

# Gambling: That's entertainment?

## Strand

Time, Continuity and Change  
Systems, Resources and Power

## Core learning outcomes

### Time, Continuity and Change

- TCC 3.1** Students use evidence about innovations in media and technology to investigate how these have changed society.
- TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities.
- TCC 3.4** Students organise information about the causes and effects of specific historical events.

### Systems, Resources and Power

- SRP 3.3** Students apply the principles of democratic decision making in cooperative projects.

## Purpose and overview

Activities explore understandings of gambling within the broader context of entertainment. Students research and reflect on changes and continuities that have occurred in entertainment in Australia, with a particular focus on games and gambling. They investigate how innovations in media and technology have influenced the popularity of gambling in Australia, and explore the social effects of the popularity of gambling in the past and present. They also investigate the functions of and services provided by groups associated with responsible gambling in Queensland. Students develop and carry out their investigations using democratic principles, cooperative strategies and reflective practices. An elaborated version of this module with more process activities is available at *School Stuff* on the Responsible Gambling website: [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au) Please note that the order of the online activities differs from those presented in this document. Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. They are sequenced using the **tuning in, exploring, looking and sorting, testing, acting** and **reflecting** (TELSTAR) 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*.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Tuning in</b>	1. Creating an investigation journal and 'working democratically' 2. The games we play 3. A century of games — a timeline 4. Game playing	TCC 3.1 TCC 3.2 SRP 3.3	Group development of criteria to assess application of 'working democratically' (SRP 3.3).  Connecting information about games and entertainment to a timeline in Activities 2 and 3 (TCC 3.2).  Reporting on evidence collected about how media and technology have changed games and entertainment in Activities 2 and 3 (TCC 3.1).
<b>2. Exploring</b>	5. Chances are... 6. Places to play	TCC 3.1 TCC 3.2	Activity 6 provides further opportunities to demonstrate outcomes through development of a computer, OHT or chart presentation showing how media and technology change people's leisure time or the purpose of buildings in relation to entertainment (TCC 3.1). Information about changes and continuity can also be sequenced or presented in a timeline (TCC 3.2).
<b>3. Looking and sorting</b>	7. The DICE squad 8. More games people play 9. Gambling questionnaire	TCC 3.1 TCC 3.2 TCC 3.4 SRP 3.3	Students present reports based on investigation questions which focus on the causes and effects of gambling in Queensland (TCC 3.4). This phase also provides opportunities for students to demonstrate TCC 3.1, SRP 3.3 and/or TCC 3.2.
<b>4. Testing</b>	10. Exploring the consequences	TCC 3.4 SRP 3.3	Students create and test a process for democratic decision making (SRP 3.3).  Students classify the positive and negative effects of gambling and extend these to second and third order effects (TCC 3.4).
<b>5. Acting</b>	11. Responsible gambling	TCC 3.1	Students investigate target groups, services and organisations that offer community support (TCC 3.1).
<b>6. Reflecting</b>	12. Returning to the investigation journal	TCC 3.1 TCC 3.4 SRP 3.3	Students reflect on and discuss causes/effects of gambling and the impact it has on society (TCC 3.1) and the impact that developments in media and technology have had on gambling (TCC 3.4).

## Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. These examples may need to be modified to suit student needs. In collaboration with students, teachers need to reflect on evidence gathered to make judgments about students' demonstrations of learning outcomes. Other activities in this module also provide opportunities to gather evidence of students' demonstrations of learning outcomes. Learning outcomes can be identified in the 'Levels 1 to 6 module outcomes map' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines*.

Assessment opportunities for each learning outcome are built into the activities of the investigation. While some activities provide specific ways of demonstrating certain outcomes (Activities 2, 3 and 5 — TCC 3.1 and TCC 3.2; Activities 9 and 10 — TCC 3.4; Activities 1, 6 and 10 — SRP 3.3), further opportunity is provided through the group investigation in Activity 7.

**Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level. For example:

- Level 2: TCC 2.1, TCC 2.2, TCC 2.4
- Level 4: TCC 4.1, TCC 4.2, TCC 4.4

## Background information

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**What is 'gambling'?**

The position paper on the Australian Psychological Society's website 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 in Queensland**

Little is known about young people and gambling in Queensland. An analysis of long-term trends in North America suggested that two in three underage people gambled for money (Jacobs 2000, p. 119). Today's young people belong to the first generation to be raised in an environment where legalised gambling is so pervasive, readily accessible and socially acceptable (Jacobs 2000, p. 148).

While many Queenslanders enjoy gambling as a harmless recreational activity, it can become a significant problem for some, resulting in high economic, social, family and personal costs. According to a report by the Productivity Commission (1999, p. 2), 2.1 per cent of the total population of Australia has a significant problem with gambling.

The Queensland Responsible Gambling Advisory Committee is the primary source of advice to the Queensland Government on social concerns relating to gambling. The Advisory Committee brings together representatives from the community, gambling industry and government.

