

respondents indicated that they had already tried Internet gambling despite being underage. As individuals under the age of 18 are not able to apply for their own credit card, Internet gambling tended to involve illegally obtaining a family member's credit card or access to their account. This created a need to at least win back the money spent to elude detection, increasing the risk of losing a significant amount of money via the need to chase losses.

5.14.12 Nature and Effectiveness of Responsible Gambling Messages

The younger respondents interviewed were aware of a number of responsible gambling commercials; however, they did not identify the key intended messages (i.e., think of what you're really gambling with). The respondents were also largely unfamiliar with responsible gambling messages in print media. When asked to comment on whether the responsible gambling messages were perceived to be effective, the responses were largely pessimistic, although some of the respondents suggested that the ads may be effective for those who had not yet developed gambling problems.

In light of how poorly the existing messages had been perceived, respondents were asked to describe how they believed the messages could be made more effective. The majority of respondents indicated perceiving TV advertising to be more effective than other forms such as radio or print media. However, other suggestions included, using pop-ups on computer screens and using major sporting events to advertise. The respondents also perceived the hard hitting approaches to be more beneficial. This was reinforced by view that they should follow the lead of the recent smoking campaigns by making use of vivid images and the harsh negative consequences of gambling. Others felt that a better approach would be one that informed people of the true odds of winning. It was also considered important to include messages featuring real world people. However, while some felt they would respond to everyday images, others still indicated that using a famous person would have a bigger impact.

The year 11 and 12 respondents were aware that responsible gambling commercials existed and were also aware of responsible gambling messages in print

media. However, while some respondents were able to identify the particular catch phrase used in the various forms of advertising, they did not appear to understand the underlying message. Instead, only surface level descriptions were provided. For example, the primary aspect of the advertisement they recalled was more likely to be the lady's credit card being declined, rather than the idea that you are not just gambling with money, you are gambling with your life and your family. Others had only a vague awareness that responsible gambling messages existed.

This view aligns with the responses provided that drew attention to the questionable impact these messages had on young people. From the comments provided, it appeared that young people questioned how much impact a quick slogan telling people to gamble responsibly had. However, the respondents were able to provide some suggestions as to how to make these messages more effective. The respondents indicated that they would like to be presented with more factual information about the likelihood of winning and the prevalence of problem gambling. In addition, some respondent felt that the real odds of winning had to be emphasized in a more obvious way, rather than via small print.

Chapter 6: Summary and Conclusions

6.1 Overview

This study had two principal aims. The first aim was to obtain up-to-date indicative information concerning the prevalence and social context of gambling and problem gambling in South Australian adolescents. The second was to gain further insights into young people's understanding and experience of gambling; this included their understanding of odds, probabilities, their perceptions of gambling and how activities are promoted. Although this study only included a small number of schools and was not based on a random sample from the community, the very good response rates, the large sample size, as well as the inclusion of schools from different areas of South Australia provide some assurances that the findings provide an accurate view of adolescent gambling in South Australia. As with previous studies of this nature, the study provides very valid opportunities to compare the behaviours, perceptions and experiences of young people with varying degrees of gambling experience.

In interpreting the results of this study, it should be emphasized that adolescent prevalence research is challenging because it is well established from the international literature that adolescent results tend to be less stable and consistent than similar data collected from adults (Shaffer & Hall, 2001). To some extent, this may be a reflection of the different research methodologies or sampling strategies used to study gambling in adolescents (e.g., school studies vs. telephone surveys). However, adolescents may also be more likely to misinterpret questions, interpret questions in different ways, exaggerate in order to appear more adult-like, or try to give the responses which they think are expected (i.e., socially desirable responding). Nevertheless, even after taking into account these methodological difficulties and considerations, the results from this study allow some reasonable conclusions to be drawn about the nature of gambling in South Australian adolescents.

