



VCE VOCATIONAL MAJOR –
PERSONAL DEVELOPMENT SKILLS

UNIT 4

KNOWING WHEN IT'S A CONCERN

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation



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BE AHEAD OF THE GAME

Introduction

What is Be Ahead of the Game?

Be Ahead of the Game is a school education program about the risks of gambling. Drawing on the latest research, the program's free, curriculum-aligned resources support the whole school community to help students navigate the rapidly evolving gambling landscape and avoid harm from gambling.

Be Ahead of the Game resources are co-developed by the Victorian Responsible Gambling Foundation (VRGF) and Victorian teachers and education professionals. It's one of the ways the Foundation works towards reducing harm from gambling in our communities. The Be Ahead of the Game program offers:

- face-to-face information sessions for teachers, parents and students about the risks of gambling and gaming
- curriculum-aligned teaching resources covering a variety of subject areas
- tools for parents, teachers and schools to develop a gambling harm prevention strategy.

To find out more, visit beaheadofthegame.vic.gov.au

What's the issue?

Gambling has never been more heavily promoted and accessible to young people. Saturation levels of advertising during sport makes it feel like a normal part of the game, while online games and apps put gambling and simulated gambling within easy reach of all age groups. Be Ahead of the Game helps young people cut through the myths and the marketing to be able to think critically about gambling and gaming.

If you are concerned that gambling is affecting a student or someone they know, you can refer them to our free and confidential Gambler's Help Youthline support service on 1800 262 376 or at gamblershelp.com.au/youthline

Educators and parents can also contact this service for advice or visit gamblershelp.com.au for more information.

Be Ahead of the game resources for VCE Vocational Major

The Victorian Responsible Gambling Foundation (VRGF) provides resources to support the delivery of the Victorian Certificate of Education Vocational Major (VCE VM) subjects. VCE VM is accredited at two levels: Year 11 Units 1 and 2, and Year 12 Units 3 and 4. The qualification levels cater for a range of students with different abilities and interests, and support development of personal, workplace and subject-specific skills, knowledge, and attributes. They are designed to help students make informed choices about employment and education pathways.

The Foundation's VCE VM resources support the achievement of outcomes in:

- Literacy
- Numeracy
- Personal development skills.

The following table lists the resources, curriculum areas, units and outcomes that are supported. Detailed curriculum alignment can be found in each resource.

	Personal development skills											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Knowing the score					●	●						
Knowing when it's a concern										●	●	●

	Literacy							
	Unit 1		Unit 2		Unit 3		Unit 4	
Outcome	1	2	1	2	1	2	1	2
Love the game	●	●						
Potential influences					●	●		

	Numeracy											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Finances and gambling	●	●	●									
What are the chances?				●	●	●						
Earnings, expenditure, and gambling							●	●	●			
Odds and probability										●	●	●

Note: Not all learning outcomes from a VCE VM unit are covered in each resource.

Resource overview for this unit

Resource focus

This resource addresses learning outcomes from Personal Development Skills (PDS) for students working towards Unit 4 of VCE Vocational Major - Personal Development Skills (PDS).

Using a variety of information sources, students develop a community activity (e.g., a media campaign for the school, an expo for the community, performing a play they have written, or developing a board game) that develops awareness of gambling harm and the support services that are available.

Students will work in groups to plan, develop, implement, and evaluate the community project.

Resource elements

This resource consists of:

- information for teachers about how to deliver the activities
- worksheets, templates and resources for students
- student assessment rubric.

There are five activities in this resource:

1. tuning in (option A or B)
2. investigate the issues
3. plan and develop a 'Know when it's a concern' community project
4. implement the community project
5. evaluate the community project and their own performance.

Resource requirements

For the learning activities described in this resource, students must have access to:

- computers with online capability
- the resources included in this document.

