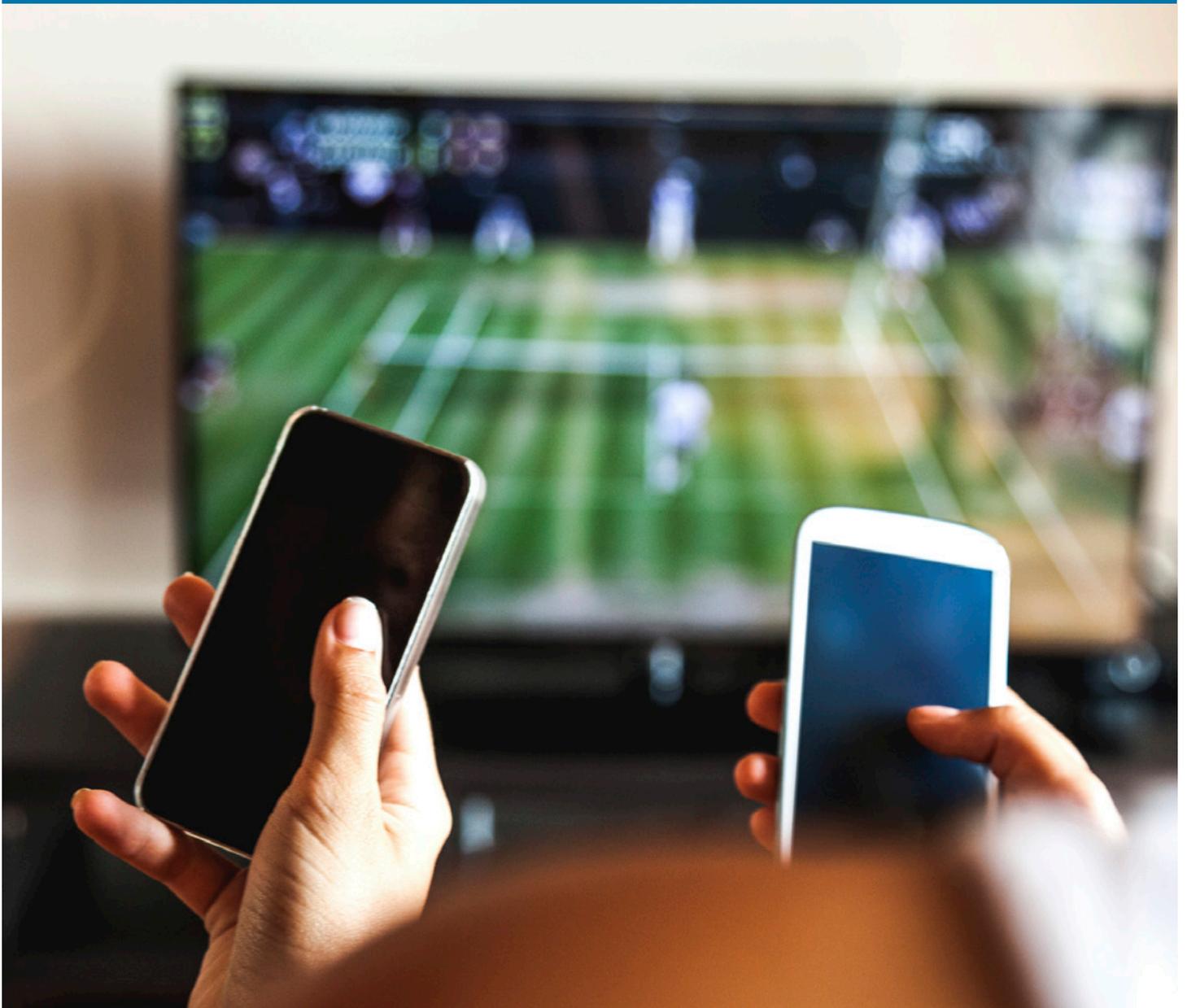




# RESPONSIBLE GAMBLING



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# Introduction

As young people are particularly vulnerable to the normalisation of gambling through exposure to sports betting advertising, gambling products, gambling in the home and the increase in the availability and accessibility of gambling, education is an important part of awareness raising.

It is illegal for anyone under the age of 18 to gamble, including Lotto, Scratchies and online gambling.

## Young people and gambling

Many people in NSW and across Australia gamble by playing poker machines, betting on sporting events, buying lottery tickets or playing casino games. For most people gambling is an occasional social activity that causes no harm. For others gambling can become a problem and have a negative impact on their social, emotional, mental and financial health.

In 2009, 70% of Australians engaged in some form of gambling and spent over \$19 billion on gambling, around \$12 billion of which was spent playing the poker machines. Some people who engage in this type of gambling can have serious gambling problems and at present over 500,000 Australians are at risk of, or are, problem gamblers. The Australian Government estimates that only 15% of those affected by gambling problems seek help, and the actions of one problem gambler affects the lives of between 5 and 10 other people. Problem gamblers lose around \$21,000 each year which reflects a large portion of the average Australian salary (<http://www.problemgambling.gov.au/facts/>).

For young people gambling is often presumed to be a small risk due to low access to licensed venues in which gambling takes place. However, this belief does not take into account the ways in which gambling has changed over the last decade and fails to recognise the influence of gambling advertisement on young people. According to the Victorian Responsible Gambling Association, the latest research shows that simulated gambling on social media, video games, smartphone applications and online betting are key issues for young people under 18. The NSW Office of Liquor, Gaming & Racing (OLGR) further suggest that the proliferation of online and mobile channels and the normalisation of gambling through advertising within sport have changed the way young people are exposed to and impacted by gambling.

Recent studies indicate that 77% of young people between the ages of 10 and 24 years of age engaged in gambling over a 12-month period (Australian Council for Educational Research Ltd, 2011). This indicates a far higher proportion of young people engaging in gambling than many other forms of risk taking including alcohol use, smoking and illegal drug use. Further studies indicated that between 3-5% of these young people would be classed as problem gamblers and as many as 19% were considered “at risk” (Australian Council for Educational Research Ltd, 2011). Not surprisingly, many problem gamblers first developed gambling habits while still in their teenage years and have continued to engage in risky levels of gambling well into their adult life.

Most under-age gamblers are introduced to gambling by a family member, and having a parent who gambles or friends who are involved in gambling may further increase the risk of problem gambling among young people (Australian Clearing House for Youth Studies, 2013). Not only would young people ‘likely benefit from school-based intervention and prevention programs aimed at changing idiosyncratic belief systems and superstitious beliefs connected to gambling behaviours’ (Taylor et al., 2014), but it is important that parents, carers, community leaders and educators have an understanding of the current gambling environment to enable them to minimise young people’s exposure to harm.

The proliferation of online and mobile gambling channels and the normalisation of gambling through advertising within sport have changed the way young people are exposed to and impacted by gambling. For young people who follow sport, gambling promotion is a normal part of lived experience. Ground signage, team uniforms, gambling statistics quoted by commentators and scheduled advertising all add to the ubiquity of the message on both television and radio.