6.2 Prevalence and Changes Over Time

- Around 50-60% of adolescents (aged 13-17 years) gamble at least once per year. This rate is very similar to the rate obtained in 2001 and in other Australian surveys, but lower than the rate obtained by the Department of Families and Communities in a telephone survey in 2005.
- Around 60% of this gambling by adolescents is undertaken with their own money, whereas the rest is undertaken with the assistance of adults (usually parents). These results suggest that parents play a very important role in the uptake of gambling activities, but also suggest that the overall prevalence of independent gambling in adolescents is lower than the prevalence rate of 50-60% described above (i.e., only around 40% of young people in the population actually gamble and do so with their own money).
- Only around 5% of young people gamble on a weekly basis. This figure is similar to the figure obtained by the Department of Families and Communities in 2005 and significantly lower than the figure of 15% obtained in a similar school study in 2001. Taken together, these results suggest that relatively few young people in South Australia have a very strong interest in gambling. One possible reason for the significant decline in regular gambling is the growth in competing activities during the last 7 years; namely, the enormous growth in mobile phone expenditure (SMS texting, ring-tone downloads, mobile calls). Although no comparative data is available to confirm whether this explains the declining interest in regular gambling, it is likely that young people now have less disposable income to spend on gambling, and that mobile phone features are now a more attractive and accessible activity.
- There has been some modest increase in the number of young people gambling on card games (around a 30% increase), and that TV poker shows appear to have enhanced the popularity of this form of gambling. However, there has also been

since 2001 significant decreases in the percentage of young people gambling on lottery products (lottery, scratch tickets or keno).

6.3 Demographic Differences

- Boys are much more likely to gamble than girls and to experience problems with their gambling. Boys gamble on a wider range of products and also gamble for longer.
- Indigenous students are significantly more likely to be at risk of gambling-related problems than non-indigenous students.

6.4 Regulatory Issues

- Regulatory controls appear to be working well. Very few young people are gaining access to the Casino, or clubs or hotels to play gaming machines. Nevertheless, around 4% of the total sample reported having found some way to gamble at the Casino (this included 45 young people or 1.7% of the 13-17 year olds who had got in unnoticed or by using fake IDs). Around 6% appear to have used similar methods to gain access to clubs or hotels.
- Very few young people reported that they had gambled on the Internet.

6.5 Problem Gambling

- Around 2-4% of adolescent gamblers experience problems with their gambling, a rate which is over double the adult rate. However, based on the estimated amount being spent per session (usually only \$10-20), it is likely that most of these problem gamblers are not experiencing significant financial hardship as a result of their gambling. The concern is only that these young people appear to have developed a pattern of gambling behaviour that may place them at serious risk of future harm, and the development of more serious gambling problems as adults.

6.6 Effects of Advertising

- There was some evidence that young people are attracted by the new range of TV poker shows and that some have been encouraged to gamble as a result of exposure to these programs. However, the influence of these shows appeared to be confined to only a small percentage of boys within the sample.

6.7 Links with Video-Game Playing

- There was very little evidence to support the view that video-game playing is an avenue by which young people come to be involved with gambling. In fact, the link between video games and gambling appears to be spurious. Boys are more likely to play video games and to gamble, so that when takes the effects of gender into account, no significant relationship between video game play and gambling will be found.

6.8 Young People's Understanding of Gambling

- Young people appear to have only a limited understanding of gambling odds, the concept of randomness, and probabilities. Although some of this lack of knowledge may be due to limitations in mathematical understanding or the students' current level of study (they may not have studied this area of mathematics), it is also clear that many young people do not know how difficult it is to win on lotteries and other similar activities.
- Young problem gamblers appeared to have a similar knowledge of gambling odds as other young people, but were more likely to hold various erroneous beliefs, including the view that one can use skill to improve one's chances of winning on poker machines and other chance-determined activities, and that certain outcomes, numbers or sequences of events on gaming machines can be used to predict when one is more likely to win.
- The focus group investigation showed that young people's understanding of gambling, risk and randomness was reasonably good, although, as might be

expected, older students (15-17 year olds) were able to comprehend and articulate these concepts better than younger students (13-14 years). One of the principal differences was that older students were better able to explain the difference between skill, luck and chance, and to illustrate how gambling differed from other risk-taking activities.

6.9 Conclusions and Implications

The principal policy implication of this research is that adolescent gambling remains relatively well controlled by existing regulatory frameworks. Relative few young people have a significant involvement in gambling, and very few experience any significant difficulties as a result of their gambling. However, the results provide clear evidence that problem gambling is a disorder that can develop during adolescence for a minority of young people (around 3-4%), and that interventions and services, as well as an ongoing research focus on adolescent gambling, remain important. Not only can this work lead to early intervention and prevention, but it may also prepare other young people who have not yet gambled to be more alert to the potential dangers of gambling when they become adults.

