7 – REFERENCES


Dear Principal

Re: Invitation to participate in an important national study – Gambling and Young People

We wish to seek your support on a project of national significance. The project, commissioned by Gambling Research Australia (GRA), is designed to identify the attitudes of young people to gambling and their current gambling behaviours. It is considered to have national importance and provide governments with valuable data and research-based evidence to direct future policy considerations for this group of young people.

Your education jurisdiction has granted approval for the project to proceed in your school and the approval letter is enclosed. Your school will be participating with other schools in your state.

Information will be collected via an on-line survey. No special software or equipment will be needed for students to complete the on-line survey, which will take about 20 minutes to complete. If it is not possible for students to access computers at school, a pencil and paper version of the survey will be available upon request.

Only one class from each year level is required to participate (only Grade 5 and Grade 6 for Primary Schools).

The project fits in well with schools’ responsibility regarding social and emotional wellbeing and many participating schools plan to run the survey in their health or maths class. Lesson plans will be made available covering issues such as probability, chance, decision making and peer group pressure after the report is finalised.

ACER would like to extend to your school the opportunity to participate in this valuable project.

Please complete the Agreement to Participate Form attached and return to Gina Milgate via fax on 03 9277 5500 by ……. 2009.

You will also find enclosed a letter from Gambling Research Australia which outlines this project and seeks your cooperation.

Following receipt of your Agreement to Participate Form, more detailed information about the project will be forwarded to you, including specific details of your role (or nominee) in the project.

If you have any further queries regarding this project please call Dr Nola Purdie (03 9277 5481, purdie@acer.edu.au) or Ms Kylie Hillman (03 9277 5476, hillman@acer.edu.au).

We rely on your response for the effectiveness of this project. Thank you for your assistance.
APPENDIX 2: LETTER FROM GAMBLING RESEARCH AUSTRALIA

NATIONAL GAMBLING RESEARCH STUDY – GAMBLING AND YOUTH

*Australian Council for Educational Research commissioned to undertake a national Gambling and Youth research study.*

Gambling Research Australia (GRA) has recently commissioned the Australian Council for Educational Research (ACER) to undertake an Australia wide study into young people’s perceptions of and participation in various gambling and wagering activities. Your support is being sought for this major study, the first of its kind in Australia. This is the first national study to be undertaken that will investigate the gambling attitudes and behaviours of young people (aged 10 – 24 years) and will provide governments with valuable data and research-based evidence to direct future policy considerations for this group of people.

GRA is responsible for managing and implementing a national research program on behalf of the Ministerial Council on Gambling. GRA is comprised of Departmental Officers of member jurisdictions of the Ministerial Council on Gambling, including a representative from the Community and Disability Services Ministers’ Advisory Council Gambling Working Party. The website address for GRA is: [www.gamblingresearch.org.au](http://www.gamblingresearch.org.au)

This study is being funded by GRA from its Trust Fund, to which each of the States and Territories and Australian Government make agreed contributions. The management of the project will be undertaken by the GRA Secretariat located in the Victorian Department of Justice, Office of Gaming and Racing.

As part of this project, GRA seeks the cooperation of educational institutions (i.e., primary, secondary and tertiary, mainstream and alternative) for this important study. ACER, who is undertaking the research study, has extensive experience in survey work in schools and is highly experienced in the work required to obtain permissions from school authorities to conduct research. In addition to obtaining the necessary ethics approvals to undertake studies within the educational system, ACER also has its own code of ethics under which all survey work involving students is conducted. All participants will be afforded complete confidentiality in their responses.

Your support for this project is critical to its success in helping to identify current levels of participation in gambling in our youth population and their attitudes towards their own and others’ gambling behaviours. The study will provide governments with research-based evidence with which to inform future policy directions.
APPENDIX 3: LETTER TO PARENTS

Gambling and Young People Project

Information Sheet for Parents

Dear Parent/Carer/Legal Guardian,

Gambling Research Australia (GRA) has recently commissioned the Australian Council for Educational Research (ACER) to undertake an Australia wide study into young people’s perceptions of and participation in various gambling and wagering activities. The Australian Council for Educational Research (ACER) is a non-governmental educational research organisation established in 1930.

Your support is being sought for this major study, the first of its kind in Australia. This is the first national study to be undertaken that will investigate the gambling attitudes and behaviours of young people (aged 10 – 24 years) and will provide governments with valuable data and research-based evidence to direct future policy considerations for this group of people.

The principal of your child’s school has provided consent for the school students to participate in the study. The research will involve, with your consent, your child participating in an on-line or pen and paper survey. Some of the participating children will also be invited to be part of follow-up group discussions with ACER researchers. What students say in these groups will be confidential.

The content of the survey will be designed to obtain relevant personal information (e.g., age, gender, cultural background); details of gambling participation and frequency; money spent and time devoted to gambling; engagement in out of school leisure activities and information about students attitudes towards gambling. A report will be written about young peoples’ perceptions of and participation in gambling. We anticipate that this report will be publicly available through Gambling Research Australia.

Follow-up group discussions will allow for more in-depth discussion with young people about their attitudes towards gambling and the reasons why young people gamble or don’t gamble. Students who are willing to participate in the follow up activities will be asked to provide their contact details at the end of the survey. This information will be used only to arrange the follow up activities.

All data collected will be kept strictly confidential. Students will be able to withdraw from the project at any time without penalty, and no individual student or school, will be identified in any data sets or reports. Details of ACER’s privacy policy can be found on our website at http://www.acer.edu.au.

This research has been approved by the ACER Ethics Committee and the educational jurisdictional authority in your state/territory. If you are prepared for your child to participate in the project, a Parent Consent Form and Student Consent Form are attached for you and your child to complete and return to your child’s home room teacher.

Please contact Dr Nola Purdie, Project Director on (03) 9277 5481 or by email (purdie@acer.edu.au) if you have any questions regarding the project.
APPENDIX 4: ACER SURVEY

YOUNG PEOPLE AND GAMBLING

The questions in this survey are about young people and gambling. Gambling means playing games or betting to win money or prizes.

We are interested to know what you think about gambling. The questions ask if you have ever gambled, what types of gambling you might have done, such as lottery scratch tickets, playing cards and betting on sport games, and where you might have seen gambling advertised lately. We are also interested in how you spend your time outside of school and what other activities you are involved in.

Please read through each question carefully and pick the answer that best fits you.

If you need to change an answer, please put a big cross through your old answer and then tick your new one.

All of your answers to your questions are private and confidential, so you can be completely honest.

The first questions are about you and your background.
About you

1 Are you...

☐ Female
☐ Male

2 Are you...

☐ Aboriginal
☐ Torres Strait Islander
☐ Both Aboriginal and Torres Strait Islander
☐ Neither Aboriginal nor Torres Strait Islander

3 How old are you?

☐ Under 10 years old
☐ 10 years old
☐ 11 years old
☐ 12 years old
☐ 13 years old
☐ 14 years old
☐ 15 years old
☐ 16 years old
☐ 17 years old
☐ 18 years old
☐ 19 years old

4 Where were you and your parents born?

<table>
<thead>
<tr>
<th>Countries</th>
<th>Where you were born</th>
<th>Where your mother was born</th>
<th>Where your father was born</th>
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</thead>
<tbody>
<tr>
<td>Australia</td>
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<td>Bosnia and Herzegovina</td>
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<td>Canada</td>
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<td>China (excluding Hong Kong and Taiwan Province)</td>
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<td>Croatia</td>
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<td>Fiji</td>
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<td>Former Yugoslav Republic of Macedonia</td>
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<td>Germany</td>
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<td>Hong Kong</td>
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<td>Japan</td>
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<td>Korea, Republic of (South)</td>
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<td>Lebanon</td>
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<td>Netherlands</td>
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<td>New Zealand</td>
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<td>Papua New Guinea</td>
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<td>Philippines</td>
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<td>Poland</td>
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<td>Serbia and Montenegro</td>
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<td>South Africa</td>
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<td>Sri Lanka</td>
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<td>Turkey</td>
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<td>United Kingdom (including Northern Ireland, England, Wales, Scotland, Channel Island, Isle of Man)</td>
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<td>United States of America</td>
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<td>Vietnam</td>
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<td>Other</td>
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<tr>
<td>I do not know</td>
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</tbody>
</table>

5 What is the name of your school?

Please write your answer here: __________________________

6 Please select the STATE or TERRITORY you go to school in from the list below

Please choose only one of the following:

- [ ] ACT
- [ ] New South Wales
- [ ] Victoria
- [ ] Queensland
- [ ] South Australia
- [ ] Western Australia
- [ ] Tasmania
7 Is your school a government or State school? Please check with your teacher if you are not sure

Please choose only one of the following:

☐ Yes, it’s a government or State school
☐ No, it’s not a government or State school

About your activities

8 In the past year, how often have you done any of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Less than once a month</th>
<th>About once a month</th>
<th>About once a week</th>
<th>Every day or almost every day</th>
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</thead>
<tbody>
<tr>
<td>Played bingo for money or prizes</td>
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<tr>
<td>Played card games for money or prizes at your own home, or at the homes of your relatives or friends</td>
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<td>Exercised (went to a gym, went running, etc)</td>
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<td>Played on poker-machines (pokies)</td>
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<tr>
<td>Taken part in a football tipping competitions or a sweep to win money or prizes (a sweep is where you are given the name of a horse, a team or a player and if they win, so do you)</td>
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<tr>
<td>Bet money on horse or dog races</td>
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<tr>
<td>Bet money on sports games, like football, rugby or cricket</td>
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<tr>
<td>Had someone else place a bet for you</td>
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<td>Gone to a meeting of a club (Scouts/Guides, Skateboard club, fan club)</td>
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<td>Bought a lottery ticket (Lottery tickets can have different names, for example Keno, Crosslotto, Powerball or Tattslotto)</td>
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<tr>
<td>Bought an instant-prize ticket or scratchie card (these are cards that you rub away or scratch off stuff to see if there is a prize underneath)</td>
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<tr>
<td>Activity</td>
<td>Never</td>
<td>Less than once a month</td>
<td>About once a month</td>
<td>About once a week</td>
<td>Every day or almost every day</td>
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<tr>
<td>Played computer games or games on a Playstation or X-box, etc</td>
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<tr>
<td>Picked numbers for a lottery ticket (but did not buy the ticket yourself)</td>
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<tr>
<td>Bought raffle tickets</td>
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<td>Played card games at a casino</td>
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<tr>
<td>Played other games at a casino, like craps, roulette or baccarat</td>
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<td>Gone to the movies</td>
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<td>Played video or arcade games</td>
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<td>Played two-up</td>
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<td>Played sport in a team or on your own (e.g., athletics, netball, hockey, football or tennis)</td>
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<tr>
<td>Gone to church, temple, synagogue or mosque</td>
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<tr>
<td>Placed a bet or gambled for money or prizes on the Internet</td>
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<td>Watched TV for longer than two hours at a time</td>
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<tr>
<td>Been on the Internet for more than two hours at a time</td>
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</tbody>
</table>

**About gambling and you**
The next few questions are about you and gambling. Even if you have never gambled, please answer the questions

9: *Did you ever gamble regularly (more than once a week) but have since stopped?*
   - Yes
   - No

10: *In the past year, have you found yourself thinking about gambling or planning to gamble?*
    - Yes
    - No
11: In the past year, have you needed to gamble with more and more money to get the same amount of excitement you want?
☐ Yes
☐ No

12: In the past year, have you spent much more than you planned to on gambling?
☐ Yes
☐ No

13: In the past year, have you felt bad or fed up if you tried to cut down or stop gambling?
☐ Yes
☐ No

14: In the past year, have you gambled to help you escape from problems or when you are feeling bad?
☐ Yes
☐ No

15: In the past year, have you gone back another day after losing money gambling to try to win back the money you lost?
☐ Yes
☐ No

16: Have you told lies to your family about you having gambled?
☐ Yes
☐ No

17: Have you used your school lunch money or transport fare money to spend on gambling?
☐ Yes
☐ No

18: Have you taken money without permission from your family to gamble?
☐ Yes
☐ No

19: Have you taken money from someone outside your family to gamble with?
☐ Yes
☐ No

20: Have you argued with your family, friends or other people about you having gambled?
21: Have you ever missed school to gamble?
☐ Yes
☐ No

22: When you gamble, who else is usually with you?
☐ No one - I gamble alone
☐ Friend(s)
☐ Parents(s)
☐ Brother(s) or sister(s)
☐ Other relative(s)
☐ Other people I don't know (strangers)
☐ I don’t gamble

23: How old were you when you first gambled for money or placed a bet?
☐ Less than 10 years old
☐ 10 years old
☐ 11 years old
☐ 12 years old
☐ 13 years old
☐ 14 years old
☐ 15 years old
☐ 16 years old
☐ 17 years old
☐ 18 years old
☐ 19 years old
☐ I have never gambled

24: Why do you gamble? Please select all reasons that apply to you from the list below
☐ For enjoyment
☐ To relax
☐ For excitement or to get a 'buzz'
☐ To be with or make new friends
☐ Because I'm unhappy
☐ To escape from problems at home or school
Because I'm lonely
Because I'm bored
To feel older or more mature
To win money
To beat the machine

Other:

About other people and gambling
25: Do any of the following people you know gamble too much? Please select all that apply.