The *Policy Direction for Gambling in Queensland*, endorsed by Cabinet in April 2000, identifies a number of initiatives to reduce the negative social impacts of gambling for Queenslanders. The Policy Direction clearly establishes the three key objectives of the Queensland Responsible Gambling Strategy: prevention, protection and rehabilitation. Targeted education strategies for school children support the achievement of outcomes relating to the key objective of prevention.

Targeted education strategies will help students to develop the knowledge, skills and attitudes needed to make informed decisions about gambling now and in the future. 'Problem gambling' is defined as gambling activity that results in a range of adverse consequences and situations where the safety and wellbeing of gamblers and/or their families and friends are placed at risk and/or where the negative impacts of the gambling extend to the broader community (Responsible Gambling Advisory Committee 2001, p. 4).

In this module, students approach gambling issues by investigating daily activities that are part of their own lives. This approach supports students in continuing to construct knowledge about the world in which they live. Through investigating the games they play and also the broader entertainment activities of young people, students make links to gambling-related issues. This includes the notion of 'problem gambling' that can be defined as gambling behaviours that have led to life-changing consequences affecting health, finances and relationships.

### Students and disclosure

If students make negative disclosures about gambling-related issues, professional support for the family is available through the Gambling Help-Line (1800 222 050), Gambling Help and other community services. Students may also access the Kids Help Line (1800 551 800).

### Gambling locations

As part of the 'Exploring' phase, it is suggested that students focus on investigating the origins of a building in their local area that now houses gambling facilities.

An introduction to this activity may be done through visiting *School Stuff* on the Responsible Gambling website to explore Brisbane's Treasury Building and other historical locations where gambling takes place. The way the Treasury Building is used has changed significantly over the course of the 20th century. The site on which the building stands had been designated for government purposes since Europeans began living in the Brisbane area in 1824. According to the National Trust Queensland Journal (August 1992), the building was used continuously for government offices from 1890 when the first stage was completed until the mid-1990s when it was redeveloped as a casino. It has housed many important functions of government, including cabinets, premiers, ministers and most government departments, including the Education Department. The building was the best-known government office in Queensland.

The various uses of buildings reflect some of the changes that have occurred in society during the last century. While investigating these changes, students are invited to reflect on how people spend their time, both at work and at leisure. They are also invited to reflect on how technology and institutions such as the media influence the choices people make about how they spend their time, and on the associated changes in attitudes and values, if any.

### Investigations and drama

Investigations can be enhanced through the use of drama processes and strategies (see the 'Links' section for relevant Drama learning outcomes). The investigation in Activities 7 to 10 can be conducted in role or by using drama strategies at various points through the inquiry. This allows students to maintain distance so that issues are not so personal and provides opportunities to explore and think about issues in a variety of ways and to view them from different perspectives.

## Terminology

In this module students have opportunities to become familiar with and use the following terminology:

betting	innovation	responsible gambling
built environments	investigation journal	sequence
change	learning outcomes	social environments
continuities	media	technology
entertainment	natural environments	timeline
gambling	primary source	wagering
gaming	problem gambling	working democratically

Gambling-specific definitions can be found in the *School Stuff glossary* on the Responsible Gambling website ([www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au))

## School authority policies

Be aware of and observe school authority policies that may be relevant to this module, including:

- inclusive curriculum principles
- social justice policies and strategies
- human relationships education program.

## Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- form and apply ways of 'working democratically' in cooperative endeavours
- conduct investigations from a critical perspective, using the knowledge that their own understandings may shift and change.

## Links

### *Studies of Society and Environment*

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

### *Other key learning areas*

References to relevant key learning area outcomes are provided in the activities. While activities offer opportunities for cross–key learning area planning, it is important that the integrity of the processes and concepts within key learning areas is not compromised.

As well as Studies of Society and Environment core learning outcomes, this module relates to outcomes for English, Mathematics, Health and Physical Education and The Arts. It is closely linked with the following Health and Physical Education modules:

- Level 5: *Gambling and health: Communication skills*
- Level 6: *Gambling: Minimising health risks*

### **Related key learning area outcomes**

#### *The Arts*

- DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.
- DR 3.2 Students rehearse and present dramatic action for a specific purpose.
- DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

#### *Mathematics (in development)*

##### Time

Level 3: Students interpret different representations of time, measure time using standard units and apply their knowledge of time to everyday situations.

##### Chance

Level 3: Students clarify familiar events by likelihood (as impossible, possible and certain; as more, less or equally likely).

Students identify all of the possible outcomes linked to a familiar activity.

##### Data

Level 3: Students use different plans for data collection, reduce and display the data and interpret and compare their own and others' displays.

#### *Health and Physical Education*

- PHIC 3.4 Students assess the reliability of sources of information relating to health products and services.
- PHIC 3.5 Students describe features of places where they live, work and play that influence the health of themselves and others, and propose ways they can help the people who are responsible for keeping these places healthy.