A study by Ebiquity noted that in 2012, there were 528 individual online betting advertisements on free-to-air television, shown more than 20,000 times, primarily during family viewing time, with airings on pay-television estimated as many times higher.

## Addressing responsible gambling through Crossroads

This resource contains a series of lessons developed for the mandatory *Stage 6 Crossroads* course in NSW government schools.

The lesson sequence challenges students to develop a stronger understanding of gambling and the ways in which it presents risks for young people across all socio-cultural groups.

The activity sequence includes four lessons.

### 1. Risks and costs of gambling

Key messages:

- Debunking myths and misconceptions associated with gambling
- Recognising the costs associated with gambling
- The impact of alcohol on gambling

### 2. Sports betting and advertising

Key messages:

- Deconstructing advertising
- The proliferation of sports advertising
- Developing plans for personal safety

### 3. Online & smart phone gambling

Key messages:

- Exploring how gambling has evolved and changed with the adoption of online gambling and smart phone apps
- Being good at gaming does not mean you will be good at gambling
- Gambling is not a game

### 4. Gambling – Seeking help

Key messages:

- Recognising when help is needed for themselves or others
- Identifying services to support people who are experiencing gambling problems or addictions that can be accessed by both students and their families

## Protecting and Supporting Children and Young People

The Protecting and Supporting Children and Young People Policy sets out the responsibilities of NSW Department of Education and Communities' employees under the legislation. All staff have a duty to recognise safety, welfare or wellbeing concerns for children and young people that arise from or during the course of their work.

If staff have reasonable grounds to suspect risk of harm to a child or young person, they are required to tell their principal or workplace supervisor.

Issues raised through these activities may lead to increased awareness of problem gambling in students and within students' families. Any issues should be handled with sensitivity.

Students should be made aware at the beginning of educational programs that disclosures related to situations which give staff reasonable grounds to suspect risk of harm to a child or young person will be reported to the school principal in all instances. This includes personal disclosures related to instances of neglect, abuse, illegal activity including gambling under the legal age of 18 or drug use.

### Creating a supportive environment

Teachers need to create a supportive learning environment so students feel safe to learn and ask questions. There are number of steps teachers can take to ensure their classroom environment is a safe place for all students when talking about gambling or gambling and drug related issues.

It is important to enable students to withdraw if they find issues personally confronting and to protect them from making harmful disclosures. Equally, it is important that teachers are prepared for issues that arise as a result of a student making a disclosure.

### Create ground rules

It is important to set consistent classroom rules as well as reinforce positive behaviours.

Establishing and maintaining guidelines and boundaries for students will encourage respect and allow for positive relationships to develop in the classroom.

A useful strategy is to engage students in the development of these ground rules. Below are some examples of rules you could use for discussion:

- listen to different ideas without 'put downs'
- no interruptions while someone is talking
- stick to the point
- everyone has the right to speak
- each person is responsible for his or her own behaviour
- what other people say in class is confidential
- never refer to someone by name when giving an example
- always support each other
- respect other's cultural traditions, beliefs, values and languages
- everyone has the right not to offer an opinion.

## Discourage personal disclosures

Teachers can actively discourage disclosures of personal or sensitive information. Keep discussions global rather than personal as this will enable all students to discuss issues more freely. Encourage students to talk in third person, for example, “If a person..., what if someone...”.

## One step removed

One step removed is a strategy which allows students to explore a range of sensitive issues without confrontation or personal threat. One step removed suggests teachers use fictitious case studies, moral dilemmas or any techniques that dissuade students from talking in the first person in class discussions.

Instead of the direct “what would you do if...?” approach, teachers substitute:

“suppose this happened to someone...what advice would you give them?...what could they do?”

“imagine someone was feeling...what advice would you give to help them in their situation?”

When exploring possible outcomes of case studies or moral dilemmas, it is important to use conditional language: such as “...this might happen” or “...this could happen”, never use “this will happen”.

## Protective interrupting

Protective interrupting involves teachers interrupting students who begin to disclose private information, e.g. “It sounds as though you want to talk about this. Why don’t we talk about it after class?” After protective interrupting, guide the discussion back to one step removed.

## Additional resources

For more information read the Australian Gambling Research Centre Paper at <https://www3.aifs.gov.au/agrc/publications/sports-betting-and-advertising>

More information can be found at:

- Australian Council for Educational Research Ltd, (2011). [Gambling and Young People in Australia](#).
- The Commonwealth of Australia (2015). [Problem Gambling Facts](#). Australian Clearing House for Youth Studies, (2013) Youth Gambling in Australia, Vol.1, No.4.
- Sports Betting and Advertising <https://www3.aifs.gov.au/agrc/publications/sports-betting-and-advertising>
- Victorian Government report from the Macquarie University on sports betting in Australia [http://www.responsiblegambling.vic.gov.au/\\_data/assets/pdf\\_file/0012/18003/Research-report-Brand-community-and-sports-betting-in-Australia.pdf](http://www.responsiblegambling.vic.gov.au/_data/assets/pdf_file/0012/18003/Research-report-Brand-community-and-sports-betting-in-Australia.pdf)
- KidBet website — Victorian Responsible Gambling Foundation <http://kidbet.com.au/research-resources/>
- NSW Office of Liquor, Gaming and Racing — Gaming machines: facts and myths video [http://www.olgr.nsw.gov.au/pokie\\_myths.asp](http://www.olgr.nsw.gov.au/pokie_myths.asp)

# LESSON 1

## RISKS AND COSTS OF GAMBLING

**Suggested duration: 65 minutes**

### Crossroads outcome(s)

- 1.2 Critically analyse situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.
- 2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
- 2.2 Recognise and respond appropriately to situations which may be harmful to self and others.
- 2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.
- 3.3 Evaluate how the varied influences on attitudes and values impact on behaviours.
- 3.4 Demonstrate behaviours that model positive values, beliefs and attitudes to health, safety and wellbeing.