☐ Mother/Step-mother
☐ Father/Step-father
☐ Brother or sister
☐ Other relative
☐ Friend
☐ Neighbour
☐ Someone else you know
☐ I do not know anyone who gambles too much

What you think about gambling
26: Please tell us how much you agree or disagree with the following statements about gambling

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambling is a risky activity</td>
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<td>You can lose all of your money gambling</td>
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<td>Gambling is a waste of money</td>
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<tr>
<td>Gamblers usually lose</td>
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<td>Gambling is just throwing money away</td>
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<td>You can make a living from gambling</td>
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<td>Gambling is a good way to get rich quickly</td>
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<tr>
<td>Gambling is a better way to make money than working</td>
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<tr>
<td>Gambling is designed to give high returns (let you win lots of money)</td>
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<td>It is hard to stop gambling</td>
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</table>
Other activities and advertising

27: Have you done any of these things in the past six months? Please select any that apply to you.

- Used public transport without a valid ticket
- Been out without your parents' permission
- Drunk alcohol (more than just a sip)
- Graffitied or 'tagged'
- Smoked cigarettes
- Trespassed on private property
- Used illegal drugs
- Punched or kicked someone in a fight
- Shoplifted or stolen
- None of these things

28: From the list below, please select all of the places you can remember seeing advertising about gambling in the past year

- At the movies, before the show
- On TV
- On billboards
- At tram or bus stops or train stations
- On the sides of trams or buses
- On the Internet (e.g., in 'pop-ups')
- In junk emails or spam
- In newspapers
- In magazines
- I don't remember seeing any advertising about gambling
- Other: __________________________

How you feel

29: Please tell us how much you agree or disagree with the following statements about how you feel about yourself

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally, I am satisfied with myself</td>
<td></td>
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<tr>
<td>At times, I think I am no good at all</td>
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<td>I feel I have a number of good qualities</td>
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<td>I am able to do things as well as most other people</td>
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<tr>
<td>I feel I do not have much to be proud of</td>
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</tbody>
</table>
I feel useless at times
I feel that I am a worthwhile person, just as good as other people
I wish I could have more respect for myself
In general, I feel that I am a failure
I have a positive attitude about myself

About work and money

30: What types of money do you get regularly (e.g., every week or every month)?

Please choose all that apply:

- [ ] Pocket money or allowance from family
- [ ] Gifts of money (regularly, not just once a year like birthday money)
- [ ] Income from shares or investments
- [ ] Winnings from bets or other gambling
- [ ] Income from own business
- [ ] I don't get any money of my own regularly

Please answer the next questions if you are age 14 or older.
If you are younger than 14, please go to page 14.

31: Do you have a part-time or casual job that you do after school or on weekends during the school year?

- [ ] Yes
- [ ] No

32: If you have a job, what kind of job is it? What do you do in the job?

Please write your answer here:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

33: How many hours a week do you usually work at this job?

- [ ] 1-5 hours per week
- [ ] 6-10 hours per week
- [ ] 11-15 hours per week
- [ ] 16-20 hours per week
☐ 21-25 hours per week
☐ 26-30 hours per week
☐ More than 30 hours per week

34: How much money do you usually earn each week at this job?

☐ $1 to $25 per week
☐ $26 to $50 per week
☐ $51 to $75 per week
☐ $76 to $100 per week
☐ $101 to $150 per week
☐ $151 to $200 per week
☐ More than $200 per week

Your contact details

We would like to invite you to participate in some further activities for this project.

If you would like to participate in these activities, please complete the following questions about your contact details.

If you do not wish to participate in any further activities for this project, please hand your survey to your teacher.

Thank you for completing our survey 😊

Please fill in your FIRST NAME

__________________________________________

Please fill in your SURNAME or FAMILY NAME

__________________________________________

Please fill in your STREET ADDRESS (e.g., house or apartment number, street name)

__________________________________________

Please fill in your SUBURB or TOWN name

__________________________________________

Please fill in your POSTCODE

__________________________________________
Please fill in your EMAIL ADDRESS
APPENDIX 5: CATI SURVEY

YOUNG PEOPLE AND GAMBLING SURVEY
(for use with the non-school based sample)

INTRODUCTION

Good morning/afternoon/evening. My name is (...) from Wallis Consulting Group. We are conducting a study on behalf of the Australian Government on young people’s attitudes to gambling.

IF NECESSARY ADD: The study is being conducted for Gambling Research Australia. Gambling Research Australia is an initiative of the Ministerial Council on Gambling. The Council is comprised of the Ministers responsible for gambling in each State and Territory Government and the Australian Government.

IF NECESSARY ADD: Your telephone number has been computer generated from all possible telephone numbers in your area. We find that this is the best way to obtain a representative sample for surveys of this type.

S1 How many people aged 15 to 24 years of age currently live in your household?
1 One
2 More than one
3 None
3 REFUSED

TERMINATE 1

S2 How many, if any, of those people are aged 15 to 17 years?
1 One
2 More than one
3 None (all are 18-24)
3 REFUSED

GO TO S2a
GO TO S2b
GO TO S4

S2a Has that person left school or is s/he still attending secondary school?

S2b Have either of them left school or are they still attending secondary school?
1 Still at school
2 Left school
3 REFUSED

GO TO S4
CONTINUE
GO TO S4

(PARENTAL PERMISSION IS REQUIRED TO CONTINUE THE SURVEY.)

S3 May I please speak to a parent or guardian of (that person?/the one who has left school?)

WHEN SPEAKING TO PARENT, SAY:

Gambling Research Australia is conducting a survey on young people and gambling.
IF NECESSARY ADD: Gambling Research Australia is an initiative of the Ministerial Council on Gambling. The Council is comprised of the Ministers responsible for gambling in each State and Territory Government and the Australian Government.

CONTINUE:

All information supplied is confidential and no identifying material is used in the analysis of survey results. In order to obtain a representative sample of young people it is important to gain approval for your son/daughter to be available to answer some simple questions over the phone.

We are going to ask questions about a range of activities that young people engage in, including gambling activities.

To protect the confidentiality of the answers, we are not recording the name of any family, friends or acquaintances referred to during the interview.

All survey participants are free to not answer any or all of the questions and to terminate the interview at any time.

Do you give permission for your son/daughter to participate in this survey? The interview should take about 20 minutes.

1 Yes GO TO S5a
2 No GO TO S4
3 Up to son/daughter GO TO S5a
3 make appt to speak to son/daughter GO TO SMS

S4 Then how many 18 to 24 year olds are currently living in your household?

1 One GO TO S5a
2 More than one GO TO S5b
3 None TERMINATE 1
3 REFUSED TERMINATE 1

S5a May I please speak to that person?

S5b May I please speak to the 18-24 year old who most recently had a birthday?

WHEN SPEAKING TO YOUNG PERSON, SAY:

Gambling Research Australia is conducting a survey about young people and gambling.

IF NECESSARY ADD: Gambling Research Australia is an initiative of the Ministerial Council on Gambling. The Council is comprised of the Ministers responsible for gambling in each State and Territory Government and the Australian Government.

CONTINUE:

All information supplied is confidential and no identifying material is used in the analysis of survey results.
I’m going to ask questions about a range of activities that you may or may not engage in, including gambling activities.

To protect the confidentiality of your answers, you should not tell us the name of any family, friends or acquaintances referred to during the interview.

You are free to not answer any or all of the questions or to end the interview at any time. This interview should only take about 20 minutes but will depend on your answers.

1  Continue
2  Refusal
3  Make appt to complete interview

This interview may be monitored for quality purposes. Please advise if you do not want this call to be monitored.

1  Monitoring allowed
2  Monitoring not permitted

SECTION 1: DEMOGRAPHIC QUESTIONS

The first questions are about you, and a little about your background

D1  NOT ASKED – Interviewer to record respondent gender at close of interview.

D2  Are you of Aboriginal or Torres Strait Islander background?
   1  Aboriginal
   2  Torres Strait Islander
   3  Both Aboriginal and Torres Strait Islander
   4  Neither Aboriginal nor Torres Strait Islander

D3  How old are you?
   __________ (RECORD NUMBER)

D4  Were you born in Australia or elsewhere?
   1  Australia
   2  Elsewhere (SPECIFY______________)

D5  Where was your mother born?
   1  Australia
   2  Elsewhere (SPECIFY______________)

D6  Where was your father born?
   1  Australia
   2  Elsewhere (SPECIFY______________)

D7  What would you say is your current MAIN activity?
   (IF NECESSARY ADD:
   For example are you mainly working, studying or doing something else?)
Gambling and Young People in Australia

1. Working full time
2. Working part time
3. Study / training
4. Home duties / looking after children
5. Looking for work
6. Travel or holiday
7. Ill / Unable to work / study
8. Other (SPECIFY ____________)  

GO TO D10
GO TO D10
GO TO D9
GO PRE D13
GO TO D9
GO TO PRE D13
GO TO PRE D13

D8 Is this…? (READ OUT)

1. An apprenticeship
2. A traineeship
3. Other study or training at University, TAFE, or other educational institution
4. Something else

GO TO D10
GO TO D10

D9 Do you currently work in a job?

1. Yes
2. No
3. Waiting to start job

GO PRE D13
GO PRE D13

D10 Altogether, how many hours do you usually work each week in your present job? (IF HOURS VARY ASK: In your last four weeks of work, how many hours per week, on average, have you worked, including paid holidays?)

1. ________ (RECORD NUMERIC RESPONSE 1 TO 100)
2. 999 Don’t know

D11 How often do you get paid in that job?

1. Weekly
2. Fortnightly
3. Monthly
4. Other (SPECIFY ____________)

D12 And how much is your usual (weekly/fortnightly/monthly) take home pay from that job?

1. ________ (RECORD NUMERIC RESPONSE $1 TO 8000)
2. 9999 Don’t know

PRE D13 INCLUDE (OTHER) IF D10 IS ANSWERED

D13 Are you receiving (other) income from…? (READ OUT)

1. Pensions
2. Shares or investments
3. Winnings from bets or other gambling
4. From your own business
5. DO NOT READ - None of these
PRE D14  IF D3 < 18 GO TO PRE D15
ELSE CONTINUE

D14  Now some questions about your living arrangements. What is your marital status?
Are you…? (READ OUT)
1  Married
2  Living with a partner (e.g., de facto, or boyfriend/girlfriend)
3  Single, that is, never married
4  Separated (still legally married)
5  Divorced
6  Widowed

PRE D15  IF D14 NOT ASKED, INCLUDE INTRO IN D15
IF D14 =1/2
INCLUDE (OR YOUR PARTNER’S PARENTS) IN D15

D15  (Now some questions about your living arrangements.) Do you usually live with your
parents (or your partner’s parents) or somewhere else?
1  Yes (with parents / partner’s parents) GO TO NEXT SECTION
2  No (somewhere else)

D16  Are you living in: …(READ OUT)
1  A shared house or flat?
2  A place you are renting?
3  A place you are buying?
4  A place you own outright?
5  A private house as a boarder?
6  A University or TAFE residence?
7  A hostel or boarding house?
8  Somewhere else? (SPECIFY)

SECTION 2: ABOUT YOUR ACTIVITIES

A1  The next questions are about activities.
In the past year, how often have you done any of the following activities?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Played bingo for money or prizes</td>
</tr>
<tr>
<td>b.</td>
<td>Played card games for money or prizes at your own home, or at the home of your relatives and friends</td>
</tr>
<tr>
<td>c.</td>
<td>Exercised (went to the gym, went running, etc)</td>
</tr>
<tr>
<td>d.</td>
<td>Played on poker-machines (pokies)</td>
</tr>
</tbody>
</table>
| e. | Taken part in a football tipping competition or sweep to win money or prizes
(IF QUERIED ‘sweep’: A sweep is a competition in which you are given the name of a horse, team or player and if they win, so do you) |
| f. | Bet money on horse or dog races |
| g. | Bet money on sports games, like football, rugby or cricket |
| h. | Had someone else place a bet for you |
### SECTION 3: ABOUT YOU AND GAMBLING