Teachers will need to ensure that students have access to:

- the resources in the appendices of this resource

AND

Option 1A

Be Ahead of the Game 'Know the score' student workshop for year 10 to 12 and VCE VM students. For bookings go to beaheadofthegame.vic.gov.au.

Resource overview for this unit

OR

Option 1B

The following video resources:

- Fred's story (1 min 57 sec) (<https://www.youtube.com/watch?v=JqTiE2Tlvw0>)
- It's not just gamblers that need help (3 min) (<youtube.com/watch?v=MG5iCMvPxro>)
- Meet Jess (30 sec) (<youtu.be/-uHNLc8p1Yk>)
- Meet Shane (30 sec) (<youtu.be/oohQo3NiBDU>)

Summary of activities

Activities	Activity overview	Resource requirements
1A. Tuning in Workshop (60 mins) Follow up (30–60 mins)	<ul style="list-style-type: none"> • Students take part in the VRGF's senior student workshop, 'Know the Score'. • Group discussion and reflection on the workshop • All students complete the <i>Student workshop discussion and reflection worksheet</i> (Appendix 2A). Book a 'Know the score' student workshop.	<ul style="list-style-type: none"> • VRGF's 'Know the Score' student workshop • Appendix 1 - What is gambling? • Appendix 2A - Student workshop discussion and reflection
1B. Tuning in Workshop (60 mins)	<ul style="list-style-type: none"> • Students watch a series of videos • Group discussion and reflection on the videos. • All students complete the <i>Student video discussion and reflection worksheet</i> (Appendix 2B). 	Videos: <ul style="list-style-type: none"> • Fred's story (1 min 57 sec) • It's not just gamblers that need help (3 min) • Meet Jess (30 sec) • Meet Shane (30 sec) • Appendix 1 - What is gambling? • Appendix 2B - Student video discussion and reflection
2. Investigate the issues (60 mins)	After being introduced to the main task, students undertake research to gain further understanding of recognising when gambling might be a problem and the support options that are available.	<ul style="list-style-type: none"> • Appendix 3 - Knowing when it's a concern': task description • Appendix 4 - Knowing when it's a concern': research task • Appendix 8 - Assessment rubric • Websites: <ul style="list-style-type: none"> - Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au) - Gambler's Help (gamblershelp.com.au)

Resource overview for this unit

Activities	Activity overview	Resource requirements
3. Plan and develop a 'Know when it's a concern' community project (2-3 hours)	<p>Students plan and develop a community project that increases the participants' awareness of the issue of gambling harm and the support options that are available.</p> <p>The community project could be a presentation, a media campaign for the school, an expo for the community, performing a play they have written, a board game, etc.</p> <p>This part of the project includes identifying the audience of the activity, planning the activity, including developing a timeline, budget, identifying resources required, and identifying relevant stakeholders.</p>	<ul style="list-style-type: none"> • Appendix 5 - Planning template • Appendix 6 - Gaining feedback • Appendix 8 - Assessment rubric • Websites: <ul style="list-style-type: none"> - Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au) - Gambler's Help (gamblershelp.com.au)
4. Implement the community project (1-2 hours)	<p>Students conduct or facilitate the community project they have developed.</p> <p>Students also gain audience and stakeholder feedback about the activity and their performance.</p>	<ul style="list-style-type: none"> • Appendix 6 - Gaining feedback • Resources and equipment required to conduct/facilitate the activity
5. Evaluate the community project and their own performance (1 hour)	<p>Students evaluate their activity, communication, and teamwork skills. This is done through discussion and completion of <i>Reflections</i> (Appendix 7) and the <i>Assessment rubric</i> (Appendix 8).</p>	<ul style="list-style-type: none"> • Appendix 7 - Reflections • Appendix 8 - Assessment rubric.

This resource is available at
beaheadofthegame.vic.gov.au

Curriculum links

The activities in this Personal Development Skills (PDS) resource are designed to support students to develop knowledge and skills in:

- planning a community project
- implementing a community project
- evaluating a community project.