In terms of the services and interventions that might assist young people, the results provide support for the further inclusion of material relating to gambling in professional development programs for teachers, as well as the further use of educational materials that highlight the odds of gambling, and the risks associated with excessive gambling. The results, in particular, highlight the importance of showing how gambling differs from other forms of risk-taking, and the nature of the industry and how it makes money. Moreover, the results in this study confirm that the provision of cold factual information concerning the odds of gambling needs to be combined with additional instruction concerning the nature of various erroneous beliefs that young people hold about gambling, e.g., the possible role of skill in chance-determined activities, the lack of independence of gambling outcomes. Such material could be presented in a variety of forms, for example, through role-playing exercises, testimonials and videos involving

former problem gamblers, or interactive exercises and discussions that allow students to identify and analyse problematic logic or false beliefs.

The results also have implications for identifying young people who are most likely to be at risk of gambling problems during adolescence. Consistent with almost all previous studies, it was found that boys were significantly more likely to experience problems than girls, and that indigenous students were at greater risk than non-indigenous students. Previous studies by Delfabbro, Lahn and Grabosky (2005) as well as an extensive international literature have discussed the reasons why gender differences might exist. One reason is that boys have a preference for risk-taking activities because these are more socially acceptable amongst their peers. Another is that they tend to prefer gambling activities which are potentially more available during adolescence, including card games, sports-betting, and placing bets of races with the assistance of adults. Young women, by contrast, tend (on average) to commence gambling at a later age, usually only after they have turned 18, and their first experience with gambling during adulthood is often with EGMs rather than with more traditional betting activities (see Delfabbro & LeCouteur, 2006 for a review).

Presently, there is little information available to explain why indigenous students should have greater problems with their gambling during adolescence than other students. Further research is therefore needed to understand the extent to which this difference can be explained using a larger and more extensive sample of young indigenous students, where there is also an opportunity to obtain qualitative feedback from young people themselves to obtain their views concerning the role or function of gambling in their lives, and those of their community.

In South Australia, these findings will be used to inform the ongoing DECS Responsible Gambling Education Strategy 2007-2010. This strategy will examine the factors that contribute to gambling amongst young people as well as the role of gambling and problem gambling in close family members. Included in this strategy, will be a focus on the factors that contribute to particularly high levels of gambling and problem

gambling in indigenous students and young male students. The DECS strategy is based on the findings of the current report, but also the recent discussion paper produced by the Australian Gaming Council in conjunction with the University of Melbourne (*New Directions: Financial Literacy and Gambling Education for Young People*, 2007)). Both reports emphasise the importance of providing young people with basic information that assists them in making accurate decisions in relation to gambling, but which also enhances their ability to budget, set spending priorities, and avoid getting into debt.

Such an approach is also consistent with the DECS focus on “health literacy” in young people as well as the views of 2007 Adelaide Thinker in Residence, Professor Ilona Kickbusch in her recent book *Health Literacy: Towards an active health citizenship* (2006), who defines health literacy as the ability “to make sound health decisions in the context of everyday life- at home, in the community, at the work place, in the health care system, the market place and the political arena.” (pp. 7-8) Such skills allow people to seek out appropriate information and to take responsibility for their actions.

To achieve the goal of enhancing young people’s ability to achieve greater health literacy, DECS proposes the development of culturally appropriate curricula and teaching materials that enable young people to gamble responsibly and within their means. There will be ongoing professional training for educators to keep them informed of the emerging issues relating to gambling that may have an impact on each specific school community. It is envisioned that the development of this awareness, capacity or “social capital” within the school communities will occur through the development of activities or actions that are designed in context of the specific needs of each school community; for example, as might be influenced by its ethnic profile, teaching profile and structure, geography, or socio-economic status.

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South Australian Study of Young People and Gambling

In this study, we are interested in the views and experiences of a wide variety of young people from different cultural, social and family backgrounds. To make sure that we have been successful in selecting a wide range of people, we need to ask you a few questions about you and your family.

You do NOT need to gamble to participate in this survey.

Please accept our assurance that all this information will be kept strictly confidential and will not be identified by name. Once you have completed your survey, you can seal it in the envelope provided.

Please answer every question as truthfully and honestly as you can. Try to avoid comparing your answers with your friends, or those sitting close to you. Many of the responses only require a tick (✓). The survey will take 15 to 20 minutes to complete.

A DEMOGRAPHICS (Some questions about you)

1.
 - a. What is the name of your school?
 - b. What year are you in?
 - c. Is your school: Co-ed ? or Single sex ?
 - d. At the present time are you intending to finish school at the end of Year 12/13?
Yes No

2.
 - a. Are you: Male ? Female ?
 - b. What is your age in years ?.....