**PRE G1**  If have engaged in any gambling in last 12 months 


G1  In the past year, have you…. (READ OUT)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Been to a meeting of a club (scouts/guides, skateboard club, sports club)</td>
</tr>
<tr>
<td>j.</td>
<td>Bought a lottery ticket (Keno, Crosslotto, Powerball, Tattslotto, etc)</td>
</tr>
</tbody>
</table>
| k. | Bought an instant-prize ticket or scratchie card  
(IQUERYED: These are cards that you scratch or rub off a covering to see if there is a prize underneath) |
| l. | Played computer games or games on a Playstation, X-box or Wii |
| m. | Picked numbers for a lottery ticket (but did not buy the ticket yourself) |
| n. | Bought raffle tickets |
| o. | Played card games at a casino |
| p. | Played other games at a casino, like craps, roulette or baccarat |
| q. | Been to the movies |
| r. | Played video games or arcade games |
| s. | Played two-up |
| t. | Played sport in a team or on your own (e.g., athletics, netball, hockey, football or tennis) |
| u. | Been to Church, Temple, Synagogue or Mosque |
| v. | Placed a bet or gambled for money or prizes on the Internet |
| w. | Watched TV for longer than 2 hours at a time |
| x. | Been on the Internet for more than two hours at a time |

1  Never  
3 About once a month  
5 Everyday or almost everyday

A2  Did you ever gamble regularly (more than once a week) but have since stopped?  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

### SECTION 3: ABOUT YOU AND GAMBLING

**PRE G1**  If have engaged in any gambling in last 12 months 


G1  In the past year, have you….. (READ OUT)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>have you found yourself thinking about gambling or planning to gamble</td>
</tr>
<tr>
<td>b.</td>
<td>have you needed to gamble with more and more money to get the same amount of excitement you want?</td>
</tr>
<tr>
<td>c.</td>
<td>have you attempted to cut down or stop your gambling and failed?</td>
</tr>
<tr>
<td>d.</td>
<td>have you felt restless or irritated when trying to cut down or stop gambling?</td>
</tr>
<tr>
<td>e.</td>
<td>have you gambled to help you escape from problems or when you are feeling bad?</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>f.</td>
<td>have you gone back another day after losing money gambling to try to win back the money you lost?</td>
</tr>
<tr>
<td>g.</td>
<td>have you lied to your family, employer, friends or other people about how often you are gambling?</td>
</tr>
<tr>
<td>h.</td>
<td>have you committed an illegal act, such as forgery, fraud or embezzlement or stolen money to use for gambling?</td>
</tr>
<tr>
<td>i.</td>
<td>has your gambling ever led to arguments with your family, friends or employer?</td>
</tr>
<tr>
<td>j.</td>
<td>has your gambling ever led to missing classes or work?</td>
</tr>
<tr>
<td>k.</td>
<td>have you had to ask your family, friends or other people for money for essentials, such as bills, rent, fees or food, because you have lost yours gambling?</td>
</tr>
</tbody>
</table>

1) Yes  
2) No

**G2** When you gamble, who else is usually with you?

1) No-one – I gamble alone  
2) Friend(s)  
3) Partner(s)  
4) Brother(s) or Sister(s)  
5) Other relative(s)  
6) Other people I don’t know (strangers)

**G3** How old were you when you first gambled for money or placed a bet?

1) Younger than 10 years old  
2) 10 years old  
3) 11 years old  
4) 12 years old  
5) 13 years old  
6) 14 years old  
7) 15 years old  
8) 16 years old  
9) 17 years old  
10) 18 years old  
11) 19 years or older

**G4** I’m going to read out a list of reasons that young people might have for gambling. Please tell me which, if any, of these apply to you? (MULTIPLE RESPONSE) (READ OUT)

1) For enjoyment  
2) To relax  
3) For excitement or to get a ‘buzz’  
4) To be with friends or make new friends  
5) Because I’m unhappy  
6) To escape from problems at school or work  
7) Because I’m lonely  
8) Because I’m bored
ASK ALL

G5 Do any of the people you know gamble too much?
(MULTIPLE RESPONSE) (PROBE FULLY)

1 Partner or husband / wife (DISPLAY ONLY IF D14 = 1/2)
2 Mother / step-mother
3 Father / step-father
4 Brother or sister
5 Other relative
6 Friend
7 Neighbour
8 Someone else you know
9 No - I do not know anyone who gambles too much

SECTION 4: WHAT YOU THINK ABOUT GAMBLING

T1 Please tell me how much you agree or disagree with the following statements:
PROBE FOR STRONGLY AGREE/DISAGREE OR JUST AGREE/DISAGREE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Gambling is a risky activity</td>
</tr>
<tr>
<td>b.</td>
<td>You can lose all your money gambling</td>
</tr>
<tr>
<td>c.</td>
<td>Gambling is a waste of money</td>
</tr>
<tr>
<td>d.</td>
<td>Gamblers usually lose</td>
</tr>
<tr>
<td>e.</td>
<td>Gambling is just throwing money away</td>
</tr>
<tr>
<td>f.</td>
<td>You can make a living from gambling</td>
</tr>
<tr>
<td>g.</td>
<td>Gambling is a good way to get rich quickly</td>
</tr>
<tr>
<td>h.</td>
<td>Gambling is a better way to make money than working</td>
</tr>
<tr>
<td>i.</td>
<td>Gambling is designed to give high returns (lets you win lots of money)</td>
</tr>
<tr>
<td>j.</td>
<td>It is hard to stop gambling</td>
</tr>
</tbody>
</table>

1 Strongly disagree
2 Disagree
3 Neither agree nor disagree
4 Agree
5 Strongly agree

SECTION 5: OTHER ACTIVITIES AND ADVERTISING
O1 Now some questions about other types of activities that some young people engage in.

Which, if any, of these things have you done in the past SIX MONTHS?

(READ OUT – CODE ALL THAT APPLY)

1. Used illegal drugs
2. Drunk alcohol (more than just a sip)
3. Smoked cigarettes
4. Been out without parents’ permission (SUPPRESS IF AGED 18+)
5. Used public transport without a valid ticket
6. Graffiti or tagged
7. Trespassed on private property
8. Punched or kicked someone in a fight
9. Shoplifted or stolen
10. None of these things

O2 Please tell me whether you can remember seeing advertising about gambling in the past year, in any of the following places

(READ OUT – CODE ALL THAT APPLY)

1. At the movies, before the show
2. On TV
3. On billboards
4. At tram or bus stops or train stations
5. On the side of trams or buses
6. On the Internet (e.g., in ‘pop-ups’)
7. In junk emails or spam
8. In newspapers
9. In magazines
10. Somewhere else (SPECIFY)
11. DO NOT READ – Have not seen gambling advertising

SECTION 6: HOW YOU FEEL

F1 Please tell me how much you agree or disagree with the following statements about how you feel about yourself:

PROBE FOR STRONGLY AGREE/DISAGREE
OR JUST AGREE/DISAGREE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Generally, I am satisfied with myself</td>
</tr>
<tr>
<td>b.</td>
<td>At times, I think I am no good at all</td>
</tr>
<tr>
<td>c.</td>
<td>I feel I have a number of good qualities</td>
</tr>
<tr>
<td>d.</td>
<td>I am able to do things as well as most other people</td>
</tr>
<tr>
<td>e.</td>
<td>I feel I don’t have much to be proud of</td>
</tr>
<tr>
<td>f.</td>
<td>I feel useless at times</td>
</tr>
<tr>
<td>g.</td>
<td>I feel that I am a worthwhile person, just as good as other people</td>
</tr>
</tbody>
</table>
h. I wish I could have more respect for myself
i. In general, I feel that I am a failure
j. I have a positive attitude about myself

1 Strongly disagree
2 Disagree
3 Neither agree nor disagree
4 Agree
5 Strongly agree

INTERVIEWER – RECORD RESPONDENT GENDER
1 Male
2 Female

CLOSE That’s the end of the survey.
Thank you for answering these questions about young people and gambling. We appreciate you giving time to this important research.

If you, or anyone you know, are experiencing problems related to gambling, you can call
Kids Helpline on 1800 55 1800, or
Gamblers Help on 1800 858 858
If you would like more information about this survey you may call the Wallis Group on 1800 241 271.

TERMINATE 1 Thank you – we need to speak with people aged 15 to 24 years who have left secondary school.
TERMINATE 2 Thank you anyway. Enjoy your day/evening.
APPENDIX 6: FOCUS GROUP INTERVIEW NOTES

Focus Group 1: Year 5 and 6 Students

Interviewers: Kylie Hillman & Clare Ozolins

Location, Population and Demographic

The school is located in Melbourne’s outer east in a very mixed social demographic, with around 30% of families entitled to receive an Education Maintenance Allowance. At the other extreme, the school caters for an equally significant number of families where one or both parents/guardians are relatively high income professionals and/or business proprietors. Parental expectations are generally high, although a small proportion of parents choose minimal connection with the school. The area continues to see subdivision to the east and is likely to at least maintain current enrolment levels. Most children come to the school from Mount Evelyn, although some 25% of the enrolment comes from surrounding suburbs including Lilydale, Seville, Silvan, Wandin Yallock and Montrose. The school enjoys a very strong, positive reputation in the community and enrolments have grown steadily from 350 to over 450 over the past 14 years. At the time of the interviews, the school was undergoing substantial building works and expansion.

Definition of Gambling

While some students gave examples of specific activities (such as Tattslotto), other students focused on the idea of money and particularly the notion of ‘wasted’ money, money that was supposed to be used for other purposes but was directed towards gambling instead, often with the result that the money was lost:
“Pretty much paying like bills except wasting family’s money on stupid stuff.”
“Right into bribes and scam and stuff that take your money.’
“Scams and sometimes it’s rigged.”
“Lose a lot of money and you don’t get it back.”

Not all students saw the losses as an inevitable part of gambling, however, as some described gambling more as a type of investment:
“Spending your own money to win money.”
“Basically, like using money to get more money.”

Quite a range of activities were offered as examples of gambling. The most commonly offered activities were card games (poker and the variations of the game in particular, and blackjack or 21), lottery games like Keno and Tattsotto, slot machines and poker machines (pokies).

“Mum buys a lotto ticket but that’s not (real) gambling because it’s just $2.”

Russian roulette with pretend guns was also offered as an example of gambling, but presumably not for money.
The Claw machines, or skills tester machines, were an interesting example that would probably not be considered gambling in the traditional sense, but were viewed as such by the students, and as a form that targeted them in particular - “it’s like gambling for kids”. This comment was explored further and a situation described in which children whose parents were at a venue could relax and play the pokies while the kids were playing the Claw game and that this was an acceptable arrangement for everyone, until the money ran out. The appeal of these machines and the difficulty of winning the prizes (and whether the games are rigged) was a topic that was revisited later in the discussion.

As none of the students had offered up raffles or buying raffle tickets, the interviewer asked the question:
What about raffle tickets – is that gambling?

The responses were interesting because the students offered a distinction between what they considered ‘good gambling’ and ‘not good gambling’ –

“…it depends on what it’s for, if it’s a sausage sizzle, or… but if it’s for a charity, it’s still gambling but it’s for a good reason, it’s good gambling.”

Dog racing and horse racing were also offered as forms of gambling and the interviewer asked how many of the students had placed a bet on the (recently held) Melbourne Cup. All of the students in the session has placed a bet, whether formally (through a bookmaker) or informally among family or friends. When the interviewer pointed out that this meant that everyone present had gambled, some of the students who had earlier indicated that they, personally, had never gambled (and their survey responses mirrored this) appeared quite surprised at the idea that having a bet on the Melbourne Cup would be considered gambling.

Motivation

The main themes in the discussion that followed this question were the ideas of the first win or chasing losses drawing people in to continue gambling, a link between depression and gambling and gambling as entertainment.

The students nominated initial wins and initial losses as being a motivation for continuing gambling, as in the following:
“Sometimes people say that going to the casino twice a week is ok but then it goes too far.”
“They do it once and they go oh well I’ll win next time so they keep going.”

Chasing losses was a theme that was picked up again in discussion around why it might be hard for some people to stop gambling.

The link between depression and gambling was initially raised by one student whose mother works in the health industry and then quickly picked up by other students and gambling was likened to other addictions, like smoking:

“My mum has done this before at work and they found that people who did this (gambling) are suffering a big depression and it (gambling) makes it worse.”
“Mum works at hospital, people there have depression and want to stop (gambling).”
“There are ads that are like ‘stop gambling’ and ‘stop smoking.’”
The ‘gambling as entertainment’ theme flowed out of the discussion about depression and gambling, as students began to suggest that people who were depressed might be using gambling as a way of masking their depression:

“You don’t always know, they are sad but they gamble to make themselves look happy.”
“Well, if they’re already depressed and they waste heaps of money, but they’re not bored.”
“They’re sad, think their life is over, and sometimes people are drunk.”

At this point, one student objected:
“cos it’s fun, not everyone (who gambles) is sad!”