The information provided in the resources has been adapted from the **VCE VM Literacy study design**. Additional support materials are available at the Victorian Curriculum and Assessment Authority website: vcaa.vic.edu.au/.

Activity alignment to VCE VM unit learning outcomes

The activities in this resource support the development of the following outcomes in Unit 4 of VCE VM PDS:

Area of Study 1: Planning a community project	Outcome 1 Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.
Area of Study 2: Implementing a community project	Outcome 2 Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
Area of Study 3 Evaluating a community project	Outcome 3 Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Summary of activities and outcomes

	Activity 1A & B - Tuning in	Activity 2 - Investigate the issues	Activity 3 - Plan and develop activity	Activity 4 - Implement the activity	Activity 5 - Evaluate the activity and own performance
Unit 4, Outcome 1	●	●	●		
Unit 4, Outcome 2				●	
Unit 4, Outcome 3					●



Learning activities: teacher notes

1A. Tuning in

Activity overview

Students take part in the VRGF's 'Know the score' student workshop.

Book a 'Know the score' student workshop.

Following the workshop, students participate in whole and/or small group discussions to identify:

- what gambling is
- key messages from workshop (e.g. what influences people to gamble, who makes money from gambling, how you can know when gambling is a concern for someone)
- signs of gambling harm
- who gambling harm affects
- how gambling affects the health and wellbeing of individuals and communities
- what communities can do to address gambling harm
- support options for people experiencing gambling harm
- barriers to addressing gambling harm.

Students complete the *Student workshop discussion and reflection worksheet* (Appendix 2A).

Learning intentions

- Students will develop an understanding of what gambling is, its normalisation, the limited chances of winning, the associated risks, and available help services.
- Students will identify how to recognise the signs of when gambling becomes a concern.

Success criteria

- Students can define gambling and identify some of its different forms.
- Students can explain how gambling is normalised through media and advertising.
- Students can explain the limited chances of winning in gambling.
- Students can identify signs of problem gambling.
- Students can identify organisations that offer support to people who are affected by gambling harm.

Duration

Workshop: 60 minutes.

Follow up: 30 – 60 minutes.

Resource requirements

This activity is supported by the following resources:

- VRGF's senior student workshop.
For bookings go to beaheadofthegame.vic.gov.au
- Appendix 1 – *What is gambling?*
- Appendix 2A – *Student workshop discussion and reflection.*

Activity description

1A.1 VRGF's 'Know the Score' student workshop

Students take part in the **VRGF's 'Know the Score' school workshop**.

This workshop encourages students to become critical thinkers in an environment where gambling is becoming increasingly normalised. Through a variety of interactive tasks, students will:

- explore potential influences that may shape their gambling attitudes and behaviour
- discover why gambling is a means to spend money rather than make money
- learn how to recognise when gambling might be becoming a concern for themselves or someone they know and become aware of the help services available.

To ensure students receive maximum benefit from the senior student workshop session, groups should have a maximum of 25 students.

If students have already completed the VRGF's 'Knowing the score' unit and the 'Know the score' workshop, you could facilitate a discussion to refresh students' memories about the points covered. Alternatively, students could complete activity 1B.

1A.2 Reflection on senior student workshop

Lead a class discussion to reflect on the 'Know the score' student workshop. The discussion also provides an opportunity to explore students' prior knowledge about gambling. Let students know they will be given a worksheet to record the discussion findings.

The discussion should cover the following questions:

- What is gambling?
- What are the key messages from the workshop? (e.g. What influences people to gamble, who makes money from gambling, how can you know when gambling is a concern for someone?)
- When is gambling harmful for someone?
- How do you recognise if someone is affected by gambling harm?
- Who (individuals and organisations) in the community has a role in supporting those affected by gambling harm?

The discussion provides an opportunity for students to share knowledge and to address myths associated with gambling.

What is gambling? (Appendix 1) supports the discussion about the definitions of gambling.