### **Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards
- demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Tuning in

**Core learning outcomes emphasis: TCC 3.1, TCC 3.2, SRP 3.3**

#### Teaching considerations

In this phase, students are introduced to the principles of democratic decision making. This provides a framework for the investigation, encouraging students and their teachers to work together and to reflect on the ways in which this can be done. In the investigation, students collect and share information about the continuities and changes in their own lives. They then use a simple questionnaire to gather information about the media and technology involved in some games young people their age have played during the last century. This information is collated on a timeline, which students use as the basis for a written report about continuities and changes in games and entertainment for their age group.

There will be opportunities throughout the module for students to explore what 'working democratically' might mean in a variety of learning contexts. An important theme for students will be that 'working democratically' involves considerable student input and negotiation. This negotiation, between students and teachers as well as between students and students, could relate to choice of topics, processes for investigation and group composition. Activity 1 assessment includes opportunities for students to be aware of specific learning outcomes and note their personal levels of progress throughout the module.

**Resource 1** The term 'working democratically' is used throughout this module. 'Democratic' can be defined as fair, just, orderly, representative and where everyone gets a say (see Resource 1). However, it is important that the students collaborate to provide their own interpretations of what it means to operate in a democratic working environment.

**Resource 2** Resource 2 is an assessment sheet based on Core Learning Outcomes. Another version of this resource is available on the Responsible Gambling website at *School Stuff*.

#### Focus questions:

- What does 'working democratically' mean?
- How have games and entertainment for people your age stayed the same and changed during the last century?
- What events, objects or other things have caused these continuities and changes in games and entertainment for young people?
- How have media and technology influenced games and entertainment in Australian society?

### Activity 1 Creating an investigation journal and 'working democratically'

#### Teaching considerations

Keeping an investigation journal allows students and teachers to engage in collaborative and individual reflection, and to assess both the process and the products of the investigation. Part of 'working democratically' is ensuring students are aware of the criteria through which they are assessed. Resource 2 allows students to begin this ongoing self-reflection/assessment process.

Begin the investigation by discussing and then establishing a way of keeping an investigation journal. These individual journals will contain items agreed upon by small groups of students. Model use of democratic processes during this negotiation. The journal can include personal or group goals, samples of work (including the resources from this module), student reflections and assessments of knowledge and understandings gained, as well as reflections about the processes used.

The journal might take the form of a book, a collection kept in a folder, an electronic journal completed on a computer or a combination of these. As the investigation continues, the journal will provide a way of identifying criteria for making judgments about demonstrations of outcomes.

**Resource 1** Students form their small groups to discuss and complete Resource 1. Following the sharing and discussion of group ideas, individual summaries of what 'working democratically' means can be entered into the investigation journals.

The following sentence stems could be used:

- When I'm working democratically, I am ...
- When my friends are working democratically, they are ...

- When my teacher is working democratically, he/she is ...
- When our group is working democratically, we are ...
- It is important to work democratically because ...

**Assessment Resource 2** In using Resource 2 students can assess themselves and their group's application to 'working democratically' against the established criteria relevant to this module as possible demonstrations of SRP 3.3.

## Activity 2 The games we play

**Support materials and references**

### Teaching considerations

In this activity, students discuss the games they play then develop, administer and analyse a simple questionnaire about games older people played when they were their age. Students' investigative strategies will be enhanced by an explanation of primary sources and questioning techniques, including open and closed questions. *Do it Yourself Social Research* (Wadsworth 1984) and other books in the support materials and references provide information about these. It is also important to discuss the notion of anonymity for the interviewee and to explain how gathering demographic information may help highlight patterns in the data, such as similarities and differences for girls and boys or for different cultural and socioeconomic groups over different time periods.

**Resource 3** Students examine their understandings of 'continuity' and 'change' by brainstorming games they like to play and then interviewing four people of varying ages about the games they played when they were their age. Assist students to create a questionnaire that focuses on the media and technology that were part of games and other forms of entertainment. Resource 3 provides a sample questionnaire that students can use. Alternatively, they may choose to develop their own using democratic processes. Students should explore the terms 'media' and 'technology' and collaboratively brainstorm definitions using reference materials and/or definitions given in The Arts and Technology syllabuses.

Background research may be needed to consolidate students' understandings of 'innovations in media and technology' (TCC 3.1) to enable them to explore responses that relate to these issues within a broader social context. Secondary source material will provide information about developments in media and technology in Australia during the 20th century. Groups of students could be given the task of researching different media and technologies during different time periods. A large class timeline could be created to sequence this information.

**Assessment** Students connect information about games and entertainment to a timeline as possible evidence of their demonstrations of TCC 3.2. Students report on evidence collected about how media and technology have changed games and entertainment as possible evidence of their demonstrations of TCC 3.1.

Group development of criteria provides opportunities to gather evidence of 'working democratically' (SRP 3.3).