The interviewer then asked the students whether any of them gambled. Around half of the students volunteered that they gambled regularly, as in, not the once a year on the Melbourne Cup race discussed earlier, and a range of activities were offered as examples. Card games, both in person and on-line, were a popular activity with the male students and the Claw games again made an appearance.

“Sometimes me and friends will bet (like, I bet I’m right) - sometimes we bet money but not always.”
Interviewer: why?
“It’s a way of proving that you’re right.”

“I bet on poker, I sometimes bet money but sometimes I don’t. Not always with money..at after school care (it’s) with chips.”
“I play poker with chips and on-line poker, and Wed nights and Fri nights my step dad’s friends come over and sometimes my mum plays too. And I confess I play on those claw things- they’re addictive!”
“I bet sometimes on the Brownlow….and I’m addicted to those game (claw things) too!”
“My friend won me an iPod once on one of those games. Makes you feel like you’ve got good luck.”

Among the male students, participating in card games was related to spending time with male relatives and friends, while the female student who gambled regularly did not appear to see it as a social activity, she placed bets with her sister or accompanied her mother to buy the lottery tickets but did not see her gambling in the same social light that the males seemed to. For one of the male students, playing on-line card games was what he did with his step father and he enjoyed the times they played together, boasting that his step dad had shown him a cheat for another on-line game that had allowed him to progress to the next level.

“My step dad is really good at texas hold ’em and he goes to Crown or friends places to play.”

The notion of gambling being a potential ‘risky’ activity was not understood by the students at first. When the interviewer asked whether they thought that gambling is a risky activity for young people, the first response focused more on the short term risk of losing your money rather than any potential long term risks:

“Yeah definitely! Say me for example I’m not good at bluffing so sometimes I lose all my chips!”
After this initial response, the students quickly moved on to discuss the notion of escalating involvement as a risk of participating in gambling, as well as modelling behaviour seen in others:

“(Yeah, it’s risky) You get influenced into gambling at a young age and you’ll do it again and again and when you get older you will have lost lots of money.”

“It’s like that ad, when you ask your dad if you can have a drink of alcohol, and then when he’s older, his kid asks and it just goes on and on.”

When asked if they could describe a ‘typical’ gambler, none of the students responded with a description of someone their own age. Some indicated that a gambler could be any age but more thought it would be someone older, in their forties or the same age as their grandparents. A gambler would also be someone sad or depressed, who had suffered in their life and turned to gambling:

“Somebody who was depressed, wasn’t too happy- could be any age.”
“My grandma, if she goes to the pokies, she keeps winning, so maybe someone lucky?”
“Depressed, someone who has had something bad in their life happen.”
“Bad things happen so they think gambling will make everything better.”
“Probably sad but don’t always have to be, maybe in their 40s.”
“Depressed but could be happy as well.”
“Ages I reckon would most likely be, going to the pokies and stuff, is people over 18 cos we can’t get in but there’s a lot of stuff that we can do, we can ask our parents and stuff for scratchies.”
“On Bucks nights- they go to strip clubs (sshhh!) and pokies and then poker.”
“Nan and Pop go to the pokies a lot.”

Who has won- have you won more than you lost?
“I bet $5 on a horse and it came first and I won $38, but this year we both put in and my sister put in 15 and we won 600 and I only put in 5 – but I got $300!”
Interviewer: Did this make you want to bet again?
“No, not really (won) I don’t get that influenced into gambling more cos I want to spend it on clothes!”

“It’s mood change, cos you might win but then someone else might win back what you’ve already won (playing cards).”

_Awareness_

When the students were asked if they had seen any advertising of gambling, on TV or somewhere else, the discussion initially focused on the story line of a early evening drama, in which one character had had a gambling problem that had re-emerged after a relationship break-up, before one of the students pointed out that this was not really advertising. Examples of ads seen included the TattsLotto ad “where the guy wins and all the girls are dancing” as well as helpline ads for gambling.

When asked about the influence of advertising on behaviour, some students thought that the ads might “make people think I’ll go try it” but they were more concerned about the influence of subliminal messages (allegedly) telecast during shows – “It will make you go and do stuff
without knowing why” and the influence of celebrities behaviour on young people, the example offered being Brendan Fevola’s drunken behaviour during the Brownlow Medal night.

Students were asked at what point do you think gambling becomes a problem for a person and the responses to this question again focused on the amount of money lost, as well as some hints of loss of control over behaviour:

“When they lose a lot of money.”
“When they realise they’re losing their families money, like they say they were going to get a really good present but they wind up with socks!”
“When they get addicted, then they can’t stop….maybe four times a week?”

Not having a problem appeared to mean having a set limit to spend, or control over your decisions, or not playing with ‘real’ money:
“My dad does Tattslootto every week, he will always spend the same amount so it’s every week but he never spends more money- he doesn’t look like he has a problem, but I don’t know.”
“Full tilt on-line, that’s real money and my step dad is really good and he’s taught me how to play and it’s real money but on the PSP it’s not real money.”

When asked why they thought it might be difficult for some people to stop gambling, most students responded that it was because they were addicted. What ‘being addicted’ meant was not really clear to them, although their responses tended to focus on chasing losses. Other students likened it to smoking or Internet compulsions.

“Cos you just get addicted and you want to keep on playing, you might want to keep on getting money.”
“Some people go, I’ve lost some money, I’ll get it back and if they win then they think they’ve got luck.”
“They think they’re good and so they think they’ll keep going.”
“The way they get addicted if they’ve won a bit of money like twice in a row and they think they’ve got luck and then they lose 10 times in a row.”

“I think it would be hard to stop because if you see people on FB or MySpace all the time, like me, it’s just like smoking and stuff, kids get addicted to it.”
“You should just tell them to pull their head in, like my mum smoked and my sister and I would just throw them out so eventually she quit, so you need help (to stop gambling).”

Help Seeking

If you thought you were gambling too much and wanted to stop what would you do?

“Cut down how many times you do it a week.”
“Counselling.”
“Buy nicorette.”

“Who would you go to for help? Why?
“Relative or someone you can trust.”
“Really close friends or family.”
“Sometimes you could go to a complete stranger, cos even if you trust them (really good friends) they might talk about it, cos if you tell a total stranger, like one of those help thingies cos they deal with that sort of thing, like help gamblers and stuff.”

The students were asked whether gambling and problem gambling had been discussed at school. None of the students recalled the topic being raised at school or hearing about where people can go for help with problem gambling from their school. They did volunteer that they played gambling type games at school, and that they saw their schools behavioural reward system as being a bit like gambling:

“We have bank books (behavioural reward system) and auctioning- like slave for the day, like you bid for stuff, going higher, they you are like pushing people into losing their money, it’s still like showing us how to gamble.”
“We play 21 with 5c coins.”
“It’s kind of like blackmail and stuff, making you be good to get money.”

As a conclusion to the session, the students were asked if they had any final thoughts about gambling they wanted to share with the interviewer, and whether they saw gambling as a problem for the community.

Again, the students highlighted the idea of money being directed towards gambling that should be spent elsewhere, particularly on families, and the impact this would have on problem gambler’s families:

“I just reckon its way of wasting money sometimes you win, but you can lose.”
“It depends on how your using it and some people go to the casino a lot and a lot and its wasting their families money but if its once a week, I s’pose its ok.”
“Use your wife or husbands money, wrecks your life…even if someone in your family gambles you never see them cos they’re gambling, and you waste the money.”

The students were also aware of the risks of entry level activities leading to increased involvement in gambling for some people and the influence of role models that could prove problematic:

“Little kids see older kids do it and, just like smoking, you get influenced in to it, so I think they should stop it…(there should be) no casinos.”
“Go on to bigger gambling things, instead of just scratchies.”

However, they continued to make a distinction between what they viewed as ‘ok’ or even ‘good’ gambling, and ‘bad gambling’, a simple distinction between whether you won or lost - “(Gambling) can be good and bad, sometimes you lose and sometimes you win” - or a more complicated distinction that had to do with the amounts at stake, the activities themselves, where the money lost went, as well as the level of involvement.

“It's ok to do like for a fundraiser, and raffle tickets and tatts-lotto its ok, but casinos and stuff, well, then people can get addicted.”
“Depends how much you are doing it, tatts ticket doesn’t matter, even going to casino once or twice, but if you get depressed or suicidal.”
Another interesting distinction was hinted at by a couple of students who did not appear to see their own, relatively high level of involvement in gambling activities (both betting on races and regularly playing on-line card games) as particularly risky for them:

“It’s not with like pokies and stuff, gambling doesn’t always wreck your life- my life is fine, his (indicates another student) life isn’t wrecked.”

At this point, another student interrupted and muttered “Yeah, but that’s cos he’s a kid” and the conclusion appeared to be made that as children, their access to different gambling activities was restricted (although this apparently wasn’t hindering the involvement of these two) and that they were therefore at lower risk of problematic gambling:

“Yeah, like when you’re older you can do much more and it’s worse.”

**Focus Group 2: Year 7 Students**

**Interviewer:** Clare Ozolins

**Location, Population and Demographic**

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.

**Defining Gambling**

The definition of gambling provided by the Year 7 students tended to revolve around the idea of acquiring money from an initial outlay.

“Gambling is where you put in money and you have a bet to see if you can get money out of it.”

“Sometimes it’s a waste of money.”

One student compared gambling to investment in the stock market

“Investing in the stock market can be gambling, depends on if you know what you are doing.”

Students were able to quickly identify a number of gambling activities, including pokies, horse races, Sportsbet, dog racing, casinos games, card games and slot machines, Tattslotto, Keno and scratchies.

When asked to describe the typical gambler, the students struggled with a stereotypical description that they could all agree on.

“A drunk.”

“Sometimes I picture somebody young, like 18 or that, trying to get some money for fuel or something.”
“People at the pub.”

“Even our parents probably. They put money on tattslotto and stuff. Every now and then, like once a year with the horses on the Melbourne Cup.”

When asked if a gambler was more likely to be male or female the group consensus was that it could be either and it was more dependent on personality than gender.

**Motivation**

A range of motivations for gambling were offered by the students

“To get money.”

“Pleasure … it’s pretty fun to win.”

“Addiction.”

“To relax.”

“To do something.”

“Maybe a group influence, like peer pressure.”

“Sometimes at people’s work they have a lotto and everyone plays.”

Students were asked if they had ever gambled, and if so why they chose to participate.

“Some of us are in a footy tipping competition for money.”

“We’re allowed to have like $2 for the Melbourne Cup. Our parents put the money on for us.”

“There’s a lot more competitiveness about being in the footy tipping. It’s different from having a bet about who is going to win one game. You have to try and pick all the winners and it’s not really about winning the money but doing better than your friends or the other people in the competition.”

“I just like it. Not because of the being better part but it’s something to remember and footy tipping makes you keep up with the games each week. Makes it more interesting when your teams not playing.”

“I think it’s just something that everyone does. It’s a normal Australian tradition that you have a bet and get dressed up for the Melbourne Cup. It’s not like it’s $100 it’s more like 50 cents.”

“I saw on a game once where you could gamble, there was money to buy clothes and stuff, you could go to a pokie machine and have a guess.”

“There was this thing on the computer and it asked me a dumb question, like how many dots on the screen and when you got that right you got to answer more questions all hoping to get the prize at the end.”

“Once I was playing this game and it would spin a wheel and if you win you get an iPod of some sort. We did it, it landed on, it was on the top level and the machine blacked out. We only got our money back, we didn’t get the prize. The stacker game – you get to one block away and the machine goes weird.”
“The machines are a bit like poker machines, but unless you win I don’t think you go back. No but you do go back. How many goes does it take to win the prize, there is a bit of skill involved but it mostly seems to be pretty lucky.”

“I just did it a few times because I was in this pub on holidays in Queensland and my parents just gave us all $5 to spend on whatever we wanted at the pub place so we went and did these skill tester machines and stackers and stuff. My brothers and I thought we should just have a go.”

“When I was younger I was into collecting footy cards and stuff and there was a game we used to play where you had to flip the cards and you got to keep the other person’s card.”

The students were asked if the motivation for young people to gamble was different in some way to the reasons why older people gambled.

“It’s a bit of risk taking.”

“Stress. Their parents might be divorced, they might have problems at home.”

“They might have depression or problems in their life.”

Students were divided over how risky gambling was for young people. When asked if the kind of gambling activities they had described earlier were dangerous at all they were unsure and there were also unsure about how risky and activity gambling was generally.

“No. Well it depends. It’s normal. It’s more like, practical everyone. It’s harmless fun and we can’t go put the bets on ourselves.”

“It depends on how much you put on. If you plan to spend a certain amount of money and you don’t spend any more than that then it’s ok.”

The interviewer asked Ok. What if I set myself a limit of $50 to spend on gambling – let’s say at the pokies – and I did that every weekend. I never spent more than that $50 though. Do you think I would have a gambling problem?