A mindmap, developed by the class, could be used to support the discussion of the key messages from the workshop or who gambling harm affects and how it affects them.

Following the discussion, provide students with *Student workshop discussion and reflection* (Appendix 2A) and ask them to complete it individually or in small groups.

1B. Tuning in (alternative to the workshop)

Activity overview

In this activity, students watch a series of videos and then take part in class, or small group, discussions to identify:

- what is gambling?
- key messages from the videos (e.g. what influences people to gamble, who makes money from gambling, how you can know when gambling is a concern for someone)
- who gambling harm affects
- signs of gambling harm
- what services are available to support people affected by gambling harm and their families, whether it be individuals or organisations
- how gambling affects the health and wellbeing of individuals and communities
- what role the community can play in reducing gambling harm
- what are the barriers to addressing gambling harm.

Students complete the *Student workshop discussion and reflection worksheet* (appendix 2B).

Learning intentions

- Students will develop an understanding of what gambling is, its normalisation, the limited chances of winning, the associated risks, and available help services.
- Students will identify how to recognise the signs of when gambling becomes a concern.

Success criteria

- Students can define gambling and identify some of its different forms.
- Students can explain how gambling can affect people who gamble as well as their family and friends
- Students can explain the limited chances of winning in gambling.
- Students can identify signs of problem gambling.

- Students can identify organisations that offer support to people who are affected by gambling harm.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

Videos:

- **Fred's story** (1 min 57 sec)
- **It's not just gamblers that need help** (3 min)
- **Meet Jess** (30 sec)
- **Meet Shane** (30 sec)
- Appendix 1 - *What is gambling?*
- Appendix 2B - *Student video discussion and reflection*

Activity description

1B.1 Gambling and young people

In this part of the activity, students watch a number of very short videos and discuss the content.

Start the session with a discussion of what gambling is. *What is gambling?* (Appendix 1) supports this discussion.

Students should then watch the following videos:

- **Fred's story** (1 min 57 sec) (<https://www.youtube.com/watch?v=JqTiE2Tlvw0>) to promote discussion of how gambling affected him. It can also be used as a starter to discuss other ways gambling could affect people who gamble (e.g. anxiety, stress, not enough money to pay bills or go out).
- **It's not just gamblers that need help** (3 min) (<youtu.be/MG5iCMvPxro>) to promote discussion of how someone's gambling can harm those around them, like family and friends.

Learning activities: teacher notes

- **Meet Jess** (30 sec) (<https://youtu.be/-uHNLc8p1Yk>) and **Meet Shane** (30 sec) (<https://youtu.be/oohQo3NiBDU>) to promote discussion of where young people can get support when you are experiencing harm from your own or someone else's gambling.

After each video, discuss its key message/s.

If students have already watched these videos as part of the VRGF's 'Knowing the score' unit, make sure that students participate in the VRGF's 'Know the score' student workshop. Alternatively, you could facilitate a discussion to refresh students' memories about the points covered.

1B.2 Reflection on videos

Lead a class discussion to reflect on all the videos. The discussion also provides an opportunity to explore students' prior knowledge about gambling. Let students know they will be given a worksheet to record the discussion findings.

The discussion should cover the following questions:

- What is gambling?
- Who does gambling harm affect?
- How does gambling harm affect people?

- Is gambling normal in your family or amongst your friends? (e.g. If most people in the family gamble, what happens if
- you work in an industry that is reliant on gambling such as horse racing.)
- Who makes money from gambling?
- Who (individuals and organisations) in the community has a role in dealing with gambling harm?
- How could you help someone who is experiencing gambling harm?
- How does gambling affects the health and wellbeing of communities?
- What can communities do to address gambling harm?
- What are the barriers to addressing gambling harm?

The discussion provides an opportunity for students to share knowledge and to address myths associated with gambling.

What is gambling? (Appendix 1) supports the discussion about the definitions of gambling.

