

The Queensland Responsible Gambling Strategy

Responsible gambling education

Responsible Gambling Melbourne Cup Style

Reducing the risk factors for problem gambling through early intervention

- This unit provides a range of subject area activities that can be introduced around the time of the Spring Race Carnival. The intention is for students to develop a greater understanding of the Melbourne Cup and its place in Australia's cultural identity.

Curriculum Links

<i>Early Phases of Learning</i>	<i>Middle Phases of Learning</i>		<i>Senior Phases of Learning</i>
<i>Ideas for general topic discussions provided.</i>	<i>Numeracy</i> <i>Literacy</i> <i>SOSE</i> <i>Technology</i>	<i>The Arts</i> <i>Science</i> <i>HPE</i> <i>LOTE</i>	<i>Health Education</i> <i>Study of Society</i> <i>Social & Community Studies</i> <i>English</i>

Be careful to avoid modelling gambling behaviours to your students. Many children and adults have misconceptions about the odds of winning. Developing misunderstandings about chance can lead some people into behaviours that may see them gamble more than they can afford.

Teachers are encouraged to discuss the idea of winning and losing with their students. The intention is to get students thinking about their actual chances of winning. Topics may centre around students who have entered competitions/raffles.

- Discuss how many times they have won; how many times they have lost. How much did it cost them to enter? How much was the prize worth? Was it worth it to enter the competition?
- In relation to the Cup discuss that only three horses will win or get a place in the race. How many horses won't get a place?
- If every class member has a horse, how many people won't win?



Phase 1 – Orientating

Students:

- **Teacher** – *N.B Consider building students' understanding of responsible gambling before the commencement of the Spring Carnival. Refer to Resource Sheet 26 and look at the tips for beginners. What do you think about these ideas? How would they help you gamble responsibly?
- Conduct a class brainstorm or KWL strategy (Resource Sheet 27) regarding Melbourne Cup race day:
 - If I wanted to attend the Melbourne Cup what state would I have to go to?
 - The Melbourne Cup is part of a racing carnival that signifies which season?
 - When did horse racing (wagering) or the Melbourne Cup commence in Australia?
 - If I wanted to travel to the Melbourne Cup what transport could I use to get there?
 - Is the city of Melbourne known for any other famous people (celebrities, sporting heroes etc), objects, events, places and activities?
- **Teacher** – Let's investigate the social, cultural or economic issue of:
 - Why does the whole nation stop to watch this race called the Melbourne Cup?
 - Why does the Australian general public have a little flutter (gamble) on this one day?
 - As a class read the information on OHT 21 'Record punt on Cup'. Discuss if any of this information surprised you.

Suggested practical activities and focus questions:

- Survey peers and family friends regarding what activities they regard to be gambling:
 - Have you ever experienced a race day or the Melbourne Cup?
 - Do you attend race meetings regularly in your town?
 - Document your gambling activities on Melbourne Cup day – do you bet just on the one race/on just one horse in the race?
 - If you do gamble what type is it – a formal bet or a chance in a sweepstake etc?
 - Include information that documents participants' reasons for gambling just on Melbourne Cup day.
 - What other activities would you classify as gambling?
 - What does it mean to chase your losses? Have you ever tried to bet big to win back your losses? If so, what was the result?
 - Document and present this information in a visual manner to class members e.g. graphic representation.
 - As a class, reflect and evaluate the data that you have collected.
 - Create a class graffiti wall that represents significant findings.



Phase 2 – Enhancing

- Teacher – *N.B Consider building students’ understanding of responsible gambling by utilising races over the entire length of the Spring Carnival.
- Introduce the concept of responsible gambling by developing an understanding of probability:

Suggested practical activities to conduct over the entire Spring Carnival

Numeracy:

- As a class, read the information on OHT 21 ‘Record punt on Cup’. Discuss if any of this information surprised you.
- What is the amount wagered per capita (per head of population)? Find out what Australia’s adult population is – what is the amount wagered per adult?
- What are the odds for the favourite horse/s of each race?
- What amount would you have won if you had placed a \$5.00 bet on each of these favourites? Resource Sheet 26 ‘Taking a punt’ presents some information on odds and payouts that could be used.
- Ignoring any information about the favourites, choose the horse/s of your choice to bet on. At the end of the race how much money would you have won or lost if you had placed, a \$5.00 bet each way, to win, a place, trifecta, quinella etc.
- Were there any specific formulas or guidelines you followed to choose horses or place bets?
- What was your net profit or loss over the racing season? Graph this data.
- Reflect and evaluate who/what/where are the winners of this gambling activity called ‘horse racing’.