“Yeah. It depends on how much income you have and whether you can pay off the bills as well.”

“It all adds up. It depends on your income. It’s a bit like smoking, what the government’s doing with it – like raising the amount of money. It’s like if you have 10 a day that adds up to more than $1000 in the year.”

“We only do it (gamble) once a year.”

“My friend places footy bets, but it’s only with her family.”

So it’s in a safe environment?

“Yeah. Your parents still have restrictions so you can’t go out and get into trouble with it.”

“The tipping comp is like free to join on the Internet and the sports bet you have to pay money to get a bet. In the tipping comp it’s only like a certain group. You pay like $5 to get in, if you go to the horse racing you might put in $5 for every race.”

“It’s more risky for younger people … The more you bet when you’re younger, the more it becomes an addiction.”
“Not necessarily – it depends on the circumstances. If you’re a kid you wouldn’t have as much money, you wouldn’t be working as much and you have less responsibilities.”

_Are some forms of gambling ok and others not so much?_

“Raffles are ok. You can’t go over the top with them. The games where you win toys and stuff are ok. Buying a lotto ticket is ok. A bet on the Melbourne Cup is ok.”

“Most of the time the ones (raffles) that have the big cars and prizes and stuff, you’re never going to win those.”

“But they have to give out the prizes coz it’s illegal to have a raffle and not give the prize. They have to get a licence.”

“Sometimes for charities and stuff, it’s more just giving money to charity – or school fete. You’re doing it to do something good but there’s a chance that you might get something out of it.”

“Oh and there’s lucky dips and stuff to raise money for the school.”

“My dad likes to go with his mates to the pub and have a bet and that’s ok. As long as it’s not every day or every week.”

_Context_

Even following a discussion about the types of gambling activities the students themselves had been involved in, none said that they knew of friends or family who gambled. After prompting and asking specifically about gambling problems a couple of students volunteered that they might know someone who gambled too much.

“They are always, you try and talk to them and they just brush you off. They are too competitive and just a bit selfish.”

“The person I know isn’t selfish, they just don’t pay attention when you’re talking to them. It’s like wait a minute I’m doing something.”

“The feel really good when they win, oh but, well with the person that I know it’s like if they don’t get the amount they were expecting to get then they’re in a bad mood.”

The students thought that gambling became a problem when it was compulsive and when it overwhelmed other commitments.

“Like when you don’t stop. It’s consistent, day after day.”

“When it become more important than family and friends.”

“When you waste too much money that you can’t afford it.”

The students thought that safe gambling was a social activity, whereas when addiction had developed gamblers were more likely to gamble alone.
“Groups … but sometimes by themselves. If you buy a lotto ticket you’re not going to be buying it in a big group. Unless it’s in a workplace.”

“Problem gamblers can all join up and play every week and stuff. But they are mostly gambling by themselves.”

The kinds of gambling that were most addictive were identified as poker machines, slot machines and card games.

“It’s because they’re rigged to addict people. The people who invent them want to get more income. There’s been lots of things in the news about the mechanical ones that are rigged to lose and a loss is disguised as a win.”

“A problem with the pokies is that like on the apple iTunes store its free to anyone, so like anyone can go and get them. That’s how kids can get to it.”

**Awareness**

The students were not generally very conscious of gambling being advertised. The most prominent advertisements for them were found on-line but they were not tempted to investigate these links and ads.

“Sometimes popups on the computers and on the side of the page. Awesome games, slot machines, free.”

**Are you ever tempted to click on those ads?**

“Nah, not really. They’ll probably give you viruses.”

“On the football they say if you want to have a bet go to Sportsbet but bet responsibly.”

They were aware of gambling overseas and identified Las Vegas as a place where gambling was readily accessible to all.

“Um well I went to Vegas last year and they’ve got... you walk through the airport and there’s all these pokies and everything so they are everywhere. So you have to walk through and you can find them everywhere.”

When prompted, the students could recall advertising for lotteries, and mentioned that they are on during children’s programming, but these advertisements did not appear to have a large impact on the students and they in fact found them difficult to recall. They were slightly aware of gambling in popular movies and music videos, but they did not consider these to be a strong influence on them.

“Yeah they are always on when we’re watching TV. My sister watches, she’s 5 and watches cartoons and sometimes they pop-up.”

“You don’t really notice it. “

“There probably has been movies about gambling but I haven’t realised it. The main storyline, like in movies like what happens in Vegas. Some storylines have things like
gambling to get people to watch it – it’s an interesting story to see people lose things and give you awareness.”

“Also one of the Katie Perry video clips has gambling in it – waking up in the Vegas.”

The most common places for the students to see advertisements turned out to be around venues and outlets where gambling was possible

“Billboards …. That’s it. Maybe in the newspapers. Outside shops – newsagents.”

“Some places like the pubs and that are trying to get your to gamble. I don’t think they’re like trying to hook you on it, but they are trying to get the income.”

“Also I think like the Rugby League is sponsored by Sportsbet.”

The students said that they never discussed gambling in their social groups and that it was never raised as a topic in any of their classes in school. Some students recalled some maths games to do with chance and probability but they did not recall a specific gambling focus and no classes in health or social sciences about gambling as a pastime.

Help Seeking

All students said that if they thought someone had trouble with a gambling problem they would try to help, but they were unsure what they could do as young people.

“I’d tell them to stop.”
“Maybe tell someone that can help them. If my mum’s friend was a gambler then I’d tell my mum.”

When asked how they would know if they had a gambling problem themselves they mentioned going into debt and the anger of family and friends. If they felt they needed help their first point of contact would be their parents. They also nominated a councillor as someone who would be able to assist them. No students said they would consider calling a gamblers helpline or seeing out information from a specialist body. In fact they were unaware that such services existed.

“No. Didn’t know there was one.”

Focus Group 3: Year 8 Students

Interviewer: Clare Ozolins

Location, Population and Demographic

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.
Defining Gambling

Students started off by defining gambling in terms of risk and money, however the discussion quickly turned to the addictive nature of gambling for some people and the damaging consequences of a gambling addiction.

“Gambling is when you take an unnecessary risk, which isn’t needed and the turnout is bad and results in loss of money.”

“If you get close to winning then you try again so it gets addictive.”

“Gambling is addictive and people use it as a sport and as something to take their minds of something. Usually they are trying to win for a certain amount of money.”

“Usually they lose a lot of things, not just possessions, but relationships with people.”

“Yeah, like they lose their life.”

“But I don’t think you’d say you always use. People would stereotype it like with the pokies coz they are probably rigged and stuff like that but if you’re having a bet, like I’ll bet ya that he’s going to win the cross country or something, that’s not really a rigged bet.”

The students were asked when they thought gambling became a problem and once again they raised the issue of addiction and when money that ought to be used for things like food and shelter was not available due to gambling losses.

“When it gets to appoint when you’re leaving your family at home.”

“When it gets addictive. Yeah.”

“When you’re spending money you should keep for food. When it’s like maybe I could double my winning but there’s a chance I might have to move out of my house.”

“That pushes away family if you lose heaps of your money and you can’t feed your family then people will walk out on you.”

“When you spend money you don’t have and you get into debt.”

Their description of a typical gambler quickly acknowledged that anyone could be a gambler. There was some discussion about the relative wealth of gamblers and they reached a conclusion that gamblers were most like to be either particularly wealthy or particularly poor and that the middle class was not overly affected by gambling.

“It could be an average household person.”

“It could be anyone.”

“The gambler that you’d see on the pokies or at the horse races – they’d either be pretty wealthy or not so wealthy. You don’t see people from the middle class.”
“Sometimes people, poor people, they might gamble to make the money higher.”

“They might have started off rich and become poor. So it sort of varies in what you think about as a person who’s a gambler.”

“Stereotypically they are males. But it’s sort of just about the same. It can be anyone.”

“Well there is an episode of the Simpsons where it’s a woman. Yeah it’s Marge that’s the gambler in that. She’s sitting there all night at the pokies and forgetting about her daughter and her family and she doesn’t come home for ages. She just stays at the casino.”

The students in this group were aware of a range of gambling activities and listed as many of common ones like scratch cards, poker machines, betting on horse racing, lotteries, jackpots and poker or blackjack. Some also mentioned bets that are made in fun between friends and family activities

“And your friends! I’ll bet you that you can’t do something or whatever.”

“And families, down at the club.”

When asked about things like raffles they were less sure.

“Well yeah I guess. Like at the pubs they have the sections for pokies and all that but then they have the meat raffles.”

They drew a distinction between gambling and games that were more and less dangerous in terms of addiction

“Because sometimes with raffles they are a bit less extreme. With pokies you don’t know how much you’re putting, but with a raffle you’re just getting a ticket.”

“You can’t rig a raffle really – usually they pick it in front of a crowd you and might only put in five bucks and you get a five tickets and it might be fundraising, so it might be going to a good cause. But with gambling it just goes to some rich guy.”

Motivation

The key motivations for gambling for this group seemed to be to escape worries in other areas of life

“Maybe they just have problems with their family.”

“They could be depressed.”

“Sometimes they’re not that bright, so they think if I keep doing it I’ll get money.”

“Maybe they don’t have a job or they go to the pub a lot and it looks like something that might be fun.”
They were then asked about the circumstance of someone who buys a lotto ticket every other week, would those people have the same motivation

“No it might be something that they’ve just done or they might get it for their birthday.”

“I know people who just limit themselves to just using $20 every week. That’s ok. I wouldn’t say they have a problem because they are doing it within reason.”

“My dad buys lottery tickets and we just stick them on the fridge and we barely even get them checked.”

“If you’re struggling, if you’re struggling for money and you might be paying $20 a week that might be a problem.”

“It’s a problem if you can’t afford it.”

“It’s also a problem, it doesn’t matter if you’re poor or rich it’s just, the money doesn’t matter … you’re just wasting it.”

“People just use it to burn time but they end up burning their money. You could put in $20 and only get 50 cents, the odds aren’t good for winning the lottery.”

The students were also asked if the motivation for young people to gamble is different, once again they references peer pressure and social expectations to join in with what others are doing.

“Their friends are doing it.”

“They might think it’s cool”

“Their mother and father might be doing it.”

“They could just start by having a bet with mates or … we just play blackjack for fun because it’s a cool game. But if people put in money it would get more serious.”

“It’s like addiction, if you’re doing it with your mates and you’re winning a lot you can think oh this is fun and keep doing it.”

The students were asked if they had gambled and after some prompting admitted that they had participated in the purchase of lottery tickets with their parents and had been allowed to place bets, also through their parents, on special events like the Melbourne Cup. They commented that their motivation didn’t have much to do with winning money. They were participating because it was the done thing and it was for the fun of joining in. They were asked when they thought it might change to being motivated by money

“When they become ... when they leave home. If they are struggling with their job or they don’t get too many shifts or they’re struggling at uni then they might start, they might play one game at the pub and win quite a bit of money and then think they can keep doing that to live.”
“It coincides with smoking for instance. No one in our grade smokes or gambles and they wouldn’t do that, but this school is more educated and it has to do with their environment at home. If they are from an uneducated home and their parents are doing it and there’s only one member of the household then they can find ways to get into gambling.”

“And also there are a lot of ads on TV against those things for young people.”

“The bad family and school environment, then when you finish school you turn out, not bad, but messed up and it’s harder to get ahead.”

“When you turn 18 you have a big party and go out with all your friends to the pub, there could be hundreds of people and you might get drunk and think oh yeah that (gambling) looks fun, you might go overboard.”

“When you’re on the verge of adulthood you might start gambling.”

“You might start to live on your own, you might start to drive and be further away from your parents and then you would gamble.”

“In the one of the books, called The Outsiders, a lot of them they all smoke but that’s because they’re all neglected. They have alcoholic parents or they’ve died. I think gambling is kind of the same.”

“With a broken family and a bad home, it sort of wants to drive you towards something like that.”

“The people in your neighbourhood might be like that and you might be accustomed to being with them when they are doing those things. You might have a go from peer pressure.”

The students tended to agree that gambling was riskier for younger people

“Well yes. When you’re older you’re more knowledgeable. When you start at a younger age it can become more of a habit, you might start to do it every week. But if you start at an older age you might do it more occasionally.”

“When you look at older people, they’ve had experience. They could have experienced being not so wealth or being really poor. They can see when they should stop something. Younger people have no idea what’s going to happen.”

*Context*

The students, despite the earlier conversations about people they knew and even themselves participating in gambling said that they didn’t know anyone who was a gambler initially. With some further discussion however it emerged that many of them knew people in their families and amongst friends who gambled occasionally.

“My grandfather goes to the pokies once every week or every two weeks. But that’s not problem gambling. He’s just going for entertainment.”
“My parents go with their friends, on like social occasions, to the races and things. They might just put some money on horses but it’s not anything serious.”

