict resolution plan

**R10**

Resource Sheet 10

## Part A

1. In Part A of the assessment task, you are required to develop a consequence wheel for one of the three scenarios provided on Resource Sheet 11. Place the title of the scenario at the centre of the consequence wheel. Follow the same steps you have already used in the development of consequence wheels: identify first-order consequences and add to the diagram; then identify second-order consequences and add; then third etc.
2. Use a colour code to represent the different dimensions of health involved, and whether the consequences are short term or long term.
3. Underneath the consequence wheel, explain your reasons for labelling three of the consequences as short term or long term. Also explain which dimensions of health are involved and why.
4. Present the consequence wheel on an A3 or A4 page.

## Part B

1. In Part B of the assessment task, you are required to produce a conflict resolution plan based on your consequence wheel. You need to:
  - decide on a current or future conflict in which the person from your chosen scenario might become involved;
  - negotiate this choice with your teacher, convincing him or her that this current or future conflict is one in which the person could get involved;
  - use the ADEPT framework to develop your conflict resolution plan (see Resource Sheets 13 and 16).
2. To present your plan, fill in the table on Resource Sheet 16.

## Scenarios for assessment

# R11

Resource Sheet 11

Read the following three scenarios that relate to problem gambling and choose one as the basis for your consequence wheel and conflict resolution plan.

### Scenario 1: David and the fruit machines

During four years of compulsive gambling, I think I missed about six or seven days of playing fruit machines\*. Keeping in mind that four of those days were Christmas Days and in my area Christmas Day was the only day it was impossible to gain access to a gambling machine, it was impossible to leave them alone, although admittedly, I never really wanted to try.

As for obtaining money, I did this in any way possible, no matter who I might hurt or what I might destroy. If I wasn't actually gambling, I was spending the rest of my time working out clever little schemes to obtain money to feed my habit. These two activities took up literally all my time. I even lost sleep from worrying about where I was going to get money. When my financial sources ran out I would simply depend on somebody else's, no matter who or how close this person was.

\*In the United Kingdom, a 'fruit machine' is a gaming machine that results in a win for the player if a row of similar fruit appears. There is no age restriction on the use of these machines.

Source: 'David', quoted in Griffiths, M. 1993, 'Fruit machine addiction in adolescence: A case study', *Journal of Gambling Studies*, vol. 9(4), pp. 387–399. (This is a true story.)

### Scenario 2: Mary, the horses and the pokies

She couldn't tell Peter of her escalating gambling habit. He knew she had an occasional bet, but had no idea it was a daily ritual. Within an hour of his leaving for work, the racing page was covered with ticks, crosses, and comments. Then the scratchings, and she would be in business.

... After the last race she found she had spent \$130, and with a return of only \$20, she had blown her budget again. 'I guess', Mary thought, 'those snide remarks will continue.' They had become more frequent of late: complaints about the repetitive and not-so-tasty food. She was buying plain label goods, the meat was mainly sausages and mince. When any remarks were made, with head down she would mutter that with the prices being so high she couldn't do any better.

... The next day, she sauntered into the hotel, appearing as if she had not hurried to meet Jay. Her ego was on a high, she was excited that someone other than her family was paying her some attention. She saw him talking to a lady, and she went over to say hello. He barely acknowledged her, and her ego went down to the basement. In anticipation that they were to spend some time together, Mary had brought little money with her. She stormed to the bank, taking out more money on the credit card, returned to the hotel and commenced to play the pokies.

... After trying several machines without much enthusiasm or concentration, Mary realised that she only had a few coins left. She would have to go home and she didn't want to. Just then an arm went around her shoulders and 'Hello sweetheart' was whispered in her ear. Mary was delighted to see him. He apologised about being so abrupt earlier, but it was a business meeting and he didn't want any interruptions.

(continued)

## Scenarios for assessment (continued)

Resource Sheet 11

... They had lunch together and resumed playing the pokies. When she glanced at her watch she was stunned to see it was 5 p.m. Peter would be home soon, and in her haste to get out she had left the racing page with her proposed bets on the table. She had to beat him home.

