



LESSON 4 – Lesson Outline

HERE TO HELP!

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
 - risk and protective factors
 - healthcare services and support
 - government and community programs and personal strategies to reduce negative impact

Key skills:

- research, collect and analyse data on one health focus relating to youth, examining its impact, management, advocacy and costs.

Learning intentions:

- understand the programs, services and supports available to young people that address the impacts of gaming and gambling
- research examples of programs, services and supports available to young people that address the impacts of gaming and gambling.

Success criteria:

- describe examples of programs, services and supports available to young people that address the impacts of gaming and gambling
- state examples of personal strategies to address the impacts of gaming and gambling in young people.

Resources provided:

- lesson 4 PowerPoint
- lesson 4 activity sheet.

Additional resources required:

- numbered cards (1–10)
- computer and projector with internet.

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 4 PowerPoint to guide lesson</i>
3 minutes	Introduction Student management, address the key knowledge and key skills, learning intentions and success criteria.	Slide 2
7 minutes	Hook Place the numbers 1–10 in the classroom. Ask the question below and get students to stand next to the number they think is correct. Question: According to the Gambler's Help client outcomes survey, how many people out of 10 report they are more productive at work after receiving support from Gambler's Help? Answer is 9 out of 10. Source: gamblershelp.com.au Quick class discussion: - What do you think support from Gambler's Help might be? - Why do you think seeking and receiving help has been so positive? - How might being more productive at work impact the dimensions of health and wellbeing?	Slides 4–6
15 minutes	Main section Support programs - Discuss as a class what programs, support and help is available for people affected by gambling harm. - Ask students, 'When you think of gambling, what sports come to mind?' Provide time for some class research to answer these.	Slide 7
	A focus on gambling in AFL Watch 'Western Bulldogs FC's Luke Beveridge on finding support' Questions to consider while watching the video: - Outline the changes Luke Beveridge has seen in relation to gambling during his football career. - Why does he suggest seeking help is so important? - Outline what is happening at Western Bulldogs Football Club to address gambling.	Slide 8
	Watch former AFL player 'Shane Edwards talks about supporting teammates' Questions to consider while watching the video: - List three main points shared by Shane Edwards (former AFL Player) about how to seek support and receive feedback. - Why are AFL clubs working to address gambling harm?	Slide 9

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 4 PowerPoint to guide lesson</i>
25 minutes	Everyone needs support Ask the class to recap 'Love the Game'. Discuss this support service (program) and complete the investigation questions for Gambler's Help Youthline Complete Q1 in activity sheet. Questions to consider with regards to Gambler's Help Youthline: 1. Who is responsible for this support service (program)? 2. What is its aim? 3. How is the support service (program) implemented? 4. What is the impact of the support service (program) on youth health and wellbeing? 5. How do you access the support service (program)? 6. What is the effectiveness of the support service (program)? 7. What type of support service (program) is this? 8. How is it working to reduce negative impacts on youth?	Slides 10-11 Lesson 4 activity sheet Q1
20 minutes	Programs, services and supports Complete Q 2- 5 in activity sheet. Q2: List youth health services which can support youth in a range of health issues in the bubbles. Q3: Using this list, students then independently research examples of programs, services and supports to reduce the negative impacts of gaming and gambling on young people. Q4: Research an example of a healthcare service or support that is working to reduce the negative impact of this health focus on youth health and wellbeing. Q5: Develop a list of personal strategies to reduce the negative impact of youth gaming and gambling Teachers lead a discussion where students share their strategies with the class.	Slides 11-15 Lesson 4 activity sheet Q2-Q5
10 minutes	Conclusion Debrief Summary – class discussion • How can recognising the signs of gambling harm and knowing where to seek support improve a young person's health and wellbeing? <i>Consider emotional, social, mental and financial wellbeing, as well as the role of friends, family and support services.</i> • After completing this unit, what responsibility do individuals, communities, sporting organisations and governments have in reducing gambling harm among young people? <i>Who should play the biggest role, and why?</i>	Slides 15

	Homework: Do you support an AFL team or a professional team in football (soccer), basketball, rugby or cricket? Check out what they are doing to address gambling harm. <i>Alternatively</i> • Over the next week, identify three examples of gambling, gaming or gambling-like promotions that you encounter in everyday life. • These could include: • Social media advertisements • Sports broadcasts • Shopping app "spin-to-win" offers • Loot boxes or mystery rewards in games • Online betting advertisements • For each example: • Describe where you saw it • Explain why it might appeal to young people • Suggest one-way young people could be protected from its influence. Note – this could act as a formative assessment task.	Slide 16
	Exit pass: • Is help out there? Students share with the class examples of programs, services and supports researched. Students design a meme that highlights a personal strategy to reduce the negative impact of gaming and gambling on young people that could be displayed at school.	Slide 17