“My dad would buy a lottery ticket like once a week, but we don’t get them checked. The chances of winning are highly unlikely.”

“We haven’t really been a big gambling family, but the time we won we won like a thousand dollars because we had a ticket on the first, second and third horse. We knew it was lucky because it was so unlikely to happen.”

The group agreed that gambling tended to begin as a social activity; however problem gamblers were more like to hide their habit and gamble alone.

“It depends. I think it might start off as a social thing.”

“If I was to, I’d probably do it socially, not to win anything.”

“It might start off socially just as a bit of fun and it might become, you might think oh I was so close, you guys can go and I’m going to stay and try and win.”

“You might lose relationships doing stuff like that.”

“I think you could get bored just sitting. “

“But that’s not the only type of gambling. If it’s a full on casino then there’s lots of different types not like the pokies.”

“I reckon it can work like a sport, like you get the adrenalin rush and think oh I was nearly there and just want to keep going, oh maybe one more go.”

“It starts to get a lot worse when you lose your friends, when it’s not social.”

Students were asked what they thought were the most addictive types of gambling and the overwhelming response was the pokies and card games were more likely to become addictive. The discussion returned to concepts of relative wealth and whether it was ok to gamble to excess if you were wealthy.

“Yeah but it depends on where you live. Where we live gambling isn’t that big but if you live somewhere like Vegas in America you see the huge gambling casinos and they build more. Also if you go to Macau in China you do it more because you see more people do it and more people win.”

“It might be a trend in some places.”

“It all has to do with education. It has to do with the hierarchy – the people higher up with a better job, most of the time they are less likely to be that desperate.”

“Millionaires can do what they like with their money.”
“If you have a business and it’s doing really well if you gamble too much you can have separate money like your business money and your social money and food money. If you use all the money properly then you can do it properly but you shouldn’t dip into your business money. If you keep to your budget and make a lot of money.”

“It’s just as bad for everyone – if you’re Bill Gates and you’re really wealthy, the rules still apply. But I think once you start and you’re really wealthy then the long term effects could be a lot worse because instead of $50 you would use thousands.”

“If you’re not as wealthy the scale would be smaller but it’s just as bad.”

“It involves all different kinds of people. It varies between everyone because they could be poor or they could be rich.”

_Awareness_

The participants had seen a lot of advertising for gambling, particularly on television but also at locations where gambling activities could occur.

“Yeah the Lotto.”

“On TV they have Powerball jackpot and there is the guy in the truck and he puts in the last load of money and the wheels fall off and you think oh maybe I should have a go at that because it’s a lot of money. It makes it look really, really, really good.”

“It makes it look like the odds are better.”

“It doesn’t say that that money is going to be split between 50 people. They advertise it really well so that more people buy tickets, but they don’t say that the more people who buy tickets the less chance you have of winning.”

“The ads, when he’s driving away the money is flying away so it makes you think that if you the money can fly off the truck and you don’t care then that could mean that some of that money could be used to try and win again.”

“Another advertisement on the news they had the American family that were really poor and they bought one lotto ticket and they won 100 million, an extremely large amount of money. They became really rich. That could bring the incentive a bit closer.”

“With the races it’s sort of advertised, but it’s in your subconscious. People in their twenties like go there for a social occasion, like my cousin she went there for her twenty first. It was what she wanted.”

“Even on the news they have the people all dressed up for the races. And they show the history of it, some of the famous people all dressed up and the designers with the hats.”

“When you’re at the club say, there are posters around. On the TV for the Keno TVs are showing that.”
The students were unaware of any anti-gambling advertising and could not recall seeing anything of that sort. One student said that he was made himself aware of the problems that gambling to excess can lead to when he wondered about people he saw and speculated about their personal situations.

“Well only if you’re going to Sydney and sometimes you see people sitting there and you think how have they gotten there and you think the most popular reasons are alcohol, smoking, drugs or gambling.”

**Help Seeking**

The students were not aware of any formal avenues for help for problem gambling. Time for the interview was running short at this stage. They suggested that if they had a problem with gambling or one of their friends was suspected of being involved in gambling or smoking or illicit drug use that they would speak to their friend themselves and then call in parental help. A second option canvassed by this group was to approach their Parish Priest or a school councillor for assistance, but this would only be done if parents were not able to help for some reason.

**Focus Group 4: Year 9 Students**

Interviewer: Clare Ozolins

**Location, Population and Demographic**

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.

**Defining Gambling**

“They’re wasting their money.”

“Taking a risk to get more money.”

**Activities**

- Horse racing
- Pokies
- Betting
- Scratchies

**Raffle tickets?**

“To an extent. Not really. Sometimes you buy them because it’s just little kids and you buy them to help them out. You buy them to raise money. But the prize is attractive.”

“It’s normally fundraising, so it’s different from buying a lottery ticket.”
“People don’t usually buy them obsessively.”

“The prize makes a difference.”

“If you buy lots and you don’t win, then yeah you’ve wasted that money and I suppose it’s still gambling.”

Typical gambler

“It’s kinda both rich, you’re either rich and have lots of money to throw away or you’re kinda like a bit low in cash and you’re dying to have more money.”

“People who are addicted to trying to win. They believe that they’ll win the next time.”

“They’re greedy people.”

“Maybe people who don’t have anyone to be with. They’re lonely.”

“They probably drink a lot or do drugs.”

Motivation

“People who are obsessed with money.”

“It’s addiction.”

What about the motivation of someone who buys a lotto ticket once or twice a year?

“Just to see, take a chance and have some fun.”

All students admitted that they had placed a bet at least once on the Melbourne Cup. Motivation for this was generally that it was fun.

“For fun, to watch and see if your horse wins.”

“It’s a cultural thing and that makes a difference.”

“It depends on how in with the sport you are. If you’re a fan of the rugby, like a major fan then you’d probably gamble on those games because you want them to win. You’d be more tempted to have a bet on a footy match if your team was playing.

“I’ve been to the horse races, I went with a friend and it was on tv. That was my first time and my friend was teaching me how to do it, how to look at the stats and everything and how to choose a horse to bet on.”

Would you have gone to the races and not gambled?

“No … that’s the reason why you go.”

“Most people want to go and support a horse.”
“As long as it’s not obsessive, then going to the horse races and betting is an acceptable form of gambling for most people. If you’re only throwing in a few dollars then it’s fine.”

“It’s become this thing, that if you go to the horse races, people just accept it.”

“Everything is ok in small doses.”

Is gambling prevalent amongst young people?

“Not so much our age. It’s more once you hit 18. Usually at our age your parents might let you do something from time to time but it’s nothing major and we don’t buy the stuff ourselves.”

Motivation for young people who gamble.

“Money and bribes – you’d get someone to do it for you. You’d not have the best background if you’re gambling illegally – like with a fake ID.”

“They could be trying to help their parents out.”

Is it risky?

“Riskier for young people – if you do it lots when you’re younger it’s more likely to be addiction when you’re older.”

“If you do it when you’re older, and you have a job, you have more money to support your addiction. If you’re younger you wouldn’t have as much money. But then when you’re older you have more to lose.”

Context

Students immediately said that they didn’t know anyone who gambled, but then changed their minds.

The activities were sporting – rugby and lottery betting.

“I think they do it through work.”

“Footy tipping as gambling? Only if there is a big prize.”

Nobody knew anyone who gambled to excess.

Gambling was overwhelmingly something that people did by themselves.

“People who play the pokies just sit there and play by themselves.”

“You might start off with friends but once you get to addiction, that’s when you start doing it by yourself.”

“Your friends would get concerned if you gambled or wanted to gamble with them all the time.”
First gambling experiences

“Scratchies.”
“Mine was probably the Melbourne Cup.”

These early experiences didn’t encourage further participation.

“When I won I was pretty happy, but then when I saw there were bigger prizes that I missed out on I wasn’t so happy.”

“I felt bad when I found out the big prizes had already been won. No one told us that when we bought our tickets. Most of the time it’s just oh I’ll give the money but I don’t care.”

“You don’t really expect to win a lot of money when you’re young. You like to just play the games and win a prize and get something small. Like the toy machines where you just try and win a prize in the arcades.”

“I don’t know if that’s gambling though.”

Awareness

“There are games on-line, like poker and roulette and lotteries and things where you don’t actually use any money, but you use points and things and you get stuff inside the games when you win. That’s like encouraging people, especially kids to gamble later on I think.”

Help Seeking

Focus Group 5: Year 10 Students

Interviewer: Clare Ozolins

Location, Population and Demographic

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.

Defining Gambling

“Betting money on a particular event or thing.”

“Losing stuff, like playing games that risk stuff.”

“I could be horses or like a fight or something.”

Horses
Footy Tipping
Scratchies
Betting on fights and stuff
Pokies
Bingo

Raffles?
“Yes it can be gambling.”
“Because you’re putting money in to see if you win.”

Same level as a lottery ticket?

“Well what happens if it’s a raffle to get a donation? If it’s for charity it’s not gambling. If it’s for a good cause then it’s not gambling.”

What about shares? Would that be gambling?
“Maybe because you’re imparting confidence in someone else. It’s not at the same level as buying a lotto ticket.”

“It’s like 1:1B for a lottery ticket, chances are better with investment.”

“Typical gambler is someone who’s probably desperate. Someone who’s wasting all their money.”

“Usually male, in their 20s, 30s. Old guys who don’t have families, single guys.”

Motivation

“Easy money – well that’s what some people think.”
“Fun.”
“Pass time.”
“Exciting.”
“Social.”

Context

Is it always social?
“It’s normally social I reckon, with friends and family.”

“If someone is in a fight then everyone bets on who is going to win.”

“Umm yes. Well if you count lollies, then yes.”

“Yeah my Dad puts the bet on for the Melbourne Cup, but it’s my money and it’s my choice. My horse always comes last.”

Why did you choose to gamble on the Melbourne Cup?

“I just wanted to see if my horse would win.”
But you could do that without placing a bet, so why do you think people do gamble on the Melbourne Cup – is it cultural?

“It’s only one day, it’s a bit of fun between friends and family.”

Does gambling affect young people in particular?

“No. People our age don’t really get into gambling.”

“It’s not an issue that we really have to deal with. We don’t pay a lot of attention to it, I mean we play cards and we do footy tipping and stuff but we don’t use money for that, we just play the games and it’s not real gambling.”

“When we do gamble, our parents are involved.”

Where have you seen gambling occurring?

“Clubs and pubs. Casino.”

On-line?

“Yeah, lots of advertisements.”

“We don’t gamble on-line though. There are some games, like poker, but you don’t play for money. I don’t play those either, but I know they are there.”

“I see it but I don’t play it.”

“Friends and family do gamble regularly.”

“I’ve got a cousin who gambles regularly, it’s pretty bad. He plays the pokies. He’s gone into massive debts.”

“You have a problem when you’re losing more than you make.”

“It’s still a problem if you’re spending all your time gambling, even if it’s only small amounts of money. It’s time you should be spending with family. You make this effort to go down to the club and play pokies – that’s the thing. You should be doing better stuff with your life.”

“If I was going to gamble it would be a social thing.”

“I’ve won if you count the lucky dip.”

“I won the Melbourne Cup but I didn’t really care. I just got an extra $5 so it didn’t really make much difference.”

“There’s a few big events, like World Cup that I would want to have a bet on. Your parents can control how much you gamble so they might like let you have a bet on these things, but when you’re older you can choose for yourself. It’s not like I’m keen or anything, but it
would be good to say oh I want to bet on this game and be able to do it without talking to my parents or anyone else about it.”

“The suspense is what is addictive. The excitement of being so close. Like with the scratchies it’s like 40k and 40k and then one is missing, so you think next time you might get all three.”

Awareness

“Advertising can bring about addiction.”

How much advertising have you seen?

“A lot. It’s like on every second page.”

“It’s on the Internet everywhere.”

“When you, see on TV, there’s this ad where there is a question and you have to answer A or B and then you go into the chance to win money or iPhones or iPads and stuff.”

“Keno ads and Betfair on TV all the time.”

“Scratchies and Powerball get on the TV all the time.”

When reminded that the odds for the teams playing in a Rugby match are shown on the screen and discussed by the commentators the students said that they hadn’t really noticed that happening.

“I just don’t notice it.”

“You notice it but you just don’t care about it.”

“Haven’t seen any anti-gambling advertising … oh well they’ve got the gamble safely thing at the bottom of the ads.”

“We see lots of ads for anti-drinking and smoking but haven’t seen anything anti-gambling.”

No lessons in school about gambling?

“We play the game greedy pigs in maths but nothing about gambling really.”

“It doesn’t really influence people our age. It influences older people but it doesn’t really have an effect on us. The majority of people don’t need the help at our age. It might be needed by a few people but not most of us.”