Source: Bev 1997, 'Fun and fury', in *Calling a Spade a Spade: Stories about Gambling*, Burnt Fingers Collective, Banyule Community Health Service, Melbourne, pp. 22–24. (This is a fictional story.)

### Scenario 3: Getting out of trouble

'Hey, Ronnie,' Andy called out. 'What's with those guys who were just here? They sound like bad news.'

'They don't scare me,' Ronnie replied.

'Well, what's it all about?' Andy said.

Ronnie was quick with a reply, 'It's probably not something you want to know about, Andy. I'll sort it out. In fact, by Saturday I think all my problems will be gone.'

'Ronnie, you've been a good mate to me. Maybe I can help,' Andy suggested.

'Well, Andy, it comes down to money. Doesn't it always? My job at the burger place just doesn't bring in enough money for me. You know I've been organising some bets on the club soccer games. And it doesn't take a genius to work out that you gotta take in more than you pay out.'

Andy pushed for more information, 'So what you're telling me is that you owe money to those tough guys who were acting like some hit men in an American movie?'

'Yep,' Ronnie replied, 'you got it in one — I owe them a fistful of dollars — more than I could make at the burger bar in six months. They're getting a bit impatient — they want their money and they want it fast.'

'You live with your dad, right? Get the money from him,' Andy suggested.

'Yeah, right, Andy, for a smart guy you can come up with some pretty dumb ideas. My dad gives me such a hard time about how I live my life. You're suggesting that I go to him and tell him that I've got the meanest guys in town threatening to bash me if I don't hand over what I owe them. Oh, and of course, I'll tell him that it's all because I couldn't run my illegal gambling scam! How d'ya reckon that'll go down?'

No-one spoke. Finally, it was Ronnie who said, 'Gambling got me into this mess, gambling will get me out.'

'I don't know if I follow the logic, Ronnie,' Andy questioned.

'Look, it's like this, Andy, Tommy Day is the biggest scorer on the Red Dogs soccer team and they're in the semi-finals on Saturday. Last year I did some stuff for Tommy that helped him out of a real fix — he owes me big time. So to cut it short, everyone will be backing Red Dogs to win. Tommy's scored 31 goals this season. If he agrees to play it my way, Red Dogs haven't got a hope. You get the picture? No-one will back those other losers and I'll make a packet.'

Andy looked his friend square in the face, 'You're going to ask Tommy to throw the game?'

'What else can I do?' Ronnie replied.

# Choices

**R12**

Resource Sheet 12

The scene begins with a young teenager, Chris, sitting slumped in a chair staring at a blank TV screen. Chris looks at the clock, both concerned and annoyed. A key slides into the front door lock — someone trying to be quiet. An adult, Chris’s parent, enters. The parent closes the door quietly, takes shoes off so as not to make a noise, and creeps past without noticing Chris.

CHRIS: (accusing) 7.30 you said.

PARENT: (jumping, turning and sounding guilty) Chris ... Hi ... What are you doing up so late? (looking at watch) You should have been in bed hours ago.

CHRIS: You should have been home hours ago. (glaring) Don’t promises mean anything to you? 5

PARENT: (sighs) I know. I had to work back late. Sorry. (fumbling with cups to cover discomfort) Want a cup of tea? Anyway, you’d probably do better without me helping you with your assignment.

CHRIS: Where’ve you been?

PARENT: (humour) Have you been taking ‘parent’ tablets? That’s what I’m supposed to say? (mimicking) Where have you been? (no reaction from Chris but an accusing glare) 10

Okay. Go into sulk mode. I was working late and that’s the end of it. Now get to bed. It’s a school day tomorrow.

CHRIS: (tapping watch sarcastically) Today. 15

PARENT: Bed!

CHRIS: We were supposed to go late-night shopping for my birthday party.

PARENT: (getting annoyed) Well, we didn’t. And I didn’t help you with your assignment either. I’m a failure as a parent. Now go to bed before I lose my temper. 20

CHRIS: It’s on Saturday.

PARENT: It won’t be on any day if you don’t get to bed. Have you cleaned your teeth?