Literacy:

- Debate or research the topic: How society could benefit from the revenue generated on this one day?
- Write a speech, letter to the editor or create an interactive media text (postcard, advertisement etc) to persuade your peers to be careful about gambling – discussing: associated risks and strategies that can be employed to protect youth.

SOSE:

- Investigate and research the many countries that are represented in the Melbourne Cup. Choose a foreign horse and explore the weather patterns or specific environmental factors that will assist/affect this horse’s performance.
- Draw up a timeline of the Melbourne Cup – highlighting the significant social, cultural, political and economic events throughout these years e.g. Depression.
- Explore the relationship/partnership man has had with the horse throughout the history of time.

Technology:

- Trace the development of technology that was utilised to document, record or broadcast the images, words and sounds of the Melbourne Cup to its audiences every year.
- Design a computer game that involves a cyber horse species.





The Arts:

(refer to Resource Sheet 28 – the poem “Cup Day”. Use this as stimulus material for a piece of performance poetry or drama/ dance piece).

- Dance – incorporate the movement and or sounds a horse makes into a dance sequence.
- Drama – develop a short script that involves horse images, words or sounds.
- Media – explore media that had been produced to promote the Melbourne Cup or to immortalise the horse such as Black Beauty, The Silver Brumby, Spirited Away, Phar Lap and Sea Biscuit.
- Music – what popular music is being used to promote the Melbourne Cup such as introductions, general footage, interviews etc.
- Visual Arts – investigate the use of the horse as subject matter throughout Art History or specifically by Australian artists such as Sydney Nolan etc.

Science:

- Explore the classification of a horse in the animal kingdom – where did the horse evolve/originate?
- Explore why man has developed so many breeds of horse and for what reasons.

Health and Physical Education:

- Explore the controversial issue of drugs and horses – performance drugs.
- What was Phar Lap’s anatomical advantage?
- What are the similarities and differences in developing race fitness in humans and horses?

LOTE:

- Present a profile on a Melbourne Cup horse or a jockey in a LOTE.
- Create a fictitious race call using student names and personality traits etc.





Phase 3 – Synthesising

Students:

- Teacher – In response to the issues explored regarding the Melbourne Cup and responsible gambling.
- Conduct a KWL (Resource Sheet 27) highlighting specific interesting facts, data and or information regarding the Melbourne Cup and responsible gambling.
- Students in small groups or as an individual are to create an interactive game or quiz that is educational and fun for a youth audience.
- NB. It is important to note that preliminary ideas/designs for an interactive media product are an appropriate practical activity if class time is limited.

Suggested practical activity

- Create an educational and fun interactive:

- Construct a board game that represents a race meet environment: local characters and personalities, horses, bookmakers and jockeys etc. Students are to explore a wide range of board games that utilise a variety of tools that interest and involve the participant such as chance cards, rolling die, time limits and solving problems etc.

The board game should have specific events/happenings that introduce or present responsible gambling issues or scenarios such as chasing losses, positives and negatives of gambling, signs of a gambler, assistance for problem gamblers etc.

- Create a quiz show or game. The quiz show/game could offer the participant many choices, pathways or decisions to make or solve about responsible gambling.
- Design and develop a set of guidelines or rules for participant understanding and involvement.
- Design an evaluation tool that quickly allows participants of your interactive product to inform you of educational value, strengths, weaknesses, participant enjoyment level/s and required modifications.
- Invite a class/peer group to trial your interactive product within a school or local environment such as the local shopping centre, library or homework classes etc.
- Review and reflect audience feedback to redesign or make appropriate modifications.
- Teacher consideration – Document the product design, development and testing stages in student journals.





Sample assessment advice for teachers

Students demonstrate a knowledge regarding:

- The ability to participate within class activities such as discussions, hypothetical scenarios or debates.
- The ability to negotiate and work as a productive group member.
- Using interviewing tools to gather data e.g. use of survey questions.
- The ability to present evidence, data or a personal opinion.
- The use of appropriate media forms and technologies to target a youth audience.
- The ability to design clear instructions that will assist a youth audience build an understanding of the interactive product and its educational messages regarding responsible gambling.
- The ability to utilise appropriate presentation techniques/locations to assist a youth audience participate and interact with the developed product.
- The designing of evaluation tools in order to gather feedback and reflective information supplied by a targeted audience.
- The ability to recognise the importance of utilising feedback ensuring/enhancing the final product is targeting its intended audience.