## Crossroads content

### Learning context — Drugs and alcohol

#### Use of drugs and alcohol (Owning yourself)

*Identifying solutions and responding to situations which involve the use of drugs and alcohol*

- recognising risk
- planning strategies to reduce harm in various situations
- assessing and applying personal strengths to respond to situations
- assertive behaviours
- avoidance

*Influences on decisions*

- social and cultural values
- personal values about drug use
- conflicting values about drug use
- impact on future

*Help seeking strategies*

- accessing and assessing reliable information
- accessing and assessing services and support
- supporting yourself and others

#### Impact of drugs (Responding to others)

*Addressing drug related issues in the community*

- drug use and related harm in the community
- responsible behaviour
- intoxication and its effects

*Responsible behaviour*

- protective strategies in drug and alcohol related situations
- responsible drug and alcohol use
- challenging socially acceptable behaviour and peer expectations
- gambling responsibly

### Learning context — Mental Health and Wellbeing

#### Personal future (Owning yourself)

*Planning for the future*

- aspirations
- holistic view of life

*Taking charge*

- assessing strengths and challenges
- strategies for future success

#### Responding to changes and challenges (Responding to others)

*Skills and strategies for managing change and challenges*

- being realistic
- seeking support and help

*Connecting and reaching out*

- networks of support online and offline
- asking for and accepting help
- accessing service

## What do we want students to know, understand or be able to do?

- Possible use of drugs and alcohol in licensed venues can lead to opportunities for high-risk gambling behaviours such as spending more money than you normally would.
- Develop assertive and avoidance behaviours to respond to high-risk gambling situations.
- Articulate their own limitations in terms of gambling in high risk situations.
- Recognise the risk of using online or mobile gambling channels in sporting settings while under the influence of alcohol or drugs.
- Recognise the early warning signs of problem gambling and respond with knowledge of support services for themselves and others.
- Understand that drug use and intoxication is a major contributing factor in risk taking behaviours, including gambling and sports betting.
- Critique the advertising of gambling and challenge advertising techniques that promote excitement, glamour and skill and promise easy financial and social rewards.
- Recognise that gambling is not a game and being good at online gaming or mobile apps does not mean young people will be successful in gambling.
- Identify that the risks of gambling are considerable and it should not be undertaken lightly.
- Justify that responsible gambling means understanding the true odds of the game and the risks involved.
- Recognise that taking up gambling as a young person can increase the chances of developing a gambling problem.
- Explore the long term consequences of gambling problems, including its effects on:
  - Finances
  - Career
  - Family relationships
  - Partner/ friends
- Develop strategies for recognising and responding to dependence on gambling or online gaming situations.
- Critically analyse the financial consequences of problem gambling both online and offline.
- Demonstrate skills to seek help for self and others if problems with gambling occur.
- Demonstrate a sound understanding of support networks both online and offline for issues and concerns with gambling.
- Consider the different sources of help available and what will enable and assist a young person to access these services.

## Activity 1:

# ALCOHOL AND GAMBLING

10 minutes

- Class brainstorm – Behaviours associated with drinking alcohol:
  1. What behaviours may young people engage in while using alcohol?
  2. Which behaviours might result in loss of money or potential legal issues?
  3. What percentage of young people do you believe engage in gambling?
- Students record the risks and outcomes associated with alcohol use and gambling. Use a venn diagram to draw comparisons between the outcomes.



- As a whole group, discuss. Discussion points:
  - Many young people use alcohol and gambling without problem or negative outcomes.
  - Many young people engage in gambling of all kinds from poker machines, to sports betting to online games involving exchange of real money.
  - Licensed premises where alcohol is readily available can lead to opportunities for high-risk gambling behaviours with access to poker machine lounges, casinos and even private gambling rooms.
  - Both alcohol and gambling can be used in the privacy of the home or socially with others.
  - When young people consume alcohol, decision making is affected. This may influence their decisions about gambling.
  - Alcohol can lower inhibitions. Young people may perceive lower risk or greater confidence in relation to their chances of winning or losing money through gambling.
  - Both alcohol use and gambling can impact on other aspects of an individual's life, including relationships, decision making and financial impact. Responsible decision making is crucial.

## Activity 2:

# JAMES' STORY

### 15 minutes

- Students reflect on their own understanding of gambling. Invite students to share their understanding of sports betting, online gambling, online gaming where money could be exchanged, or where poker machines and gaming lounges were a prominent feature.

The [Protecting and Supporting Children and Young People Policy](#) sets out the responsibilities of NSW Department of Education and Communities' employees under the legislation. All staff have a duty to recognise safety, welfare or wellbeing concerns for children and young people that arise from or during the course of their work.

**If staff have reasonable grounds to suspect risk of harm to a child or young person, they are required to tell their principal or workplace supervisor.**

- Watch James' story at the NSW Gambling Help website, which is featured on the main page on the sliding menu <http://www.gamblinghelp.nsw.gov.au>
- Discuss as a class some of the challenges that James experienced as a young person engaging in gambling for the first time.
  1. When did James gamble for the first time?
  2. What were his initial impressions?
  3. How did his friends influence his decisions?
  4. When do you think he developed a real problem with gambling?
  5. What were some of the warning signs?
  6. If you were friends with James, what advice would you give him?

## Activity 3:

# OUR OWN GAMBLING HABITS

### 10 minutes

- As a follow up to James' story, students use a personal mobile device to review the 8 questions which make up the Gambling Help website online quiz at <http://www.gamblinghelp.nsw.gov.au/need-help/do-you-have-gambling-problems-take-the-quiz>. It is important that students are not encouraged to share personal information but to use the quiz to develop their understandings of the personal impact of gambling. The quiz is designed to encourage students to reflect on warning signs of problem gambling and what to look for in self and others.
- In pairs or small groups, students' discuss:
  - What is one thing you notice from the quiz questions?
  - Propose reasons for the quiz questions including the warning signs of problem gambling, for example "often I get the urge to return to gambling to win back losses from a past session"?
  - Predict what percentage of people who engage in gambling or sports betting have a problem?
  - How could the NSW Gambling Help hotline (**1800 858 858**) assist people who have a problem with their gambling?
  - Develop some tips and advice for a young person to encourage responsible behaviour in relation to gambling at a licensed venue (when they turn 18).
  - What could you do to support friends or relatives who may have developed a problem with gambling.

## Activity 4:

# CHALLENGING MYTHS

### 20 minutes

- Students work in small groups of 4-5.
- Groups record their ideas on butchers paper or an online space for the question – Why do people engage in gambling?
- Allow 5 minutes for groups to discuss and record ideas. Encourage students to think about the ways in which gambling is promoted as exciting, glamorous and skilful, easy financial and social rewards.
- Students identify the ideas from their group (or another group's brainstorm) that they consider to be myths or misconceptions about gambling by circling or highlighting these ideas. For example, people can win easy money, the odds are in their favour, the more they play, the more chances they have to win.
- Students work in pairs to research the facts behind these myths or false beliefs. Students should be encouraged to find at least one fact or piece of evidence that proves each myth wrong to share with the whole group. Use the Myths and Facts sheet to record information.
- The following sites provide information.
  - <http://www.gamblinghelp.nsw.gov.au>
  - <http://www.problemgambling.gov.au/facts>
  - <http://www.problemgambling.sa.gov.au>
  - <http://www.responsiblegambling.vic.gov.au>
- Invite each group to share their myths and their findings with the whole group and add to their myths and facts sheet as groups present additional information.

# GAMBLING — MYTHS AND FACTS

Record the myths and facts about gambling.

<b>MYTHS</b> What do people believe about gambling?	<b>FACTS</b> What does the evidence say?

## Activity 5:

# WARNING SIGNS AND SUPPORT SERVICES

### 10 minutes

- In small group, students create a list of warning signs that may indicate someone has a problem with gambling. Share these as a whole group.
- Brainstorm some long term consequences of problem gambling including effects on:
  - Finances
  - Career
  - Family relationships
  - Partner/ friends
- Students use the [Gambling Help](#) website to develop a list of support services available to help people.

