



LESSON 2 – Lesson Outline

THE COMMUNITY AND GAMBLING

BE AHEAD
OF THE
GAME



OFFICIAL

GAME ON. GAMBLING: A YOUTH HEALTH ISSUE

VCAA Health & Human Development Study Design: Unit 1, Area of Study 2

Key knowledge:

- government and non-government programs relating to youth health and wellbeing
- the following features of one health focus relating to Australia's youth:
 - impact on different dimensions of health and wellbeing
 - government and community programs and personal strategies to reduce negative impact

Key skills:

- analyse factors that contribute to inequalities in the health status of Australia's youth
- analyse factors that influence the creation and implementation of, and access to, programs that target youth health such as equity, social justice, community values and funding

Lesson intentions:

- outline how gambling impacts on the health and wellbeing of young people
- investigate the Department of Health, Gambling Harm Prevention and Response in Victoria and the initiative 'Love the Game' as a government organisation and how it represents community values and responds to community expectations.

Success criteria:

- identify the dimensions of health and wellbeing that are impacted by gambling in the case study
- explain the purpose of the Department of Health, Gambling Harm Prevention and Response in addressing the health and wellbeing of young Victorians
- submit a written piece of work that demonstrates an understanding of community expectations and values related to a youth health and wellbeing issue.

Resources provided:

- lesson 2 activity sheets
- lesson 2 PowerPoint.

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 2 PowerPoint to guide lesson</i>
3 minutes	Introduction Student management, address the key knowledge and key skills, learning intentions and success criteria.	Slide 2
5 minutes	Hook: Recap results from lesson 1's exit pass Teacher provides the results from lesson 1's exit pass: 'Is gambling a youth health issue?'. Teacher asks students: Are the results expected or surprising? Have you changed your mind about gambling since the last lesson? Has it made you think about gambling in society? Any other comments?	Slide 4
10 minutes	Main section PART 1: Gambling and health and wellbeing – Lachlan's story Students identify in Lachlan's story the dimensions of health and wellbeing that gambling has impacted. Students need to list examples from Lachlan's story for each of the dimensions on the activity sheet, and complete the additional question regarding relationships between dimensions of health and wellbeing for Lachlan.	Slide 5 Activity sheet part 1: Gambling and health and wellbeing – Lachlan's story
10 minutes	PART 2: The Department of Health - Gambling Harm Prevention and Response in Victoria Students complete a five-minute overview of the website. Students could do this in pairs or individually. Teacher asks students to share with the person next to them what they have understood about the website's purpose. The teacher asks groups to share one piece of information with the class. Teacher uses the following questions on the worksheet: 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. <i>Consider factors such as community values, social justice, equity, health data, or the impact of gambling harm on individuals and communities.</i> 4. Evaluate the extent to which government and community programs can reduce the negative impacts of gambling harm on young people, families and communities.	Slides 6–7 Activity sheet part 2: Department of Health – Gambling Harm Prevention and Response in Victoria

10 minutes	PART 3: Social media – ‘Love the Game’ Teacher brings up the website ‘Love the Game’ and shows students ‘The issue’ page to introduce them to this initiative. From there, the students will go to the ‘Resources’ page and review the social media assets to complete the activities in part 3.	Slide 8 Activity sheet part 3: Social media – ‘Love the Game’
7 minutes	Conclusion Debrief summary • How do organisations such as the Department of Health, Gambling Harm Prevention and Response reflect community values and respond to the health and wellbeing needs of young people? • How does the Department of Health, Gambling Harm Prevention and Response promote equity for young people who may be vulnerable to gambling harm? • Based on what you have learned today, do you think gambling should be considered a significant youth health issue? Explain using evidence from the lesson. Exit pass: Students submit their work from the social media analysis of ‘Love the Game’	Slide 9-10