3.
 - a. Did your father study at university? Yes No
 - b. Did your mother study at university? Yes No

4. a. How many adults (people aged 18 or older) usually live with you at home?
.....
- b. Do both your mother and father usually live with you? Yes No
5. Do you identify yourself as Aboriginal or of Torres Strait Islander descent? Yes
No
6. a. Is a language other than English spoken in your home? Yes No
- b. If your answer above is *Yes*, what language is it?
- c. What is your mother's nationality eg, Australian, English, Chinese?.....
- d. What is your father's nationality?

B GAMBLING BEHAVIOUR

Your personal opinions about, or experiences with, gambling whether or not

7. How often have you gambled on any of the following during the last 12 months?

Please tick (✓)

	Never	1—2 times per year	3 times per year up to once per month	2—3 times per month	Weekly or more often
Card games, eg., poker, blackjack for money					
Poker-machines					
Racing (horses, dogs)					
Sports (not including dog or horse-races)					
Crosslotto, Powerball or SoccerPools					
Keno					
Scratch tickets					
Bingo					
Internet gambling					

If you have never gambled go to Question 11.

8. For each of the activities on which you gambled above, please tick if you USUALLY used your OWN money to gamble? How much do you usually spend (in dollars)?

	Used your own money? Please tick (✓)	How many dollars did you usually spend each time?
Card games, eg, poker, blackjack		
Poker-machines		
Racing (horses, dogs)		
Sports (not including dog or horse-races)		
Crosslotto, Powerball or SoccerPools		
Keno		
Scratch tickets		
Bingo		
Internet gambling		

9. Have you ever done any of the following? If so, how did you do it?
 For each type of gambling, it is OK to tick more than one way (eg, some people might play scratchies alone AND with friends, so they can tick (✓) both of these).

	Ways you gambled				
	By yourself (no-one noticed you go in)	By yourself using an ID card	With the help of other adults	With other friends?	Other (specify)
Gambled at the Casino before you turned 18					
Gambled on TAB racing before you turned 18					
Played the lotteries or keno before 16					
Played poker machines at a hotel or club					

10. At what age did you first gamble on any of the above activities with your own money?
11. Is there anyone close to you whom you think might have a gambling problem?
 Yes (Go to Question12) No (Go to Question13)
12. If Yes, what is this person's relationship to you?
13. Did you have a big win when you first tried gambling? Yes No

C ATTITUDES TO GAMBLING

14. To what extent do you agree or disagree with the following statements.

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
Most of my friends gamble					
Most of my friends approve of gambling					
Most people in my family gamble					
My family approves of gambling					
I can't wait to turn 18 so I can go to adult gambling venues					
When I turn 18, I will gamble a lot more than I do now					
In the future, I will definitely like to gamble regularly					

15 To what extent do you agree or disagree with the following statements.

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
Gambling is a risky activity.					
You can lose all your money gambling.					
Gambling is a waste of money.					
Gamblers usually lose in the long-run.					
To gamble is to throw away money.					
You can make a living from gambling.					
Gambling is a good way to get rich quickly.					
Gambling is a better way to make money than working.					
Gambling can give high returns.					

D RISK AWARENESS (What are your chances of winning?)

16 How much skill [rating out of 10] do you think is potentially involved in the activities listed below? (That is, do you think that knowledge, skill and practice can increase people’s chance of winning?)

	No skill at all ↓			Equal skill and chance ↓				It’s all skill ↓			
	0	1	2	3	4	5	6	7	8	9	10
Poker											
Blackjack											
Poker–machines											
Racing (horses, dogs)											
Sports (not including dog or horse–races)											
Lottery games (e.g., Keno, Crosslotto, Powerball, Soccer Pools)											
Roulette											

17. In Cross-lotto on TV, there are 45 numbers and you must choose 6. Which of the following gives the **closest** odds of all 6 of your numbers being drawn so that you win the jackpot? (Assuming that you've only got one ticket or set of 6 numbers).

Tick (✓) one only.

1 chance in 900 tickets	
1 chance in 9000 tickets	
1 chance in 90,000 tickets	
1 chance in 1 million tickets	
1 chance in 5 million tickets	
1 chance in 8 million tickets	
1 chance in 20 million tickets	

18. When you throw a 6-sided die, are any numbers harder to get than others? Yes
No

19. a. If you answered *Yes*, which numbers are harder?
- b. Are there any numbers that are easier to get? Which ones?