# LESSON 2

## SPORTS

## BETTING AND ADVERTISEMENTS

**Suggested duration: 65 minutes**

### Crossroads outcome (s)

- 1.2 Critically analyse situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.
- 2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
- 2.2 Recognise and respond appropriately to situations, which may be harmful to self and others.
- 2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.
- 3.3 Evaluate how the varied influences on attitudes and values impact on behaviours.
- 3.4 Demonstrate behaviours that model positive values, beliefs and attitudes to health, safety and wellbeing.

### Teaching notes

#### **Sports Betting and Advertisements**

The proliferation of online and mobile gambling channels and the normalisation of gambling through advertising within sport have changed the way young people are exposed to and impacted by gambling. For young people who follow sport, gambling promotion is a normal part of lived experience. Ground signage, team uniforms, gambling statistics quoted by commentators and scheduled advertising all add to the ubiquity of the message on both television and radio. A study by Ebiquity noted that in 2012, there were 528 individual online betting advertisements on free-to-air television, shown more than 20,000 times, primarily during family viewing time, with airings on pay-television estimated as many times higher.

## Crossroads content

### Learning context – Personal Identity

#### Values and beliefs (Owning yourself)

##### *Personal values*

- change over time
- self-respect
- influences on values and beliefs, e.g. technology, norms, media, family, relationships

##### *Self and actions*

- Responsibility for self and actions

#### Influences on Identity (Responding to others)

- Social and cultural norms
- challenging norms
- influence of norms on behaviour
- conflicting norms

## What do we want students to know, understand or be able to do?

- Consider the influence of gambling advertisements, particularly for sports betting and online gambling games.
- Critically analyse the mixed messages presented through advertising, media and online sources.
- Consider the ways in which personal values may be shaped by advertising and challenge misconceptions.
- Demonstrate an understanding of taking responsibility for their own actions in relation to gambling and sports betting.
- Challenge misconceptions that people need to be engaging in gambling and betting to enjoy sport.
- Recognise that gambling advertising, particularly associated with sporting, is widespread and can often create mixed messages and influence our decisions.
- Critique the advertising of gambling and challenge advertising techniques that promote excitement, glamour and skill and promise easy financial and social rewards.

## Activity 1:

# GAMBLING ADVERTISEMENTS

### 20 minutes

- As a whole group, students discuss their favourite sporting activities or events – live and televised or streamed through media. Use the following questions to guide the discussion.
  - Using a show of hands, how many students have seen advertising for sports betting while watching these events, either live or streamed through media?
  - What does this advertising look like – what form does it take? For example, signage, team uniforms, gambling statistics or odds quoted by commentators and scheduled advertising.
  - Approximate how many times sports betting advertisements were observed during a single game, session or match (depending on the activity)?
  - Is this the same for all sports?
  - Who are the audience for gambling advertising? Provide reasons for the answer.
  - Consider the advertising associated with the following sports or activities and identify differences in prevalence and type of advertising and reasons for differences, for example, surfing vs AFL, netball vs basketball, lawn bowls (ABC) vs tennis, Women's W League soccer vs Men's A League soccer, cricket vs iron man.
  - What influences the amount and type of advertising and gambling promotion associated with a sport or physical activity? For example, gender of participants, gender of viewers or target audience, how the activity is streamed or viewed (TV, live, internet streaming, YouTube, print publicity), target audience, location, prime time streaming and viewing, social acceptance and popularity of activities and participants, funding and sponsorship.
- Students access examples of sports betting advertisements and critique the messages and methods used to send messages. For example:
  - [Sportsbet mobile app](#) – Don't miss a thing, Faster-er, Easier-er, Better-er
  - [Tom Waterhouse – In the blood](#)
  - Ladbrokes – [This is the Ladbrokes Life](#), [Gut Trusters Guide to Betting](#)
  - William Hill – [Money Back when you miss by one](#) and [Cash in My Bet](#)
  - TAB – [It's betting season](#)
- Students critique advertisements and information. Use the following questions to guide the critique.
  1. What key messages are the advertisements sending? How do they send these messages?
  2. Who are the target audience for these advertisements? Do the messages and methods used vary based on the audience?
  3. How do the advertisements encourage people to bet or gamble?
  4. How have betting agencies made gambling more accessible and easier for individuals? How may this influence betting behaviour across communities?
  5. To what extent have betting agencies made themselves a core part of sport?
  6. How might the timing of advertisements be used to influence people's gambling behaviour?
  7. In which ways are the advertisements sending mixed messages or promoting myths about gambling? (link back to Lesson 1 – Activity 5 on myths associated with gambling).
  8. Choose another product or service and explain in what ways gambling advertisements are similar and/or different to advertising for other products and services. Are messages and methods of advertising more subtle or obvious?
- In pairs or small groups, students discuss the messages and methods used by advertisers to promote gambling as exciting, glamorous and skilful and promising easy financial and social rewards. Which parts of the advertisements viewed represent reality? Is the reality ever presented in advertisements?
- Conclude the activity by students reflecting on other influences on people's gambling behaviours.
- Discuss what may increase people's susceptibility or influence by betting advertisements?. In the group discussion, consider the impact of family experience and values, gender, cultural values and beliefs, socioeconomic status, location, religion and peers as well as any others suggested by students or relevant to the school context.

# Activity 2:

## KidBet

### 25 minutes

- Introduce students to the KidBet advertisement on the KidBet website <http://kidbet.com.au> or at YouTube <https://youtu.be/ZAV3GVL0cdM>.
- Invite students to share their impressions of the KidBet advertisement and their own understandings of sports gambling with a partner.
- As a whole group, discuss:
  - What is the main message behind the advertisement?
  - How effectively does it use the traditional feel of a sports betting ad to get the message across?
  - To what extent are children exposed to gambling and gambling messages? Do children have a strong understanding of the risks and outcomes associated with gambling?
  - To what extent do you believe gambling has become a social norm within Australian society?
- View the clip "[Children see, children do](#)". Predict the long term impact of regular exposure of children to sports betting advertisements?
- How could you advocate for or make a difference to a child's exposure to sports betting and gambling behaviours?
- Students work in small groups with the handout *KidBet data and facts*. As a small group, students discuss the data and facts using the following questions:
  1. Is there anything in the data that surprises you?
  2. To what extent do you believe the data is accurate? Explain your reasons.
  3. What are the implications of this data for young people in your community today?

# KidBet DATA AND FACTS

Kids may be exposed to over two hours of gambling advertising per week.<sup>1</sup>

One in five adults with gambling problems started gambling before they were 18.<sup>2</sup>

On average, there is one teenager with a gambling problem in every classroom.

Three to four per cent of teenagers have problems with gambling. That's one in every high school class of 25 students.

Teenagers are four times more likely to develop gambling problems than adults.<sup>3</sup>

Boys are more likely to gamble and develop problems than girls.<sup>4</sup>

Parents' gambling behaviours and attitudes may influence whether a teenager is likely to gamble before they are 18.<sup>5</sup>

Spending on sports betting television advertising more than tripled between 2010 and 2012.