## Activity 3 A century of games — a timeline

Students use the information from their questionnaires to individually complete a timeline showing the games played, with whom, where and the media and technology used in different time periods. Encourage class discussion of individual results to enable students to see a more complete pattern of the changes and continuities in games and in the media and technology used. Ensure cultural diversity in responses is acknowledged and explored by comparing survey responses. Students may record information in a report format, focusing on the following:

- How have games and entertainment for young people your age changed in the last century?
- How have they stayed the same?
- Do you think developments in media and technology have changed the way young people your age spend their leisure time?
- What evidence do you have to support this thinking?

**Assessment** Students' timelines may provide evidence of their demonstrations of TCC 3.2. Students' reports may provide evidence of their demonstrations of TCC 3.1.



## Activity 4 Game playing

### Teaching considerations

A key purpose of this module is to help students understand the world in which they live. Students recognise that knowledge and understandings can shift and change. Revisiting and reflecting on understandings and knowledge is important throughout this module.

Students examine their beliefs about games by taking part in a 'How do you play?' activity. Make a continuum by placing a card which reads 'strongly agree' and one which reads 'strongly disagree' at opposite ends of a long space. Students stand in the middle while a statement about games is read out. They then move to a position on the continuum which best reflects their belief about the statement. Students discuss their views with someone standing near them before volunteers share their views and their reasons for these views with the rest of the group. After hearing other views, students are free to move to another position or to stay where they are. Choose appropriate statements from:

- Only kids play games.
- You need money to play games.
- The media has changed how we think about games.
- The media has changed the way games are played.
- Technology has changed what we think of as games.
- Technology has changed the way games are played.
- Taking a risk is an important part of any game.
- You don't learn anything from playing games.
- You can't have a game without competition.
- Betting on a game doesn't cause anyone any harm.
- Having fun is the most important thing when playing games.
- If you're not any good at a game, you shouldn't play.

Students use their investigation journals to reflect on their beliefs and viewpoints about games. They also record whether their views changed during the activity and what influenced any changes.

## Phase 2 Exploring

*Core learning outcomes emphasis: TCC 3.1, TCC 3.2*

In this phase students investigate the concepts of chance and odds. They explore continuities and change associated with the use of buildings as a result of the increased number of poker machines and overall occurrence of gambling in Queensland.

### Support materials and references

*School Staff* on the Responsible Gambling website supports the activities in this phase. It provides opportunities for students to:

- investigate the notion of chance
- examine photos of the Treasury Building in Brisbane and of other Queensland locations where gambling takes place.

### Focus questions:

- What developments in media and technology have occurred during the last century in your local area?
- How have these developments influenced the way people spend their leisure time?
- Do these developments influence the way buildings are used? How?

## Activity 5 Chances are...

### Support materials and references

### Teaching considerations

This activity focuses on how people are affected by games of chance. Internet links to the games mentioned here are listed in the 'Support materials and references' section.

Students explore the concept of 'odds' by playing games of chance. Maths resources available in schools generally offer a variety of games suitable for Level 3 students. The games 'Greedy pig' and 'Crossing the river' provide opportunities for students to investigate the chance of a favourable outcome from the roll of a die, while 'Paper, scissors, rock' investigates whether a game is fair. Students discuss the notion of what it means for a game of chance to be 'fair' and 'unfair'. This can be done using dictionary definitions or a class-generated definition. After investigating the mathematics of the games, use the following questions to focus on the ways in which games of chance affect people:

- Do the odds of rolling a particular number on a die ever change?
- Can you make a game of chance fair for everyone? (Paper, scissors, rock)
- Can you make it unfair?
- How did you feel when your number came up in a game?
- How did you feel when it didn't?
- What makes these games exciting/dull?

### Activity 6 Places to play

#### Teaching considerations

This activity provides further opportunities for students to demonstrate TCC 3.1 and TCC 3.2. While students and teachers should feel free to negotiate a building to use, be mindful that the Treasury Building photos provide the link to gambling. There may be similar examples of significant buildings which have undergone change and in which gambling now occurs within the students' local communities. These may include local clubs and hotels which have developed from humble beginnings, such as tin sheds, to become more significant structures. Local historical societies or older members of the community may be able to provide photos. Other photos are also available to view on the Responsible Gambling *School Stuff* website.

Assist students to investigate the key concepts of 'society', 'change', 'continuities', 'innovations in media' and 'innovations in technology' by viewing, 'reading' and discussing images of buildings associated with gambling that have been taken during different time periods. Images are a great way of illustrating changes and continuities. Many buildings in local areas have undergone changes associated with gambling, especially with the introduction of poker machines to clubs and hotels.

**Resource 4** Small groups of students investigate one image each and then share their observations based on the questions in Resource 4. Sequence the images and observations in a wall display or on a timeline. This task provides an opportunity for students to work democratically while determining an effective process for their image analysis.

**Assessment** Students' presentations may provide evidence of their demonstrations of TCC 3.1. Information about changes and continuities can also be sequenced or presented in a timeline as possible demonstrations of TCC 3.2.