“It depends on what background you come from, if you see your parents going down to the club every weekend then it might be something that rubs off on the kids, but still it’s not a big issue for most of us.”

“The influence of parents is important when it comes to whether young people have a problem with gambling.”
Help Seeking

“You’d have to talk to someone you thought had a problem.”

“You could go to your parents or their parents if it’s a kid and tell them.”

Would you call the gambler’s help line?

“Yeah I guess. The gambler’s helpline – they don’t know the kid. The people on the other end of the phone don’t know what the kid does on a day to day basis, but their parents do so you’d be better off telling the parents.”

“But wait, they are professionals so they could have the experience. But they’d probably tell you to talk to the parents.”

Where would you get advice?

“Probably a parish priest or something.”

“Parents – if it’s not them.”

“I’d look on the Internet.”

Focus Group 6: Year 11 Students

Interviewer: Clare Ozolins

Location, Population and Demographic

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.

Defining Gambling

“Gambling is when you use money in order to win prizes or gain more money. It’s using money to gain more through competition.”

“Like a chance or an outcome that isn’t certain.”

“It can involve skill, like card games and stuff, but there’s always the element of risk.”

“It depends on what you’re gambling on, like footy tipping, that requires some skill. Some people with knowledge of the teams make a better judgement than other people.”

Typical activities include pokies, horse racing scratchies. Poker, blackjack, roulette, horse tipping.
Environments for these activities:

“You might be under the influence of alcohol, or drugs.”

“There’s a lot of other people gambling, like at the races and stuff, so you feel justified.”

Typical Gambler

“Smoker.”

“Drinker.”

“Old.”

“Yeah, typically old I think.”

“Male, but there are females.”

“Poker machines.”

“Usually poorer people I think, trying to win back money that they’ve lost.”

“I’m going to be judgemental here and say your typical bogan.”

“There’s a difference between the typical gambler … like most people don’t even realise that buying a lottery ticket is gambling, or a scratchy. So it could really be anyone.”

“They probably have a mortgage, or a debt to pay, and so they choose a quick way to make money, gambling.”

Are some gambling activities worse than others?

“It depends on the extremity. If you go to the pokies every single day, or you buy a lottery ticket once a week or once a month, that sort of thing.”

“And also big amounts of money on something that isn’t certain.”

“Yeah, like if you bought a whole reel of scratchies.”

Motivation

Does motivation change for different activities?

“You want to win your money back. If you spend $2 on a scratchie then you’d be happy to win that back.”

“Nah you want to end up with more money than you started with.”

“I wouldn’t buy a scratchie, it’s ok when you get given them.”

“You would find people asking others to place a bet for them, but not a scratchie. On the horses or greyhounds or something like that.”
“With the scratchies there are like the offers that if you buy one you get one free and I think that motivates people to buy one in the first place, and then to buy more.”

“They think they are getting something for free so why not.”

“Oh you come heaps close to winning, like you get two $50,000 things but you just don’t get the third one to actually win the money.”

“Sometimes I think you just in it for the fun.”

Do you know young people who gamble?

“I don’t know any serious gamblers, but I know people who go in the lotto every week but not anyone who is down at the pokies every night.”

“No, not really.”

“No excessively.”

“A family friend for a while had a problem with gambling, so now none of the family will go to events where he is going knowing there is going to be gambling.”

“I’m not tempted, but I don’t think it’s if you try it once, like on the pokies, just for fun, not intense or anything.”

More risky for young people?

“Yeah you can develop a bad habit if you start young.”

“You might not have as steady and income if you’re younger.”

“You won’t have anyone to support either, young people just think … like older people have families and stuff, so younger people don’t have anyone to look after so they can just go and gamble.”

“(Older people with responsibilities) Have a bit more perspective, they know how much money they have for things and what can go towards something for their family.”

Any gamblers in the groups and why did you get involved?

“Scratchies.”

“Melbourne Cup.”

“Footy tipping (for money).”

“I get scratchies from my Nan for my birthday.”

“Everyone knows how to play poker and blackjack” …. “I don’t!”

“We got taught it; we were doing probability at the time.”

“I learnt blackjack first, not for money, but we had one of the chip sets so we played for fun.”
“I won on the Melbourne Cup.”

“In primary school we used to have sweeps and I won that a few times.”

“I won a red frog, we did the sweep out of the newspaper and I got Makybe Diva and I won a red frog.”

Does the experience of winning encourage you to have another go?

“No, it wasn’t a massive amount of money, so it doesn’t really influence you.”

*Context*

“On-line gambling.”

“There is like fake money, on MySpace and I totally got addicted to it, and I put in all my fake money but lost.”

“There’s like poker on Facebook but it’s not real money.”

“I don’t know if makes you more likely to play with real money.”

“If you win a lot on-line you might think it’s worth playing for real, but then you’d come up against the real guys and get smashed.”

“There are some websites, for poker, that I saw where if you join up you get $100 or £100 free to gamble with. And I’m like well if you get that for free there’s got to be some catch, like they’ll let you win enough to get you sucked and putting your own money in and then you’d start losing.”

“There’s heaps of ads on-line, in the sides.”

“It would be heaps easier to gamble on-line. There’s no person to ask you for ID.”

“I don’t know anyone who plays on-line, but it’s totally possible if someone has a credit card or steals a credit card.”

“I don’t think anyone our age is good enough to gamble on-line.”

“My aunty plays bingo, and she comes home with a big tray of meat every now and then.”

“My uncle is heaps into the horseracing and sports bet.”

“Footy tipping, if you’re in a competition, you’re only putting a certain amount of money in at the start. You’re prepared to lose that. But other gambling you can keep betting as much money as you want.”

Discussion moved on to talk about whether setting limits for gambling was useful and whether that was an acceptable way to gamble.

“There should be a limit.”
“It’s better to have a limit than to go and not realise how much you are spending. I think it’s a problem when you start to lose a lot of money and it becomes regular.”

“If you’re prepared to lose your limit and you can afford to lose your limit then it’s fine. It’s useless if you set your limit to $1000 but you only have $20 you can really afford to spend though.”

“It’s no different really if you play with say $100 and that’s your entertainment for the night to play poker or whatever or if you went out for dinner and movies and stuff and spent $100.”

“There can still be people who only spend their limit on the pokies where it’s a still a problem, where it’s more a need that they have to go to pokies than that they are going for entertainment.”

Awareness

Participants were asked about the gambling advertising they could recall.

“I’ve seen those ads where they are, like gambling help, those sort of ones.”

“There’s lotto and scratchie ads on all the time.”

“And the races.”

“They have those phone things but they are like betting because you end up using all your credit.”

“And the footy now, they are sponsored by Keno and they always say what each team is at on the TAB, like constantly.”

“It’s only recently that they’ve done that.”

“You see more pro-gambling ads.”

“There are heaps of ads promoting gambling, but when you see them there’s always the line at the end about gambling responsibly (in really small print).”

“Down at the bowling club they do, they have little signs about gambling near the pokies.”

“You walk past the sign that says minors may not go past this area.”

“I think there are signs on the machine saying if you need help call this number.”

“My Nan says that there are stickers, but that everyone scrapes them off, they don’t want to see them.”

Help Seeking

Who would you go to for help?

“Probably a friend, well if you didn’t feel comfortable talking to your parents about it, I guess a friend would be like, more understanding.”
“I’d probably go to my older sisters, because they wouldn’t tell my parents. They would help me but if it got worse they would tell them (parents).”

“I would probably speak to my parents.”

“My parents would find out anyway. If my money disappeared they would know.”

“My parents would notice that something was happening, I’m not sure if they would know what it was, but they would see the difference.”

“I think I would (call the gamblers helpline).”

“There are trained people there but they don’t know me. I wouldn’t think my problem was serious enough that I would need to call them. That’s something that older people need to do.”

“The problem is that people don’t want to admit they have a problem, and if you don’t think you have a problem why would you call gamblers help?”

How would you help someone?

“Talk to them.”

“I’d just confront them and ask them if they had a financial problem and try and bring them back to reality.”

“I’d get them to see a psychologist or something.”

“Gambling isn’t really a big issue for us. It’s not something that we’re really conscious of.”

“We have had classes in PE and maths, more in PE.”

“It’s more to do with alcohol and gambling as a pair.”

**Focus Group 7: Year 12 Students**

Interviewer: Clare Ozolins

*Location, Population and Demographic*

The school is located outside of Wollongong in New South Wales. It is a co-educational Catholic secondary school for students in Years 7 to 12. Students come from a variety of ethnic and socioeconomic backgrounds. The student population is drawn primarily from the local area, although also takes in students from neighbouring suburbs. There are over 1000 students enrolled at the school.

*Defining Gambling*

“You bet your own money to try and win some more money.”
“Casino.”
“Pokie, roulette, blackjack, games and stuff.”
“Lottery.”
“Betting, sportsbetting.”

Typical Gambler

“Obsessive.”
“More worried about money than other things.”
“Everyone, majority male but definitely women too.”
“Age doesn’t matter. 18 to 50 maybe.”
“Almost everyone could be a gambler.”
“You get teenage boys, as soon as they turn 18 they gamble a lot at first but they’re not serious. A lot of the serious gamblers are a bit older.”
“Obsessive, more worried about money than other things.”
“I’d say majority male.”
“I’d say mixed.”
“Well yeah, definitely mixed, but more male.”
“Everyone, 18 and like 50.”
“The stereotype is the old guy at the pub, but everyone gambles. I know you were asking about the stereotype but that’s not really helpful for gambling because everyone does it.”

“Pokies are the most common.”

“Old people just sit there and play the pokies.”

“There are not that many casinos, so we don’t really think they would play.”

“If you lived in Sydney you might coz there is one right there.”

“Young people, like underage people would probably do horse betting or something like that. Or something on the Internet where you don’t have to show ID.”

“Or they might play poker with friends; you don’t have to go out somewhere to do that.”

Motivation

“I’ve gambled on the horses, but not the pokies or anything like that.”

“I’ve gambled just on the horses and stuff. I’ve had a go at the pokies. I went with friends and family and we also gambled on the Melbourne Cup with family, and yeah, my mate and stuff.”

“I wouldn’t have gone if there wasn’t gambling. What’s the point of just watching the race? The thing that makes it exciting is having some money on it.”

“Raffles aren’t the same as gambling, but I guess it is. I mean it’s still for luck.” “You buy them for a different reason. You don’t feel like you’re going to win much anyway and its mostly for charity. Like you can’t just go and buy a random raffle ticket and win a million dollars”.
“People are in it for the money, and for something to do.”

“It’s addictive for some people, like when they’re bored.”

“If when you’re out and you’re drunk and stuff people are careless and go out and gamble their money.”

**Context**

“My mate is like full into horses and he goes … but he’s good at it. His dad does it and he does it and they are good at it. It’s still a risk for them, but they know what they are doing. Like if I was going to go I would just bet on any random horse, but they full on know stats and stuff like that.”

“My parents go in the lotto every week.”

“I’d probably have a go on the pokies or something when I turn 18, but I’m not that into it. It’s not like it’s the first thing I’ll do when I’m legal.”

“In different situations you’ll do it by yourself or with mates. Like Casino type gambling you interact with people and you usually go as a group. Whereas pokies are more individualised.”

“Going out once a week to the pokies isn’t too much. It’s to do with how much you spend. If you do dollar hits, like a dollar a day, then that’s fine. It’s only a dollar. But if you blow thousands, like money you can’t afford to lose then it’s a problem. Maybe it’s ok if you do that once, but if you back again and do the same thing then that’s pretty bad.”

“If someone goes to the club at the same time every day and does hundred dollar hits then that’s pretty bad too.”

**Awareness**

“On the Internet I see advertising in sidebars and stuff.”

“On TV they always have the sports where you can see it.”

“Keno, there’s ads for that.”

“And ads for powerball and scratchies at newsagents.”

“You see some anti-gambling ads, like under the pokies and stuff at the clubs.”

“Gambling is not something that we worry about. We play poker with our mates and stuff but it’s not an issue for us like getting drunk or doing drugs is.”

**Help Seeking**

“You probably wouldn’t want to stop gambling if you’re addicted, I guess if you did think it was a problem though I’m not sure if you’d want to call one of those helplines. You’d just be talking to a stranger.”
“You’d probably try and deal with it themselves.”

“I’d talk to my family; my closest people to see if they could help me, but if they couldn’t then I might get some professional help.”

“Not everyone gets addicted, but I think there should be more advertising about not gambling because a lot of people do it because it’s part of their night and it’s social.”

“If your mate was in trouble with gambling you’d have to try and help them, talk to them and tell them that what they were doing was dumb.”

**Focus Group 8: Mixed Year Levels**

Interviewer: Kate Reid

**Location, Population and Demographic**

Focus group with two Year 10 girls aged 16 and one Year 6 boy aged 13.