20. a. If two unbiased coins with tail (T) on one side and head (H) on the other) are tossed, what is the chance of getting two tails? **Tick (✓) one answer only**

1 chance in 3 or 33%	
1 chance in 4 or 25%	
1 chance in 2 or 50%	
1 chance in 5 or 20%	

- b. A person tosses a coin, 12 times in a row. Which of the following series of outcomes do you think is most likely? **Tick (✓) one answer only**

HTHTTHTHTHTH	
HHHTTTTTTHHH	
THTTHHTTTHHH	
None of them are likely if the coin is fair	
All of them are equally likely if the coin is fair	

21. In a game of roulette, there are 37 numbers on the wheel. Eighteen numbers are red, and 18 are black, and there is a green zero. If you bet on red in two consecutive rounds which answer is closest to the actual chance of winning in both rounds?
Tick (✓) one answer only

4 chance in 16 spins	
9 chances in 18 spins	
1 chance in 37 spins	
1 chance in 18 spins	
2 chances in 18 spins	

22. Imagine that two gamblers Bob and Sue are playing poker machines. If you look at the table below you can see how much they won each game. Who is most likely to get a big win on the next game?

Who will get a big win here?

Bob	45	0	0	2	0	2	0	0	0	0	0	0	2	5	0	2	0	0	
Sue	0	0	0	0	2	0	7	0	0	0	0	0	6	0	0	15	25	50	

Tick (✓) one answer only

Bob is more likely to win next game	
Sue is more likely to win next game	
They have the same chance of winning the next game	

23. In a normal deck there are 52 playing cards. If the first 4 dealt are red, what are the chances that the 5th one will also be red?

Tick (✓) one answer only:

About 50% (or 1 in 2)	
Less than 50%	
More than 50%	

24. A leather bag contains 3 white, 6 red, 9 blue and 18 black discs of identical size and shape. If you pulled out one disc without looking in the bag, what are your chances of getting:

a. A red one ?.....b. A blue one ?

E. RESPONSIBLE GAMBLING

25. The following questions refer to the ways people gamble and how people feel while gambling. Thinking about the last 12 months, please tick (✓) those statements which apply to your own gambling during the last 12 months. If you have NOT gambled in the last 12 months go to Question 26.

Statement	Tick (✓) if true during the last 12 months.
Do you often find yourself thinking about gambling activities at odd times of the day and/ or planning the next time you will play?	
Do you lie to your family or friends or hide how much you gamble?	
After spending money on gambling activities do you play again another day to try and win your money back (more than half the time)?	
In the past year, have you spent your school lunch money or money for bus fares, on gambling activities?	
In the past year, have you taken money from some-one you live with, without their knowing, to gamble?	
Do you ever gamble as a way of escaping problems?	
Do you find you need to spend more and more money on gambling activities?	
In the past year, have you stolen money from outside the family, or shoplifted, to gamble?	
Do you become restless, tense, fed up, or bad tempered when trying to cut down or stop gambling?	
In the past year, have you gone to someone for help with a serious money worry caused by participation in gambling?	
Have you fallen out with members of your family, or close friends, because of your gambling behaviour?	
In the past year, have you missed school to participate in gambling experiences? (5 times or more)	

F. CARD GAMES

26. a. Have you watched TV-poker games? Yes No
- b. Did you enjoy these programs? Yes No
- c. Did watching these games encourage you and your friends to play card games for money?
Yes No
- d. Do you play poker or other card games for money like on TV? Yes No
27. a. If you answered *Yes* to 28d., how many friends typically play at one time? []
- b. What is the most anyone has won on one day and taken home? \$ []
- c. What is the most anyone has lost? \$ []
- d. What is the maximum limit on the amount players can bet in your games? \$ []
- e. Give one word that describes why you play?

G OTHER GAMES

28 a. How often do you play video/ computer or arcade games?

	Never	Once per week	2-6 times per week	Daily	How many hours do you usually play?
TV games (X-box, Game Cube, Play-station, and others).					
Phone games.					
Hand-held games (e.g., Gameboy).					
PC games.					
Arcade games (eg, at Greater Union, etc)					
Which arcade games do you play and how often? List them below:					

b. If you play **daily**, how many hours would you typically play? _____ hours

H SCHOOL ACTIVITIES

29. Did you personally take part in any responsible gambling school activities last year (eg, Dicey Dealings, Don't Bet on it, the floor mat game, or any other class exercise?) Yes No