## Phase 3 Looking and sorting

**Core learning outcomes emphasis: TCC 3.1, TCC 3.2, TCC 3.4, SRP 3.3**

#### Support materials and references

In this phase, students look at their own understandings of what constitutes gambling. In groups, they undertake an in-role investigation into the costs and benefits of gambling to determine whether or not it should be introduced on an imaginary planet known as 'Gambol'. Students will find information about the history of gambling in Queensland and other materials relevant to this phase in *School Stuff* on the Responsible Gambling website.

#### Focus questions:

- What has influenced the development of gambling in Queensland and Australia?
- What impacts have innovations in media and technology had on gambling?
- In what ways does gambling affect people's lives?
- How does gambling affect other aspects of society?

### Activity 7 The DICE squad

#### Teaching considerations

At this stage, students carry out an investigation into the causes and effects of gambling by working in role as researchers. While the focus of this activity is TCC 3.4, the investigation

provides opportunities for students to demonstrate other learning outcomes. The scenario presented is an example only. Teachers may choose to design their own scenario based around their local area — for example, a casino is to be established down the road from the school and students investigate why people might want it and the effects it may have on the area. These issues need to be discussed sensitively as many students may have family members who gamble as a recreational activity and some may have a family member experiencing significant problems. Other students may come from families that are opposed to gambling.

### The roles

Teacher: Chief investigator

Students: Blanket role as investigators.

(See The Arts syllabus and associated curriculum materials for further information about drama processes.)

### The context

Your planet, Gambol, has a problem which is causing its inhabitants to lose all sense of fun. To date, no solution has been found. Scouts, in search of a solution, have located a country called Australia on the planet Earth where something called gambling seems to make some people very happy. Your mission is to travel to Earth and investigate:

- Why do people gamble?
- What are the different ways of gambling?
- What technology is necessary for different types of gambling?
- Does gambling have an impact on all people?
- What are the effects of gambling?

Each group will report their findings back to a forum of Gambollers. At the forum, the Gambollers will decide whether to introduce gambling or not.

### The process

**Activities 8 and 9**

The teacher, in role as the chief investigator, narrates the context of the investigation and invites applications for the role of investigator. Provide a job description, then distribute application forms which students fill in, listing their personal details, experience and qualifications. The application forms could also include questions about interests and hobbies, their current views about the introduction of gambling on the planet and the ways in which they could contribute to the success of the mission. Some students, who have agreed prior to the activity to take part could be questioned in their chosen role to clarify some aspects of their applications. Others may also volunteer to be questioned. Accept all applicants into the DICE (Division for Inquiries into Communities and Entertainment) Squad and award badges or another form of identification to be worn while in role. Hold a team meeting to analyse the investigation and negotiate tasks for each group. Hold training sessions — see Activities 8 and 9.

### The preparation

**Activities 8, 9 and 10.**

Following initial training (Activities 8 and 9), students work democratically in groups to decide what and how they are going to investigate. At this stage, individuals or groups prepare:

- an investigation strategy, which could simply be an action research process based on the cycle of questioning, planning, acting, observing and reflecting
- a chart detailing what they already know about gambling
- a hypothesis with supporting reasons about whether, at this stage, they think gambling should be introduced on Gambol.

### The reports

**Activity 11**

On their return to the planet, group or individual reports can be presented. The report must answer the questions given in the brief. Its form will depend on what has been negotiated, but could include a roleplay, a speech, a cause-and-effects diagram or an electronic presentation including video and photography.

**Assessment**

Throughout this investigation, through teacher observation and peer assessment, students have an opportunity to demonstrate SRP 3.3.

Students present reports based on investigation questions which focus on the causes and effects of gambling in Queensland (TCC 3.4). This activity also provides an opportunity for students to demonstrate TCC 3.1, SRP 3.3 and/or TCC 3.2.

### Activity 8 More games people play

Students create a list of activities that they believe are gambling. They then 'work democratically' in small groups to decide which of the following are gambling:

- putting money in slot machines to win prizes at a show
- taking part in a quiz on the radio
- paying to play a video game at a games arcade and winning a free game
- playing marbles for lunch money
- buying a chocolate from a vending machine
- buying a 'scratch-it'
- telling your friend you'll race them to the fence on the oval
- playing Keno
- betting on a horse race
- collecting coupons from the newspaper to enter a competition to win a trip to Disneyland.

Discuss their answers and alter or add to the list as necessary. Discussion could include the notions of certainty — 'Somebody will win a trip to Disneyland' — and uncertainty — 'Who will win?'

Explore the popularity of certain activities and what it means to play in excess, to risk losing often and to develop addictive/problem gambling behaviours — see Background information: Gambling in Queensland (page 4) for a definition of 'problem gambling'.