CHRIS: I’ve already invited people and we haven’t bought anything. This place is a dump. I’ll look like a dork. 25

PARENT: Teeth! And watch your language.

CHRIS: I will ... look like a .... (pause, contemplates saying ‘dork’) an idiot. I’ll ...

PARENT: I, I, I. Can’t you stop thinking about yourself for one tiny second? Birthdays cost money. I have to work overtime. End of story.

(continued)

## Choices (continued)

**R12**

Resource Sheet 12

- CHRIS: I want my burger money back. I'll buy some stuff myself. *(goes for wallet which has been placed on table)* 30
- PARENT: *(pushing)* Get away from there. *(snatches wallet from Chris's hand)*
- CHRIS: *(angry)* It's my money. I worked for it. Give it back.
- PARENT: *(flustered)* I'll give it back tomorrow.
- CHRIS: *(trying to grab the wallet)* I want it now! *(scuffling over the wallet)* Give it to me. 35
- PARENT: Leave it alone. Stop it or you'll be sorry.
- CHRIS: It's mine! *(Chris snaps it away, skips backward, opens it and stares — pause — silence)* Where is it? You've spent my money!
- PARENT: *(unconvincing)* I had to pay some bills. 40
- CHRIS: *(grabbing a pile of letters from a box and throwing them into the air)* Bills! You never pay bills. I should know. I'm the one who has to answer the phone when they call.
- PARENT: That's right. Play the martyr. There's a hammer and nails in the cupboard. 45
- CHRIS: Other kids' parents have got jobs like you. How come they don't live like this?
- PARENT: *(dismissive)* How would you know what —
- CHRIS: We talk —
- PARENT: You'd better not be spreading stories about me — 50
- CHRIS: *(challenging)* Where's all our money go?
- PARENT: Our money? My money!
- CHRIS: Burger —
- PARENT: *(fumbles in drawer)* Forty-five lousy dollars! Here's a cheque if you're too tight to help out. *(scrawls cheque)* Here take it! And from now on you keep your money and I'll keep mine and you can do whatever you like. Here! Take it! 55
- CHRIS: I don't want it.
- PARENT: Take it!
- CHRIS: It'll probably bounce anyway. *(Parent slaps the table as anger boils over. Tension. Silence. Both look confused. Eye contact. Parent finally turns away fumbling for a cigarette.)* 60

(continued)

## Choices (continued)

**R12**

Resource Sheet 12

- PARENT: *(subdued)* Sorry.
- CHRIS: I thought you'd given up.
- PARENT: *(groans in anguish)* Listen. I don't like myself very much right now so just stop. It's easy to kick someone when they're down. Teenagers aren't the only ones who hate themselves you know. 65
- CHRIS: *(pause, in a quieter voice)* How did you know I hate myself?
- PARENT: *(face clouds then softens)* We don't spend much time together any more, do we? *(Chris is confused)* Another two years and you won't want to spend any time with me at all. 70
- (shrugs looking at Chris)* Do you know I have no idea where I'm going or what I'm doing with my life any more. I have no goals. The only excitement I get out of life is those rotten machines. Those stupid hypnotic sounds. They stop you thinking. They were designed by a psychologist, you know. The Mafia were so impressed with the theory behind Skinner's rats that they went to the experts and asked them to design a machine where people would willingly throw their money away and come back for more. It's pathetic. It's absolutely pathetic. *(pause)* Maybe that's the answer. I'm one of Skinner's rats. 75
- CHRIS: There's nothing more depressing for kids my age than to learn that parents are just as stuffed up as they are. *(pause)* Even though I've had my suspicions for some time. *(pause)* Can I ask you a question?
- PARENT: *(a touch of humour)* I'm not going to tell you the meaning of life. You'll have to find that out for yourself. 80
- CHRIS: If you're so cynical about life, why go to all the trouble to get us to believe in Santa and the Tooth Fairy?
- PARENT: Having kids both strangles and enriches. No parents want their kids to grow up too quickly. The fairytale version of life is much more pleasant. Why do you think people like Tolkien were still writing about goblins and hobbits when they were old men? They didn't like the reality. They preferred the fairytale. 85
- CHRIS: If it's all that depressing why don't we just drop out? *(eye contact)* Serious question? It'd save me having to do any more homework.
- PARENT: *(considering)* That's pretty pathetic. For both of us. *(pause)* On the other hand, that's the most interesting thing. 90
- CHRIS: What?