In 2012, there were reportedly 20,000 sports betting advertisements on free to air TV.<sup>6</sup>

The use of sports stars or media celebrities to promote gambling has more impact on teenagers than on male sports viewers.<sup>7</sup>

The number of free-to-play simulated gambling games on apps and social media continue to increase.

1 in 10 teenagers reported having tried gambling games on Facebook.

1 in 20 teenagers reported trying gambling apps on smartphones.

1 in 10 teenagers reported playing simulated electronic slot machine games.

1 in 20 teenagers have reported playing casino type games through video game franchises.<sup>8</sup>

The chance of winning top prize at the pokies is 1 in 9.7 million.

The chance of being killed by lightning is 1 in 1.6 million.

The chance of winning first division Powerball is 1 in 55 million.

The chance of dying from a venomous bite or sting is 1 in 1 million.<sup>9</sup>

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1 Calculated by AdQuest eXtreme – Nielsen Media Research, August 2013.

2 Department of Justice, 'A study of gambling in Victoria – Problem gambling from a public health perspective', Department of Justice, Victoria, September 2009.

3 Purdie, N., Matters, G., Hillman, K., Murphy, M., Ozolins, C., and Millwood, P. 'Gambling and young people in Australia', Report to Gambling Research Australia, Australian Council for Educational Research, August 2011.

4 Volberg, R.A., Gupta, R., Griffiths, M.D., Olason, D.T. and Delfabbro, P. 'An international perspective on youth gambling prevalence studies', International journal of adolescent mental health, Vol. 22, No. 1 (pp.3-38), 2010.

5 Delfabbro, P., 'The social determinants of youth gambling in South Australian adolescents', Journal of Adolescents, Volume 26, No. 3, 2003.

6 Jackson, S., 'Waterhouse leads pack in online betting ad splurge', The Australian, 25 February 2013.

7 Thomas, S., preliminary findings, Victorian Responsible Gambling Foundation, 2013.

8 King, D., University of Adelaide Study, 2013. *Background information on cyber safety and available resources.*

9 Centre for Gambling Research, 'Fact Sheet – Gambling Odds', 2003.

## Activity 3:

# RIGHTS AND RESPONSIBILITIES

### 20 minutes

This activity encourages students to recognise the rights and responsibilities associated with gambling and sports betting.

- Students work in two groups –
  1. Rights
  2. Responsibilities.
- Each group is encouraged to brainstorm and create a list of either rights or responsibilities in relation to sports betting and gambling, depending on their group. Rights and responsibilities should reflect individuals, groups or families, venues, communities, governments, organisations, media.
- Allocate 5 minutes for discussion. Invite groups to share ideas from their list which support or conflict with other groups.

#### An example of individual rights and responsibilities for young people might include:

Rights – a young person has the right to	Responsibilities
<ul style="list-style-type: none"><li>• Make their own decisions about where they spend their money.</li><li>• Receive their own salary/ income from any workplace or business.</li><li>• Engage in betting or gambling when they are over the age of 18.</li><li>• Engage in betting or gambling with friends in informal settings.</li></ul>	<ul style="list-style-type: none"><li>• Think about the impact their gambling may have on others.</li><li>• Contribute to household and living expenses as appropriate for their age, situation and income.</li><li>• Not to cause others to have excessive debts as a result of their actions – for instance parents or caregivers.</li><li>• To seek help if things get out of control.</li></ul>

The impact of gambling on the individual and others

- Individually, students record their own name in the centre of a page (paper or online).
- Reflecting on the rights and responsibilities discussed, students record the names or relationship of people who could be affected if they were to gamble outside their means or gamble in a way which was not responsible or demonstrated control.
- Record the impact this gambling may have on the individuals, groups, relationships or other aspects of their life, e.g. financial stress may cause conflict or break up relationships.
- Students review the people they have recorded and reflect on the following:
  - How could these people or relationships provide support and help to avoid habits or behaviours associated with gambling?
  - How could these people or relationships provide a level of accountability or support for you in aspects of personal life? How could this accountability and support be mutually supportive?
  - In your opinion, at what point does gambling become problem gambling?
  - What could you do to keep other people accountable, provide support and seek help if they were to show signs of problem gambling?

# LESSON 3

## ONLINE & DEVICE BASED GAMBLING

**Suggested duration: 60 minutes**

### Crossroads outcome (s)

- 1.2 Critically analyse situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.
- 2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
- 2.2 Recognise and respond appropriately to situations which may be harmful to self and others.
- 2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.
- 3.3 Evaluate how the varied influences on attitudes and values impact on behaviours.
- 7.1 Identify appropriate sources of support.

### Teaching notes

#### Online and smart device gambling

Within the last decade the face of gambling has changed extensively. The physical barrier of not being able to legally enter licensed premises, access a TAB or find a bookmaker right before an event is no longer a reality. Young people now have access to gambling 24 hours a day, 7 days a week, online and through mobile devices including phones and tablets.

Online gambling is the fastest growing form of gambling. It does not have the inbuilt mechanisms or regulations that clubs, casinos and venues have to ensure that young people are not gambling before the legal age of 18.

Gambling apps are making it more socially acceptable to engage in gambling, in particular sports betting, which was explored in lesson two. There has also been the emergence of online games and applications which engage people in 'simulated' gambling activities in which people win credits rather than money. Research indicates that many of these activities may make it easier for young people to transition into gambling for real money when they have the capacity and resources. In app purchases also mean that games with credits can be transitioned into games for real monetary amounts. Exposure to simulated games has increased with the rise of video games which recreate casino style games to allow young people to place "bets" for large amounts of money.

More information on online and smart phone betting can be accessed via the Victorian Responsible Gambling Foundation at <http://kidbet.com.au/research-resources/>.

## Crossroads content

### Learning context – Personal Identity

#### Influences on identity (Responding to others)

*Positive and negative influences of technology and media*

- digital footprint
- instant gratification
- gaming

### Learning context – Relationships

#### Developing and maintaining respectful relationships (Owing yourself)

*Applying relationship skills*

- effective communication
- active listening
- conflict resolution
- negotiation
- mediation

#### Respectful relationships with others (Responding to others)

*Relationships in other contexts*

- dependence, independence, interdependence
- relationships in an online environment
- responsibilities in differing relationships

*Applying relationship skills in differing contexts*

- refusal skills in different contexts and situations, e.g. negotiating consent, drug and alcohol related situations, driver and passenger situations

#### Influences on relationships (Responding to others)

*Technology*

- online communities
- social networks
- influence of information and communication technologies on communication and relationships
- impact of sharing information with others
- becoming a confident digital citizen
- being a positive influence

## What do we want students to know, understand or be able to do?

- Demonstrate an understanding of the real world consequences of online and mobile based gambling.
- Challenge the notion that those who are successful at gaming will have success in gambling.
- Encourage others to remember that gambling is not a game and promote positive health behaviours in relation to technology use.
- Recognise that gambling and online gaming addiction can be a serious condition, which can impact on our relationships with others.
- Identify the differences between gambling, both online and in person, and gambling problems or addiction.
- Conflicts and communication issues can often occur as a result of people's gambling behaviours.
- Develop skills to take control of their own gambling or gambling behaviours and respond appropriately to others.
- Recognise that many young people may struggle with parents or caregivers who have gambling addictions.
- Identify sources of help and support for those with family or friends affected by gambling addiction.
- Develop skills in saying no to gambling in risky situations or at costs young people are not comfortable with.
- Develop an understand of the way in which technology has changed gambling in terms of ease of use and accessibility for young people.
- Discuss consequences of access to apps and online sites for gambling which all young people could have access to.
- Develop skills in safe use of technology and recognising the true risks involved in gambling online, including use of mobile gambling applications.