### Activity 9 Gambling questionnaire

#### Teaching considerations

This activity can be carried out in role (see Activity 7). Before exploring the questions to be asked in the interviews, students could test what they know about gambling and the sorts of questions that might be relevant by developing a graffiti wall (a chart drawn to look like a brick wall) where they can independently record questions and responses to others' ideas. Students could use think/pair/share or another cooperative strategy to brainstorm ideas before writing them on the wall. Care needs to be taken regarding bias in the development of questions. Where necessary, pose questions that challenge stereotypes and generalisations. This will assist students to consider multiple perspectives. Students should not conduct interviews in gaming venues.

#### Resource 5

Students develop a questionnaire to discover Australians' views and understandings about gambling. Resource 5 provides a sample questionnaire. It will be more meaningful if all students ask the same questions as this will create a larger sample.

Each student asks four people (different from those interviewed in Activity 2) to fill in a questionnaire about gambling. The data needs to be recorded. A computer database could be used to do this. It is also useful to make a wall display of the results using different coloured card for each question. Students record their answers to the questions on cards, then add them to the display.

## Phase 4 Testing

#### Core learning outcomes emphasis: SRP 3.3, TCC 3.4

In this phase, students test their hypotheses about gambling by sharing their reports, constructing Plus, Minus, Interesting (PMI) charts and consequence wheels, and enacting their chosen democratic decision-making process to determine whether they want gambling on the planet Gambol.

#### Support materials and references

*School Staff* on the Responsible Gambling website provides an online consequence wheel.

#### Focus questions:

- What are the effects of gambling on society?
- How did the investigation affect your initial thoughts about whether gambling should be introduced?
- How can we make decisions which affect all of us in a democratic way?

## Activity 10 Exploring the consequences

### Teaching considerations

This activity can be conducted in role either as the forum on Gambol which is deciding whether to introduce gambling or as an independent forum in which students present their investigation to each other or to invited guests from the community. A related activity which uses 'consequence wheels' to explore the ways in which the health of gamblers is affected can be found in the Level 5 Health and Physical Education module *Gambling and health: Communication skills* (see the Queensland School Curriculum Council website).

**Assessment** Students present their investigation reports. The information is recorded in a PMI (Plus, Minus, Interesting) chart, either by the teacher, in groups or individually. To compile the chart, students decide whether what they are hearing or seeing is a Plus, a Minus or an Interesting point in relation to the introduction of gambling. Reports are assessed according to whether the investigation questions have been answered and the intended learning outcomes demonstrated. This provides an opportunity to assess students' demonstrations of TCC 3.4.

**Assessment** As the decision about gambling will affect everyone, students use their knowledge of the principles of democratic decision making to create a process which they believe will be as fair as possible (assessment opportunity SRP 3.3).

### Support materials and references

To further clarify the effects of gambling before a decision is made, students create a consequence wheel. The development of a consequence wheel should be modelled before groups attempt their own, based around the phrase 'If gambling is introduced here'. *School Stuff*, on the Responsible Gambling website, explains the structure of a consequence wheel and how to make one.

Students test their own perceptions of gambling. They review their hypothesis statement from Activity 7 and consider whether they have changed their position. With modelling, students clarify and express their position by writing a persuasive piece in one of the following ways:

- write a letter to the editor of the Gambol daily paper
- write a speech to be delivered before the decision is made
- design and make a poster and/or leaflets.

Students enact their chosen democratic decision-making process.

**Assessment** Students create and test a process for democratic decision making (SRP 3.3).

Students classify the positive, negative and interesting effects of gambling and further clarify possible consequences through second- and third-order effects (TCC 3.4).

## Phase 5 Acting

### Core learning outcomes emphasis: TCC 3.1

In this phase, students take action to find out about the ways in which gambling is regulated in their community and to explore the support available to those who have a problem with gambling. They present their findings to their community if appropriate.

### Focus questions:

- What exists to guide decisions about gambling in Queensland?
- How do support groups help people who have problems with gambling?

## Activity 11 Responsible gambling

### Teaching considerations

The Queensland Responsible Gambling Advisory Committee is the primary source of advice to the Queensland Government on social concerns related to gambling. Queensland Treasury has established the Responsible Gambling website, which provides further information and provides links to gambling-related community and government sites.

Students use appropriate websites and/or use other sources in their local communities to investigate the ways in which gambling is regulated in Queensland and the support groups available for those who have a problem with gambling. Students may present

their findings to their community via letters to local newspapers, presentations to parents and community, and by using the Kid's Noticeboard on the Responsible Gambling website.

**Assessment** Students' investigations of gambling in Queensland may provide demonstrations of TCC 3.1.

## Phase 6 Reflecting

**Core learning outcomes emphasis: TCC 3.1, TCC 3.4, SRP 3.3**

In this phase, students use reflective processes such as PMI and 'What? So What? Now What?' to reflect on their demonstrations of outcomes and the processes involved in their investigations.

**Focus questions:**

- What new knowledge and understandings do you have?
- So what does this mean for you?
- How can you use your knowledge and understandings in different situations or contexts?