*(continued)*

## Choices (continued)

**R12**

Resource Sheet 12

- PARENT: Finding reasons not to do exactly that. Giving up is one of the most tempting things in the world. It sucks. But it's ever so tempting.
- CHRIS: Just like it's easier to be depressed rather than happy. It'd be nice if lollies didn't rot your teeth but they do. It'd be nice if vegetables tasted nice but they don't. If life's a T-shirt, wear it. If it shrinks, stretch it. 100
- PARENT: Are you coming down with a touch of the 'owls'? You're sounding very wise.
- CHRIS: See, cable TV is educational. (*mock sarcastic*) If we could afford to get it on. 105
- PARENT: We could. (*pause*) If I wasn't such a ... (*eye contact and pause*) dork. (*smiles*) You'll have to ... help me. I'm only a weak adult and I am addicted to poker machines.
- That's the first time I've said that and I hate it. 110
- You hate yourself. Then you offload the guilt by hating those around you. Soon it's everyone's fault except yours. I can intellectualise it. I just can't control it. (*pause*) Cable TV, huh?
- CHRIS: Yeah. I saw it on a sitcom.
- PARENT: It's awful to know what's right but not be able to do it. The guilt eats you up. (*unsure*) Perhaps we should talk a bit more. (*pause*) Bedtime. 115
- CHRIS: I'm not tired.
- PARENT: Nor am I. Want to help me clean up this dump?
- CHRIS: This is not a dump. It's our home. (*getting plastic garbage bags*) Want me to say some more wise things? 120
- PARENT: Only if I get a jelly bean when I get the right answer.
- CHRIS: Life is about people, not things. You learn more from the downs than the ups. You can't make other people happy until you're happy yourself. Everything is about mind over matter, but what makes life so interesting is that we constantly stuff it up. You can only do what you think is right at any given point in time, knowing that it may prove wrong further down the track. Don't be quick to judge. The wheel is always turning. Nothing stays the same. If you like someone, you forgive them. 125
- PARENT: (*moved*) You remember all that bunkum? 130
- CHRIS: How do you think I've survived to the ripe old age of fourteen on Saturday?

(continued)

## Choices (continued)

**R12**

Resource Sheet 12

PARENT: I'm sorry about lying to you. About the overtime.

CHRIS: *(smiling)* That's all right. I lie to you all the time.

PARENT: You're enjoying this, aren't you?

135

CHRIS: *(smiling)* Yep.

PARENT: I suppose you'll want to talk about sex next.

CHRIS: *(mock disgust)* Not with you. *(smiles)*

PARENT: How about a new motto? I'll put it on the fridge where we can always see it.

140

CHRIS: *(sending up)* We dib, dib, dib, dib. We dob, dob, dob, dob.

PARENT: Close. I was thinking more along the lines of 'Talk, Don't Taunt. Help, Don't Hinder'.

CHRIS: It won't always work.

PARENT: It'd be boring if it did. Worth trying?

145

CHRIS: *(nods)* Worth trying. *(they continue to clean the room in silence)*

END

Source: Adapted from Conflict: A Scripted Scenario by Greg Rudd (unpub.).



# ADEPT



ADEPT is a framework for conflict resolution. The stages are outlined in the left-hand column of the table below.

As you observe the performance of 'Choices' for the second time, record examples of the stages of ADEPT in the right-hand column. Lines in the script are numbered to make referencing easier. However, it's a good idea to write out at least one relevant phrase for each of the stages.

Stage of conflict resolution	Examples of this stage from 'Choices'
ALWAYS start with each party explaining what happened to cause the conflict	
DEFINE the problem	
EXPLORE possible solutions to the problem	
PROPOSE a plan to implement one of these solutions	
TEST the plan by implementing it	

# It takes some skill

# R14

Resource Sheet 14

This crossword explores some of the interpersonal skills used in conflict resolution which you saw demonstrated in the performance of 'Choices'.