## Activity 1:

# THE CHANGING FACE OF GAMBLING

### 15 minutes

- Students use a Venn diagram to make a list of:
  1. the ways people engaged in betting or gambling 20 years ago
  2. the ways people can engage in betting and gambling today
- Remind students that betting and gambling can include:
  - Online gambling games
  - Sports betting
  - Apps for gambling, gaming or sports betting
  - Games that use credits like a casino
  - Casino style video games
  - Poker machines
  - Casino table based games
  - Venue specific gambling activities, e.g. 2 up on ANZAC day, Bingo/ KENO
  - Lotto, lotteries, Scratchies
- As a whole group, discuss the similarities and differences between gambling methods across the decades.
- Ask students to propose reasons for the similarities and differences.
  - What has resulted in the changes? (e.g. technology, internet, increase in mobile devices, marketing and promotion of easily accessible methods of gambling, boom in sporting events, increased media coverage of some sporting events)
  - What makes some methods sustainable and long term? (e.g. tradition, sporting culture (Melbourne Cup), popularity of sports and events, promotion and marketing, venue reliance on methods such as poker machines, increased venues and casinos, online versions of traditional methods increase interest such as casino games).
  - How have the changes in gambling and betting impacted the way young people engage with gambling?
  - What are the concerns and issues for young people?
  - Are parents, teachers and society in general aware of these issues?

## Activity 2:

# SUCKED IN

### 10 minutes

This activity encourages students to explore the ways in which some young people can be “sucked in” to a regular habit of gambling by social media, gaming and advertisements.

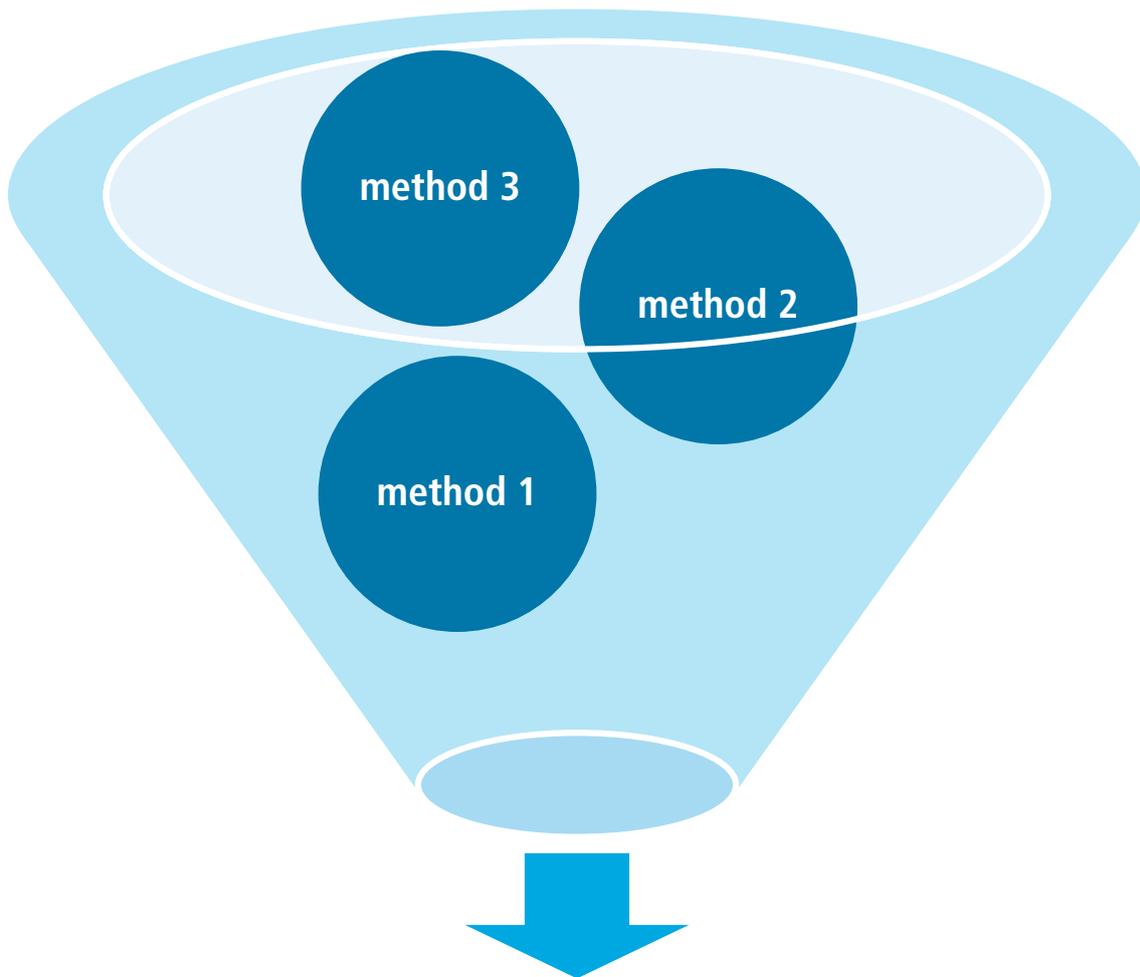
- Students work in pairs with the *Sucked in* worksheet to explore the ways that young people can be drawn into gambling behaviours. Record the strengths, skills and strategies young people can call on to avoid high-risk gambling habits and promote responsible behaviours.
- After completing the *Sucked in* worksheet invite students to share their suggestions with the whole group.

# SUCKED IN

## HOW YOUNG PEOPLE CAN BE DRAWN INTO GAMBLING

Working with a partner, complete the following image to show how you think young people could be drawn into regular habits of gambling.

Be sure to think about gaming, apps and other modes of technology.



## High Risk Gambling Habits

What can be done to encourage responsible behaviours when young people choose to engage in gambling and betting and avoid young people from being sucked into high-risk gambling habits? Consider the strengths, skills and strategies young people can call on to avoid high-risk gambling habits.