### Activity 12 Returning to the investigation journal

Students reflect on what they have learnt about the causes and effects of gambling and the changes that have occurred in games and gambling due to developments in media and technology. They also consider the processes involved in their investigations, including democratic decision making, cooperative learning and action research.

**Support materials and references**

Students review their journals and share them with other members of the class. The class then comes together for a debriefing about the investigation. Information about debriefing can be found in *Cowtails and Cobras: A Guide to Games, Initiatives, Ropes, Courses, and Adventure Curriculum* (Rohnke 1989). 'What?, So What? Now What?' is a good process for structuring a debriefing.

**What?** reviews what has happened for people during the investigation. A useful strategy for this stage is the Memory Game, where one person starts to explain the investigation from the beginning, then another person tells the next part and so on. Students could also talk and write about the plus, minus and interesting parts of the investigation.

**So What?** asks students to consider how the investigation has made a difference to them. This could focus on how students feel about their learning processes and what they have learned about. The 'Group whip', where students use sentence starters such as 'I'm glad that ...' and 'I felt good when ...' to make comments, is a useful strategy. Students can also reflect on any personal or group goals outlined in their journals at the beginning of the investigation.

**Now What?** asks students where they can go from here. It focuses on 'transfer points' by asking students to examine how they can take what they have learned and reapply it in other contexts.

Students may wish to share what they have learned about gambling via the Kids Noticeboard at *School Stuff* on the Responsible Gambling website.

**Assessment** Reflections on and about the causes and effects of gambling and how it impacts on society may provide evidence of students' demonstrations of TCC 3.1

Reflections on the impact media and technology have had on gambling may provide evidence of students' demonstrations of TCC 3.4.

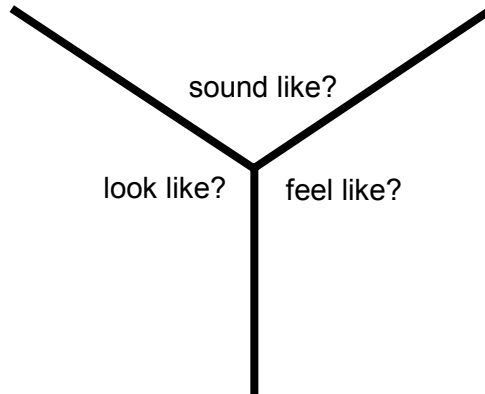
**'Working democratically'** **Resource 1**

Let's tune in to *Gambling: That's entertainment?*

In this investigation, we're going to be exploring things that stay the same and things that change in our lives and in society in general. We'll be focusing on technology and media, and how they change and shape games and entertainment. We'll also be paying close attention to the way we work together. In a small group, **discuss** and **record** your ideas about 'working democratically'.

**The Macquarie Thesaurus and Dictionary define 'democratic' as fair, just, orderly, representative or where everyone gets a say.**

What does 'working democratically' ...



Use this resource to begin your investigator's journal.

Make an entry in your journal about what 'working democratically' means to you and to other people, including your teacher/s.

**Exploring outcomes** **Resource 2**

Every unit of work that you do gives you the opportunity to show what you know and what you can do with what you know. In *Gambling: That's entertainment?* your challenge is to show what you know about two strands of Studies of Society and Environment — Time, Continuity and Change, and Systems, Resources and Power. This activity will help you to understand the particular learning outcomes you'll be working towards. You will be able to fill in the resource sheet as you go.

Outcomes	What I have to do to demonstrate these outcomes (Complete this column as you work through the investigation)
You understand what it means to 'work democratically' and you are doing this during your project on gambling.	
You show that you understand how changes in media and technology have affected society.	
You can create sequences and timelines about changes and continuities that have happened with entertainment and gambling in Australia.	
You can organise information about the causes and effects of specific historical events that have happened with entertainment and gambling in Australia.	

**The games we play**

**Resource 3**

Let's look at a really important part of everyone's lives, whether they be 10 or 100 — the games we play. To get an overview of the games people have played during the last century, your task is to **interview** at least four people of varying ages and share what you find with your whole group. You could use the interview sheet below or develop your own. **Think** about how you could work democratically with your classmates to do this. In your journal, **record** reflections on how your group worked democratically to determine which interview sheet to use. Try to focus on the actions, not the person.

**About the interviewee**

Are you female <input type="checkbox"/> male <input type="checkbox"/>	In what year were you ten years old?
Where were you born?	Where were your parents born? Mother Father

**When you were ten years old**

What did you do in your leisure time?
What games did you play?
Who did you play with? (brother, sister, male friend, female friend etc.)
Where did you play? (indoors, outdoors, special place etc.)
Describe one game you played. (What were the rules? Is it played today? What equipment did you use? etc.)



**Places to play**

**Resource 4**

A powerful way to investigate changes and continuities in society is to examine images. Images are one type of primary source that is created during the historical period being investigated.