## Clues

### Across

1. Keep these open-ended
2. Ability to see a situation from another person's point of view and have concern for the person
3. These speak louder than words
4. Use these to avoid excessive use of 'You do ...' statements (2 words)

5. Use this skill to hear other opinions

### Down

- a. This situation will make all parties in conflict feel good (2 words)
- b. This lets the other people know that you've really listened (2 words)
- c. Work through this and let it go!

- Answers**
- Across
1. Questions
  2. Empathy
  3. Nonverbals
  4. 'I' statements
  5. Listening
- Down
- a. 'Win win'
  - b. Eye contact
  - c. Anger

# What's your style?

# R15

Resource Sheet 15

Each of us uses different styles of conflict resolution in different situations. Each of the statements listed below demonstrates a particular style of conflict resolution.

Read each statement carefully. To indicate the extent to which you agree with it as a way of working through conflict, rank it from 1 to 5:

- 5 represents an approach you think you would use to handle a gambling-related problem;
- 1 represents an approach which you would **not** use.

	1	2	3	4	5
1. You're spending too much of our money on gambling.					
2. I don't want to discuss my gambling problems.					
3. We can work together.					
4. I know that she/he is spending too much time gambling, but we always go together.					
5. We can both earn some extra money to help pay off your gambling debts.					
6. Everybody has some vices!					
7. Don't bring up those issues; it'll just upset everyone.					
8. I know I'm neglecting our friends because of my gambling, but what if I set aside one night a week to spend with them?					
9. Let's sit down together and talk about some possible solutions to dealing with your gambling debts.					
10. My needs are more important than your gambling!					

The numbers in the columns represent the scores for each item. Add the scores as described below. Your highest score suggests the style of conflict resolution that you favour.

- Scores for item 2 plus item 7 \_\_\_\_\_ Avoidance
- Scores for item 1 plus item 10 \_\_\_\_\_ Competition
- Scores for item 5 plus item 6 \_\_\_\_\_ Accommodation
- Scores for item 4 plus item 8 \_\_\_\_\_ Compromise
- Scores for item 3 plus item 9 \_\_\_\_\_ Collaboration

# Conflict resolution plan for assessment



Resource Sheet 16

The table below outlines the ADEPT framework for conflict resolution, as applied to the character you have chosen from one of the scenarios on Resource Sheet 11. Follow the steps and complete the table to present your plan.

<b>ALWAYS</b> start by telling what happened (from the point of view of your character: David/Mary/Ronnie [circle the name])	
<b>DEFINE</b> the problem (from the point of view of your chosen character)	
<b>EXPLORE</b> at least three possible solutions (from the point of view of your chosen character)	1.
	2.
	3.
<b>PROPOSE</b> a 3-step plan to implement one of these solutions	1.
	2.
	3.
<b>TEST</b> your plan by implementing it	You won't be able to complete this part because you're dealing with a hypothetical scenario. Instead, as an optional activity, you could role-play the implementation of your plan.

# Getting it right!

# R17

Resource Sheet 17

The aim of completing this sheet is to evaluate/assess whether you have demonstrated the relevant core learning outcomes. You need to obtain feedback from a classmate and from someone outside your class. Finally, you examine their feedback and then complete your own evaluation/assessment of your work.

**Name of student:**

## Feedback I

Name of classmate who assisted me by evaluating my work:

<b>Outcomes for the module</b> <i>Gambling and health:</i> <i>Communication skills</i>	<b>Comments on work done</b>	<b>Suggestions for improvement</b>	<b>Outcome demonstrated?</b> (Add tick or cross)
1. Predict the short- and long-term consequences of gambling behaviours on the health of the gambler and others			
2. Propose actions (in relation to gambling) to promote health now and in the future			
3. Demonstrate the skills to deal effectively with gambling-related challenge and conflict in social, team or group situations			

(continued)

## Getting it right! (continued)

# R17

Resource Sheet 17

### Feedback 2

Name of person from outside my class who assisted me by evaluating my work:

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<b>Outcomes for the module</b> <i>Gambling and health:</i> <b>Communication skills</b>	<b>Comments on work done</b>	<b>Suggestions for improvement</b>	<b>Outcome demonstrated?</b> (Add tick or cross)
<b>1.</b> Predict the short- and long-term consequences of gambling behaviours on the health of the gambler and others			
<b>2.</b> Propose actions (in relation to gambling) to promote health now and in the future			
<b>3.</b> Demonstrate the skills to deal effectively with gambling-related challenge and conflict in social, team or group situations			

GAMBLING AND HEALTH COMMUNICATION SKILLS • LOWER SECONDARY

(continued)

## Getting it right! (continued)

# R17

Resource Sheet 17

### Self-assessment

Carefully read and discuss feedback from others before completing this self-assessment:

<b>Outcomes for the module</b> <b><i>Gambling and health:</i></b> <b><i>Communication skills</i></b>	<b>Comments on work done</b>	<b>Suggestions for improvement</b>	<b>Outcome demonstrated?</b> (Add tick or cross)
<b>1.</b> Predict the short- and long-term consequences of gambling behaviours on the health of the gambler and others			
<b>2.</b> Propose actions (in relation to gambling) to promote health now and in the future			
<b>3.</b> Demonstrate the skills to deal effectively with gambling-related challenge and conflict in social, team or group situations			

GAMBLING AND HEALTH: COMMUNICATION SKILLS • LOWER SECONDARY

# Looking back and looking FORWARD

# R18

Resource Sheet 18

*In this final part of the module Gambling and health: Communication skills, it will be valuable to reflect on what you've learnt, how you've learnt it, and how you might apply your learning in the future.*

## Reflection I

*Consider the range of learning strategies you used in this module and place a tick next to those you found helpful. The completed table will provide valuable feedback to you and your teacher about your preferred learning styles.*

Learning strategy	I found this strategy helpful
Reading non-fiction texts relating to health	
Reading fiction texts relating to health	
Using sentence stems as a starting-point to express ideas	
Brainstorming ideas as a class and then categorising	
Constructing my own definitions of important terms	
Constructing consequence wheels in a group	
Constructing consequence wheels by myself	
Completing a concept map	
Clarifying outcomes with the help of my teacher	
Using KWL (what we KNOW; what we WANT to know; and what we've LEARNED) to investigate an issue	
Using role-play to develop understanding, e.g. of conflict resolution	
Using an acrostic, such as 'ADEPT' to remember the steps involved in a skill	
Using the Internet to research topics	
Obtaining feedback from my peers	
Completing a self-assessment	
Obtaining feedback from adults	
Reflecting on my work at the end of a unit (just as I am doing now!)	
Using 'think-pair-share'	
Completing crosswords to check knowledge	

(continued)



## Looking back and looking FORWARD (continued)

# R18

Resource Sheet 18

### Reflection 2

*This module is based on the TELSTAR framework for investigation. What other investigative frameworks have you used in your Health and Physical Education work?*

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*Use PMI (plus, minus and interesting factors) as outlined in the following table to explore your evaluation of TELSTAR as an investigative framework.*

Plus (What I liked about TELSTAR)	Minus (What I didn't like about TELSTAR)	Interesting (What I found interesting about TELSTAR)

### Reflection 3

*Record ten important things you have learnt about gambling and its health consequences for adolescents. Share your list with the rest of the class.*

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### Reflection 4

*Earlier in this module, you learnt about the Responsible Gambling Advisory Committee. Consider what you have learnt about young people and gambling. Draw up a list of recommendations you could make to the Responsible Gambling Advisory Committee.*

*Visit the website of the Gambling Policy Directorate, Queensland Treasury (<http://www.responsiblegambling.qld.gov.au>) where you can submit your recommendations online. You will receive a reply.*

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## Acknowledgments

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Diagram on p. 1: Adapted from a variety of sources including: Ministry of Education, Victoria 1987, *The Social Education Framework: P–10*, Melbourne; and The State of Queensland (Department of Education) 1994, *Social Investigators: An Approach to Active and Informed Citizenship for Years 8–10*, Brisbane.

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Greg Rudd for the use of Conflict: A Scripted Scenario, (unpub.).

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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