## Activity 3:

# GAMBLING AND GAMING

### 15 minutes

- Students are given access to “Gaming grooms teens for gambling” an article written by Jason Dowling published in the Sydney Morning Herald on May 19<sup>th</sup> 2013.
- After reading the article as a group or on their own, ask students to respond to the following:
  1. Explain the growing theory that there may be a possible connection between gaming and gambling.
  2. From the article, what are the implications and concerns about the inability to lose while using free gaming or poker machine replicating apps? What false belief might young people using these apps develop?
  3. Discuss why males may use these gambling style apps more than females?
  4. Outline the ways in which apps in the article have attracted young people to gambling?
- Use a strategy that encourages students to work in pairs or small groups to openly discuss their position on a series of statements. To encourage multiple perspectives and viewpoints assign perspectives to students, including young, old, male, female, different occupations, parents/ carers, and grandparents. Example strategies include:
  - **Stay and stray** – Students stand in groups of three spread within the space of the room. Number students 1, 2 and 3 in each group. Students are allocated 20 seconds only to make their case on the statement before the next person (person 2, then person 3) states their case. Students must actively listen to other students in their group and are not permitted to interrupt. After all students have had a chance to speak ask person 1 to rotate clockwise to another group, person 2 stays and person 3 rotates anticlockwise to another group. Repeat the process with a new statement.
  - **Parallel lines** – Students stand in two parallel lines facing each other. Students are allocated 20 seconds only to make their case on the statement before swapping roles and their partner making their case. Students must actively listen to other students and are not permitted to interrupt. After both students have had a chance to speak ask person 1 to move to the left or remain where they are (depending on numbers) and person 2 to move to the right to a new partner. Repeat the process with a new statement.
  - **Fish bowl** – Create a circle of 10-12 chairs (“the fishbowl”) and enough room around the circle for remaining students to observe what is happening in the “fishbowl.” Typically six to twelve chairs allows for a range of perspectives while still allowing each student an opportunity to speak. Half the class sit in the fishbowl for 5-10 minutes and then call “switch,” at which point the listeners enter the fishbowl and the speakers become the audience. Another common fishbowl format is the “tap” system, where students on the outside of the fishbowl gently tap a student on the inside, indicating that they should switch roles. Before beginning the fishbowl, review guidelines for demonstrating respect and having a respectful conversation with both speakers and observers, including no interruptions, respectful language used and speaking times.

### Statements

- Most young people see gambling as a game.
- Gaming apps do not entice young people to try gambling or betting.
- The legal age for gambling should be raised to 21 years.
- Advertising and campaigns always challenge people to think about their gambling habits.

# GAMING GROOMS TEENS FOR GAMBLING

Jason Dowling

Published: May 19, 2013 – 3:00AM, *Sydney Morning Herald*

Teenage fans of video games that simulate gambling are more likely to convert their habits to real losses, according to new research. A study of the gaming habits of 13 to 17-year-olds by the University of Adelaide found more than a quarter of teens have played gambling-style video games, while nearly one in 10 have played gambling games on social media, and about one in 20 had played them on mobile phones.

A smaller number, about 2 per cent, said they had tried to gamble with real money on the internet. Dr Daniel King from the university's school of psychology led the research and said young people who engaged in the non-financial gambling online were three times more likely to report also gambling with money – “you see this association between the two”. About 40 per cent of teenagers who played online or digital gambling games reported a future intention to gamble with money, he said.

Dr King will be in Melbourne next week to speak at a summit addressing the impact of video games on young people and, in particular, the infiltration of gambling into video games and apps. He said one of the problems with non-financial gambling games was they could give young people the wrong impression about gambling.

He said he downloaded three poker machine apps that did not require real money to play.

“I tried to lose money and it's impossible. That is one of the concerns about these types of games – they misrepresent the odds of gambling.”

Many free gambling games have appeal for a youth audience and include advertisements for real gambling sites, and there are often no barriers to entry, Dr King said.

“There's no age verification, there is no data coming out [from the] industry on whether young people are using these apps.”

The research found males were twice as likely to play gambling games than females. In March, Communications Minister Stephen Conroy said the government would not be licensing online tournament poker or online “in play” sports betting before “a nationally consistent approach to harm minimisation and consumer protection” was agreed on.

He said a review into Australia's Interactive Gambling Act released this year “identified concerns in relation to casino-style gambling simulations being accessed through a variety of platforms, including social media, and the potential risk that this may pose to children”.

Next week's summit in Melbourne is being organised by Manningham YMCA Youth Services as part of Gambling Awareness Week.

The youth service last year conducted a study of available research into the impact of video games on young people. It found 94 per cent of six to 15-year-olds play video games and between 3 per cent and 15 per cent could be characterised as addicted.

Study author and manager of Manningham YMCA Youth Service Steven Dupon said excessive use of video games had been linked to mental health issues, in particular depression and anxiety.

Out of the report the service launched a project that aims to provide parents and young people with information about video games, increase social interaction between gamers, increase safety in online gaming by creating a safe server that is regulated and monitored, and create opportunities for young game developers to increase their skills.

Mr Dupon stressed they were not anti-gaming; instead, they wanted to minimise any harmful effects of gaming on young people.

This story was found at: <http://www.smh.com.au/national/gaming-grooms-teens-for-gambling-20130518-2jtlb.html>

## Activity 4:

# OWNING YOUR OWN GAMBLING

20 minutes

In this activity young people reflect on how they could monitor gambling and gaming behaviours. Students should consider both the positive and negative experiences and outcomes associated with gambling. This includes both the social and emotional benefits of enjoyable gambling experiences in occasional settings and the consequences of high-risk gambling behaviours.

- In pairs, student discuss:
  - Are all forms of gambling highly risky and problematic?
  - What might influence an individual's ability to assess risk and notice signs of high risk or problematic gambling? Is it always possible to tell?
  - What can individuals, families, communities, organisations, services and governments do to ensure that gambling habits don't become a problem?
- In pairs or small groups students review the scenarios and answer the questions.

<p><b>Scenario 1</b></p> <p>Alex enjoys playing the pokies at the local Leagues Club with friends after football matches. Alex usually puts \$3 into the machine and doesn't struggle to stop when the money is gone. Alex has had a few wins, but also understands the high likelihood of losing.</p> <p><b>Q: Does Alex have a gambling problem?</b></p> <p><b>Q: Could Alex's behaviour develop into a problem? How?</b></p>	<p><b>Scenario 2</b></p> <p>Aki loves to watch NRL and backs the Bulldogs every week. Aki plays in a tipping competition with some friends from both school and work. It was \$75 to register with the person with the highest point winning the pool of money at the end of the season. The boss tells other employees Aki has a strong chance of winning which encourages Aki to enter even if the cost is higher than expected.</p> <p><b>Q: Does Aki have a gambling problem?</b></p> <p><b>Q: Could Aki's behaviour develop into a problem? How?</b></p>
<p><b>Scenario 3</b></p> <p>Sam loves sport and follows lots of different events, leagues and matches. Sam watches both local and international matches and has backed a few winners. Sam bets through an online betting app shared by his brother. Sam usually only bets what he can afford to lose and believes he has never lost much.</p> <p><b>Q: Does Sam have a gambling problem?</b></p> <p><b>Q: Could Sam's behaviour develop into a problem? How?</b></p>	<p><b>Scenario 4</b></p> <p>Casey games online every night and on the weekends. Casey needs a new challenge and has heard about a new game through social media. Others at school have been playing and telling Casey how good it is. A credit card is needed to join the game. Casey considers using a parent's card, although this would not be allowed.</p> <p><b>Q: Does Casey have a gambling problem?</b></p> <p><b>Q: Could Casey's behaviour develop into a problem? How?</b></p>