**Examine** the questions to be used during your analysis of the images. Before you answer them, **work democratically** within your group to decide which of the strategies described in Resource 6 you'd like to use to help with the analysis.

<p><b>Natural features</b> Are there any natural features?</p> <p>Describe the natural features in the: foreground</p>   <p>background</p>	<p><b>Built features</b> Are there any built features?</p> <p>Describe the built features.</p>
<p><b>Action features</b> What is happening in the image?</p>	
<p><b>Social features</b> Describe the people in the image. (What are they doing? Who do you think they are?)</p> <p><b>Consider these questions when analysing these images:</b> What do you think is important to the people in them? What do you think they might value?</p> <p>What changes do you think they have seen in their lives?</p> <p>What has brought about these changes?</p> <p>What questions might you ask about the photo?</p>	
<p><b>When was the image created?</b></p>	<p><b>Why do you think it was created?</b></p>

**Gambling questionnaire**

**Resource 5**

To find out more about gambling and its effects, **interview** four people about games.

<p><b>I am _____ and we are studying gambling and its impacts on society. Your answers to this questionnaire will help our research. Please take the time to answer the questions honestly. We use a coding system so you will remain anonymous.</b></p>	
<p><b>Demographics (This information will help with our analysis.)</b></p> <p>1. What is your age?   <input type="checkbox"/> Under 18   <input type="checkbox"/> 18–25   <input type="checkbox"/> 26–35   <input type="checkbox"/> 36–45   <input type="checkbox"/> 46–55                                            <input type="checkbox"/> 56–65   <input type="checkbox"/> 66–75   <input type="checkbox"/> 76–85   <input type="checkbox"/> over 85</p> <p>2. Are you   <input type="checkbox"/> female   <input type="checkbox"/> male</p>	
<p>3. What do think gambling is?</p>   <p>4. *Have you ever gambled?   <input type="checkbox"/> no   <input type="checkbox"/> yes</p>	<p>5. How often do you gamble?</p> <p><input type="checkbox"/> less than once a year</p> <p><input type="checkbox"/> once a year   <input type="checkbox"/> monthly</p> <p><input type="checkbox"/> every few months</p> <p><input type="checkbox"/> weekly   <input type="checkbox"/> daily   <input type="checkbox"/> never</p>
<p>6. If yes, what types of gambling have you participated in?</p> <p><input type="checkbox"/> bingo   <input type="checkbox"/> raffles   <input type="checkbox"/> lotto   <input type="checkbox"/> scratch-its   <input type="checkbox"/> betting on races   <input type="checkbox"/> betting on sports</p> <p><input type="checkbox"/> Keno   <input type="checkbox"/> gaming machines (pokies)   <input type="checkbox"/> casino games   <input type="checkbox"/> Internet gambling</p> <p><input type="checkbox"/> other (please specify) _____</p>	
<p>7. How is the media linked with gambling?</p>   	
<p>8. How is technology linked with gambling?</p>   	
<p>9. What are some of the benefits of gambling?</p>   	<p>10. Who benefits from gambling?</p>   
<p>11. What are some of the costs of gambling?</p>   	<p>12. Who may be harmed by gambling?</p>   

\*You may wish to list the examples of gambling from question six to help the person you are interviewing.

## Support materials and references

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### General

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- Productivity Commission 1999, *Australia's Gambling Industries*, Report No. 10, AusInfo, Canberra.
- Responsible Gambling Advisory Committee 2001, *Queensland Responsible Gambling Code of Practice: Trial and Review*.

### Websites

(All websites listed were accessed in June 2002.)

#### Gambling

- Australian Centre for Gambling Research. [www.aigr.uws.edu.au/](http://www.aigr.uws.edu.au/)
- Australian Psychological Society, *Psychological Aspects of Gambling Behaviour*. [www.aps.psychsociety.com.au/member/gambling/](http://www.aps.psychsociety.com.au/member/gambling/)
- Responsible Gambling, *School Stuff*. [www.responsiblegambling.qld.gov.au/schoolstuff](http://www.responsiblegambling.qld.gov.au/schoolstuff)

#### Chance and data

- Curriculum Corporation, *Maths 300 Project (Crazy Animals)*. [www.curriculum.edu.au/maths300/](http://www.curriculum.edu.au/maths300/)
- Education Queensland, *Curriculum Exchange: TIPS (Cross the River)*. [education.qld.gov.au/tal/tips/00716.htm](http://education.qld.gov.au/tal/tips/00716.htm)
- The Mathematical Association of Victoria, *Mathematics Problem Solving Task Centres*. [www.mav.vic.edu.au/PSTC/](http://www.mav.vic.edu.au/PSTC/)
- Queensland Association of Mathematics Teachers, *Secondary Mathematics Assessment and Resource Database (Greedy Pig)*. [smard.cqu.edu.au/Database/Junior/Chance\\_and\\_Data/Probability/](http://smard.cqu.edu.au/Database/Junior/Chance_and_Data/Probability/)

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

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook: Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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