



LESSON 2

ACTIVITY SHEET: The community and gambling

GAME ON. GAMBLING: A YOUTH HEALTH ISSUE

PART 1:

Gambling and health and wellbeing – Lachlan's story

1. Watch Lachlan's story. Next to each dimension of health and wellbeing in his story, record an example of how gambling has impacted that dimension.



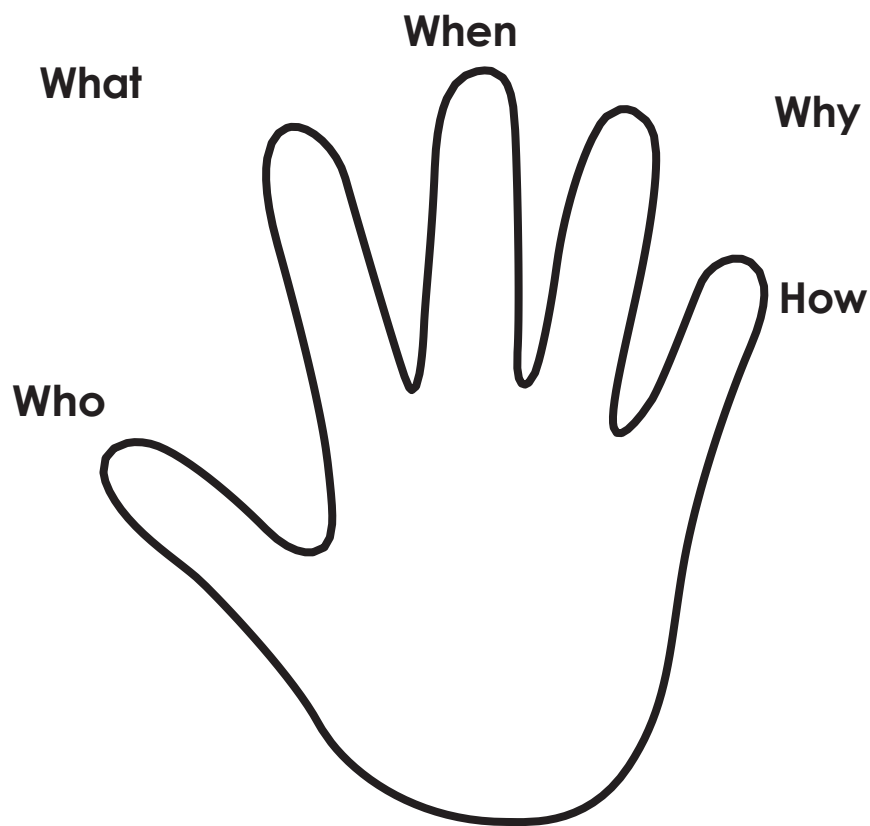
Physical	
Social	
Emotional	
Mental	
Spiritual	

2. Discuss the impact gambling can have on the relationships between the dimensions of health and wellbeing for Lachlan.

PART 2:

The Department of Health, Gambling Harm Prevention and Response in Victoria

Visit the website [Gambling harm prevention and response in Victoria | health.vic.gov.au](https://gamblingharm.vic.gov.au) and complete a brief review of the site, recording key pieces of information about the support service on each finger.



1. Explain how the gambling harm prevention and response initiatives described on the website could improve two dimensions of health and wellbeing for young people experiencing gambling harm.

2. Analyse how providing free and confidential support services may improve access to help for young people affected by gambling harm.

3. Analyse two factors that may have influenced the Victorian Government's decision to establish and fund gambling harm prevention and response initiatives. *Consider factors such as community values, social justice, equity, health data, or the impact of gambling harm on individuals and communities.*

4. Evaluate the extent to which government and community programs can reduce the negative impacts of gambling harm on young people, families and communities.

PART 3:

Social media – ‘Love the Game’

Use the ‘Love the Game’ website to complete the activities below.

1. Click on the ‘Resources’ page and scroll down to the social media assets. Open the social media images, you can choose any sport. Describe the messages these images are trying to communicate to the community about gambling and sport.

2. Discuss the community values that are evident in the social media assets.
 - i. Discuss how community expectations around gambling and young people are being represented.

- ii. Draw conclusions about the success of these assets to adjust young people’s views on gambling.

3. Click on the 'Who is involved' page. To answer the following questions, select either your local sporting club or a sporting club located near your school.
- i. Is your team represented here? Why do you think this is the case? Do you think it reflects the expectations of your community and their values?
- _____
- _____
- _____
- _____
- ii. If your club is:
- a. Signed up to the Love the Game program, write an article that could be included in the next club newsletter. This article should discuss the health and wellbeing benefits of being involved in this initiative for the young people of the club, as well as the values it represents.
- b. Not involved in the Love the Game program, write a proposal to your Club President about signing up using information you have learnt from the lesson to justify.