**Defining Gambling**

What do you think gambling is?
Yr 6: Betting
Yr 10: Obsession
Yr 10: People betting on stupid things for money. Sometimes people bet on stupid things because they get obsessed. You waste your money and you end up poor and everyone gets angry at you. Except for the casinos. They get lots of money and business.

What are some activities that you consider to be gambling activities? (Use paper to create a list if necessary)
Yr 10. Betting on horses.

Have you ever thought about Footy Tipping or Scratchie Tickets as gambling?
Yr 10: Yeah
Yr 10: Yeah like anything to do with betting on money is gambling isn’t it?
Yr 10: Yeah that’s still gambling, like paying money to get money.
Tattslotto?
Yr 6: Yes and no.
Yr 10: because there are some people who buy tickets every week and that’s still giving money in the hopes of getting money and that’s what gambling is.

Can you describe a typical gambler?
Yr 10: Someone who regularly goes to the TAB, and does not go anywhere because they’ve run out of money because they’ve been gambling. It becomes less like an entertainment or a fun thing and more like a necessity.
Yr 10: and they will stop hanging out with mates to gamble.
Yr 6: Exactly what they said!

Motivation

What are the reasons people gamble generally?
Yr 6: To get money.
Yr 10: Fun. But then after a while, obsession. Could be like a social thing with mates and you’ll bet on the horses or something.
Yr 6: Competition.

Why do you think young people in particular gamble?
Yr 10: Conformity, trying to fit in.
Yr 6: To impress people. Peer pressure.
Yr 10: If all their mates go they’ll go too.

If you’ve gambled why did you do it?
Yr 6: Scratchies. We do footy tipping at school but not to bet on money. We do it for fun.
Yr 10: Horse tipping but only in the family. Scratchies are addictive because I wanted to go back and see if I could win more.
Yr 10: they’re fun I like the scratchies. It’s fun betting on some.

Do you think gambling is a risky activity for young people? If so, why do you think it’s risky?
Yr 6: Yes, it’s risky because it is usually in the other person’s favour. If it’s like cards or something it’s usually in the other person’s favour not in yours.
Yr 10: if you start young you’re most likely going to continue doing it when you’re older so you’re going to lose money, your friends and your social life.
Yr 10: same as the others.

Context

Do you or anyone you spend time with (friends/family) gamble?
Yr 6: No
Yr 10: nothing more than scratchies or footy tipping or horse racing. Nothing like pokies or anything or blackjack.
Yr 10: Yes betting on footy and stuff.

Do you know many people who gamble? Think about your friends, family and other people in your community.
Yr 6: No
Yr 10: I know of people who’ve just turned 18 at my school and they go out to the casino.
Yr 10: Yeah a lot of people who’ve just turned 18 every weekend they go out. They actually go to play the pokies. They seem to do it every weekend so I don’t know if it is going to be one of those things that grow into an obsession.

Is gambling something that you do by yourself or do you do it with friends, family or other people?
Yr 6: Both.
Yr 10: Both. I do the horse tipping in the family.
Yr 10: Both.

What was your first gambling experience? You can talk about when you gambled for the first time or when you were with someone while they gambled.
Yr 6: Scratchie. Someone bought me one.
Yr 10: Scratchie
Yr 10: Betting on footy.

Have you ever won a gambling game?
Yr 6: I’ve won a scratchie. I got one at Luna Park so I got a free Pepsi.
Yr 10: I’ve won a scratchie. My horse came first in the Melbourne Cup once so I got $20 from my family. We all put in.
Yr 10: No I haven’t.

Did the win encourage you to gamble again?
Yr 6: Yes
Yr 10: Yes. For the want of more money.

Awareness

Have you seen any advertising promoting gambling or gambling activities?
Yr 6: No. I’ve seen the opposite though.
Yr 10: there’s that radio that doesn’t promote it, his mate calls up and you can hear the pokie machines in the background.

What kind of gambling was it advertising?
When prompted all agreed that they had seen ads for TattsLotto draws and betting on the horses.

Where did you see the advertisement(s)?
Yr 10: TV, radio, Internet. There’ll be pop ups and stuff sometimes. They have advertising on the sidebar of Facebook sometimes for gambler’s help and you can play poker games.
Yr 10: ……..
Yr 6: Poker pops up a lot on the Internet.

Did it make you more interested in gambling?
Yr 6: No
Yr 10: No
Yr 10: you don’t see many positive ones about gambling.

Have you seen any advertising about help for problem gambling?
They had all seen and mentioned earlier ads related to problem gambling on TV, radio and Internet.
Yr 10: that’s more advertised than the go gambling ads.
What did you think about those ads?
Yr 10: They’re fairly influential. When you see them you think, I don’t want to end up like that.
Yr 10: Yes
Yr 6: Yes
Do you ever have lessons at school about gambling?
Yr 6: No
Yr 10: No, nothing about gambling
Yr 10: No, we’ve only had stuff about drinking and driving and drugs, nothing about gambling. They might think we’re too young.

Do you ever talk about gambling in your classes?
Yr 6: No
Yr 10: No
Yr 10: Not really. Useless it is coming up to Melbourne Cup and friends ask if you’re betting on the horses. It’s social.

When prompted they all agreed that gambling scenarios were sometimes used as the basis of problems in Maths e.g., probability of winning Tattslotto.

Help Seeking

At what point do you think gambling becomes a problem for a person?
Yr 6: When they’re about 20, mid 20s or something. They’re doing in too often it becomes a necessity.
Yr 10: they start not hanging out with family and friends they just gamble by themselves.
Yr 10: It’s less of fun and more for need. A habit.

If you thought you were gambling too much and wanted to stop what would you do?
Yr 6: Talk to family.
Yr 10: Get help. Call the helpline.
Yr 10: Talk to someone about it. Intervention. Try to get your family to stop you you’re not allowed to leave the house unsupervised.

Who would you go to for help? Why?
Yr 10: Family because you trust them. They’re there to look after you.
Yr 6: Family and friends.
Yr 10: If you didn’t want to go to family because you didn’t want them to know you had a problem you could go to the Helpline.

Would you look for advice on how to help a friend or family member who was gambling too much?
Yr 6: Maybe. I’d talk to them first.
Yr 10: Yeah. I’d probably talk to them first to see if they acknowledged that they had a problem, or if they were still unaware that they were obsessed with it.
Yr 10: Yeah probably.

Where would you go for that advice?
Yr 6: Internet.
Yr 10: Internet. Other people who have had a gambling obsession and gotten over it.
Focus Group 9: Year 12 Students

Interviewer: Clare Ozolins

Location, Population and Demographic

The school is a state government school with a specialist focus on technology in the traditional trades and is located in Melbourne’s western suburbs. It provides for students in Years 10, 11, and 12 who undertake focussed VCE or VCAL and Australian School-based Apprenticeships in a range of areas including metals and engineering, automotive, building and construction, and commercial cookery. The students participating in the focus group were in Year 12 and were all male, aged 17 and 18 years. They came from a number of different ethnic groups and lived close to the school, a modern building with open plan layout of communal spaces and classrooms. There was continuing construction work on site.

Defining Gambling

Students were quite clear about how gambling was defined, for them it was any activity that involved winning or losing money in a game of chance. They also pointed to the effects of gambling on families and individuals.

“It involves winning money … and losing it! It’s like games and stuff but when you gamble you take a chance on winning extra money”

“It affects families, stuffs up lives”

A range of activities were offered as examples of gambling activities. The pokies were the most common response followed by the casino and TAB. On further prompting the participants named the TAB, sportsbet, tattslotto and scratchies as other forms of gambling.

There was some doubt expressed over whether horse and dog racing was gambling, before it was confirmed that it was by members of the group. This was not in reference to whether betting on these races was gambling, but whether the races themselves could be considered a gamble for the owners/trainers.

When asked about who they would consider a typical gambler they nominated older people, and generally males.

“Old guys, you know, who don’t work anymore … what do you call them? … retired people. They got nothing else to do so they go to the TAB or play the pokies. Put all their money in the machines”

One participant pointed out that anyone could be a gambler and suggested that everyone in the group was probably involved in gambling.

Motivation

The main theme to emerge when asked why people gamble were that it was a good way to make easy money, although you had to beware of losses.

“It’s better than going to work, but you have to start off with some money to bet with so you would probably have to have a job to begin”
Others suggested that you would be motivated to gamble because it was something that friends or relatives did. That gambling was a fun activity and kept you entertained.

One participant said that it was something that people who were bored would do, if you didn’t have things to occupy your time you would be more likely to gamble for the bit of excitement that you could get from a win.

The participants thought that the motivation for young people would be slightly different to what motivates an older gambler.

“Well they’d really just want to try it out wouldn’t they? I mean they got no experience so they would want to have a bet or buy a tatts ticket just to see what it’s like”

The group were asked if they had gambled themselves. The majority of the group were 18 and had participated in some form of gambling activity in the recent past, including betting at the TAB on horse and dog races, card games at the Casino and on-line poker tournaments. All indicated that their first gambling experience had been earlier.

“I started going to the TAB with my dad when I was like 9 or 10. I still go with him”

“When I was a kid we played this game at home and at schools, it’s a Chinese game and you flip coins and stuff. That was my first gambling game. I’ve had a go on the pokies, put the money in and had a shot but nothing serious.”

“I’ve bought the scratchies. I wanted to with the car!”

When asked about the reasons they had gambled it was generally in a social context or accompanying their parents.

Those who has gambled recently were asked about their motivation

“I wanted to get some extra money, and I had to catch up on my losses from before”

When asked if trying to catch up on losses was an important reason for gambling the participant said

“Yes, definitely. If you have a big loss then you want to go back and try and win your money back, otherwise it’s just wasted.”

Context

All of the participants knew someone in their immediate or extended family who gambled. Several said that they knew people who gambled too much. When asked how much is too much the participants were unsure.

“Well I guess if you lose your house and your car. I know someone who lost his house and his car and his family left. That’s way too much.”

“If you’ve got no money, then it’s too much”
“When you’re not doing it for fun anymore. When you’re like addicted.”

They described gambling as a social activity in some respects.

“Well you can’t play cards on your own”

But said that playing games like the pokies or using Internet gambling sites was something you’d probably do by yourself.

“Even going to the casino to gamble. You’d go on your own, you play with your own money so it doesn’t matter what anyone else is doing. If you go to the casino to have fun with mates then you’re probably going to watch the footy in the bar or something, you’re not going to stand at the pokies”

The participants’ first gambling experiences were all done with adult supervision, with the exception of one person who had had his first experience betting against other students at primary school in a coin game.

“Your parents kinda get you into it, if you like go with them to the TAB or buy the tatts ticket with your dad”

The participants were asked if there were any characteristics of a person or non-gambling activities that they do that might stop them from wanting to gamble.

“If you’re religious you wouldn’t gamble” … “Nah that’s not true, I know people who go to church and they still go to the TAB as well”

“If you’ve got a job and you work hard and you’re not bored then you’re not going to need to gamble. Gambling is for people who have too much time and nothing to do.”

“People should just get a job and then they won’t need to go chasing money at the pokies”

“If you’re an alcoholic or a druggie … junkie … you might gamble more. I don’t know. You got to have money to start with.”

“If you’ve got no job, if you’re on the dole, then you’d gamble more I think.”

Awareness

Participants could recall several different kinds of advertisement for gambling. They nominated the tattslotto ads and sportsbet, particularly for on-line betting as something that they saw regularly and could readily recall.

They did not feel these ads were targeted particularly at young people and commented that they were not of much interest to them.

“It doesn’t make me want to go out and bet on the horses or the footy or whatever”
“It seems like it’s more for older blokes. And Aussie blokes to get on-line and have a bet. Keep them out of the TAB coz that is supposed to be weird and scary or something”

The participants were asked if they were aware of anti-gambling messages and some could recall television advertising showing the consequences of gambling for families.

“They should make the ads like the drugs ones where they show people getting really screwed up”

“They sort of do, they show the wife getting upset at the supermarket because her husband has gambled all the money for medicine for the kid”

“Yeah it’s not the same though. People aren’t getting killed in those ads”

“It’s just not as big a problem as alcohol and drugs. What are you going to show, no one gets killed because they play tattslotto too much.”

When asked if they thought that gambling was a big problem for society they didn’t think that it was.

“It’s not as big a problem for young people our age as drugs. It’s more important to find out about alcohol, drinking for young people. And drugs. We already know about smoking and stuff but kids still do drugs”

Help Seeking

Participants said that they were unlikely to seek help from parents if they got into trouble with gambling.

“I don’t know about telling my parents. I reckon they’d be pretty angry about it”

When asked if they would call a gambler’s help line they were even less interested “No way. I’m not going to call up some number.”

“Maybe I would see a counsellor. That would probably be ok.”