- Discuss the scenarios as a whole group.
- As a group, identify a number of strategies that could be used to maintain responsible gambling habits and prevent sports, gaming or social habits turning into a gambling problem. Suggestions may include:
  - Use an online filter like Gamblock and Betfilter to keep gambling games from popping up.
  - Go into TABs for betting rather than using apps or online sites to limit your time frames for gambling.
  - Don't gamble alone, this is when you're more likely to keep going past the point of having fun and enjoying yourself.
  - Avoid online or app based games that draw you into higher and higher stakes or habits.
  - Ask others to keep you accountable.
  - Don't take more money to night's out than you can afford to spend.
  - Don't play or gamble under the influence of drugs or alcohol as it reduces ability to make clear decisions.

# LESSON 4

## GAMBLING — SEEKING HELP

**Suggested duration: 30 minutes**

### Crossroads outcome (s)

- 2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.
- 2.2 Recognise and respond appropriately to situations, which may be harmful to self and others.
- 2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.
- 2.4 Develop and employ their own personal strengths and skills when practicing a variety of responses to harmful situations.
- 7.1 Identify appropriate sources of support.
- 7.2 Critically evaluate services and resources to identify sources of reliable information and support.
- 7.3 Demonstrate the capacity to seek help for self and others.

## Crossroads content

### Learning context – Personal Identity

#### Influences on identity (Responding to others)

### Learning context – Mental Health and Wellbeing

#### Personal future (Owning Yourself)

##### *Taking charge*

- assessing strengths and challenges
- strategies for future success

#### Responding to changes and challenges (Responding to others)

##### *Skills and strategies for managing change and challenges*

- being realistic
- seeking support and help

#### Support for self and others (Responding to others)

##### *Connecting and reaching out*

- networks of support online and offline
- asking for and accepting help
- accessing services

## What do we want students to know, understand or be able to do?

- Develop strategies for recognising and responding to dependence on gambling or online gaming situations.
- Develop skills to seek help for self and others if problems with gambling occur.
- Demonstrate a sound understanding of support networks both online and offline for issues and concerns with gambling.
- Consider the different sources of help available and how a young person may overcome barriers in accessing these services.

# Activity 1:

## WARNING SIGNS

10 minutes

- As a whole group, create a list of warning signs that may indicate problem gambling.

### Signs a person might have a gambling problem

- Think yourself of someone else might have a problem with gambling? Here are some signs to look out for:
  - Feeling of depression including isolation from friends
  - Obsession with simulated gaming apps and games
  - Spending lots of time talking or thinking about gambling
  - Experiencing mood swings, feeling stressed when not gambling
  - Having fights with your family about gambling
  - Obsessing about odds when watching sport instead of focusing on the game
  - Lying or being secretive about gambling activities
  - Missing school or grades falling due to time being spent gambling
  - Borrowing or taking money from family and friends
  - Continuing to gamble to win back money you have lost.

Source: Responsible Gambling VIC <http://www.responsiblegambling.vic.gov.au/getting-help/young-people>

- Discuss how problem gambling can impact on the following aspects of life:
  - relationships with family or a partner
  - dependent children (where a parent or carer has a gambling habit or problem)
  - employment or career plans
  - financial impact and future financial impact e.g. loans, credit checks, debt.
- Introduce students to the video *You're stronger than you think* from the [NSW Gambling Help](#) website or [YouTube](#).
  - Students brainstorm the benefits of seeking help.
  - Discuss what enables and makes it easier you people to access help for situations and behaviours such as gambling habits?

Remind students that as well as recognising the signs of symptoms of our own gambling habits, or those of our friends, there may be young people who are affected by the gambling addiction of their parents. This can be a hard issue to face alone, but there is help out there. The NSW Gambling Help service also offers support for children whose parents experience problems with gambling and can refer young people to lots of other support services (**1800 858 85**).

For further information on accessing help and counselling services students can access Gambling Hangover videos and information – <http://www.gamblinghelp.nsw.gov.au/> and <https://www.youtube.com/user/GamblingHangover>

## Activity 2:

# SEEKING HELP

### 20 minutes

- Share the statement with the group from the report Stigma and Help Seeking for Gambling Problems.

*“People with gambling problems attempted to hide their gambling problem – even from themselves – to avoid feeling shame and stigma. They also tended to articulate their experience of stigma through discussing their fears of exposure, and the consequences of family and friends finding out that they have a gambling problem. Problem gambling counsellors reported that their clients feared being labelled a ‘problem gambler’, and that people they knew would find out they were receiving problem gambling counselling.”*

Source: Centre for Gambling Research, School of Sociology, Research School of Social Sciences, College of Arts & Social Sciences, The Australian National University. Available online: [http://www.problemgambling.sa.gov.au/data/assets/pdf\\_file/0013/14710/stigma-and-help-seeking-for-gambling-problems-ANU-november-2013.pdf](http://www.problemgambling.sa.gov.au/data/assets/pdf_file/0013/14710/stigma-and-help-seeking-for-gambling-problems-ANU-november-2013.pdf)

- As a group discuss:
  - Propose reasons why people with gambling problems find it so hard to seek help?
  - How might people hide their addiction or issues from their friends or family?
  - What kind of stigma is attached to gambling problems?
  - What assumptions may other people make?
  - How may other people perceive people with gambling addictions and habits?
  - What preconceived judgements might be made by others?
- Consider the NSW Gambling Help slogan *You’re stronger than you think*. Do you think this is a powerful and effective slogan? What message does this slogan send to the wider community? Give reasons for your position.
- Students access and explore the [NSW Gambling Help](#) website.
  - Locate support services and help for people who are experiencing problems with gambling.
  - Draft an email for a friend or family member who is experiencing problems with their gambling, offering them support and help as well as directing them to support services.
- Encourage students to use the messages from the NSW Gambling Help website as well as other relevant websites from across Australia:
  - [http://teenshealth.org/teen/your\\_mind/problems/gambling.html](http://teenshealth.org/teen/your_mind/problems/gambling.html)
  - <http://www.relationships.org.au/what-we-do/services/problem-gambling>
  - <http://kidbet.com.au>
  - <http://www.responsiblegambling.vic.gov.au/newsroom/media-releases/2013/gamblings-not-a-game-highlights-gambling-risks-to-kids>
  - <http://www.problemgambling.sa.gov.au>
  - <http://www.problemgambling.gov.au/resources>
  - <http://www.gamblinghelponline.org.au>

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