A mindmap, developed by the class, could be used to support the discussion of who gambling harm affects and how it affects them.

Following the discussion, provide students with *Student video discussion and reflection* (Appendix 2B) and ask them to complete it individually or in small groups.

2. Investigate the issues

Activity overview

After being introduced to the main task, students undertake research to gain further understanding of gambling harm, how to recognise it and the support available.

Learning intentions

- Students will be able to investigate and analyse how gambling harm affects the community.

- Students will be able to identify how to recognise when gambling is a concern for someone and what supports are available.

Success criteria

- Students can identify and describe various ways that gambling harm can impact the community.
- Students can identify factors that indicate gambling may be a concern for someone.
- Students can identify support available for people experiencing gambling harm.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

- Appendix 3 – ‘*Knowing when it’s a concern*’: task description
- Appendix 4 – ‘*Knowing when it’s a concern*’: research task worksheet
- Appendix 8 – *Assessment rubric*
- Websites:
 - Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au)
 - Gambler’s Help (gamblershelp.com.au).

Activity description

2.1 Introducing the task

Hand out ‘*Knowing when it’s a concern*’ activity: *task description* (Appendix 3) and explain to students that, in small groups, they will produce an activity that improves participants’ awareness of gambling harm and what support options are available.

The activity could be a:

- presentation
- media campaign for the school
- expo for the community
- performance of a play they have written
- board game, etc.

Provide students with the *Assessment rubric* (Appendix 8).

Explain to students that they can use the *Assessment rubric* to see what the task requires. They can also use it at the end of project to evaluate how they went.

While students will be working in groups, each student should complete the *Assessment rubric*.

Provide students with the opportunity to ask questions about the task.

2.2 Researching the issue

Students undertake research to gather additional information on:

- how gambling harm can impact the community
- how to recognise that gambling may be a concern for someone
- support available for people experiencing harm from their own or someone else’s gambling.

‘*Knowing when it’s a concern*’: *research task worksheet* (Appendix 4) provides guidance about what students should research and lists some useful websites.

Where necessary, support students to access the online information and guide their reading and interaction with the content by focusing on the Victorian Responsible Gambling Foundation’s Gambling in Victoria webpages (responsiblegambling.vic.gov.au/resources/gambling-victoria/)

When discussing student responses, you can also mention local Gambler’s Help agencies.

For more information about these, visit www.gamblershelp.com.au.

3. Plan and develop a ‘Know when it’s a concern’ community project

Activity overview

Students plan and develop a community project that develops awareness of when gambling might be a concern for someone and what they can do about it.

The community project could be a presentation, a media campaign for the school, an expo for the community, performing a play they have written, a board game, etc.

This part of the project includes identifying the audience of the activity, planning the activity, including developing a timeline, budget, identifying resources required, and identifying relevant stakeholders.

Learning intentions

- Students will be able to recognise when gambling is a concern for someone and what supports are available.
- Students will plan and develop a community project to improve the audience’s understanding and awareness of when gambling might be becoming a concern for someone they know and what they can do if they are concerned.
- Students will develop skills involved in working in an effective team.

Success criteria

- Students can plan the development of an activity designed to develop awareness of when gambling might be a concern for someone and what they can do about it.
- Students can identify possible problems with the development of the activity and strategies to overcome them.
- Students contribute to the development of the activity.

Duration

Approximately 2–3 hours depending on the activity. In some instances, students may require longer to develop and share their activity.

Resource requirements

This activity is supported by the following resources:

- Appendix 5 – *Planning template*
- Appendix 6 – *Gaining feedback*
- Appendix 8 – *Assessment rubric*
- Websites:
 - Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au)
 - Gambler’s Help (gamblershelp.com.au).
- Other resources that may be useful include:
 - How to make a one-minute video about a social issue (videosforchange.org)
 - How to make a your own boardgame: wikihow.com/Make-Your-Own-Board-Game or Board game development 101: brandonthegamedev.com/start-to-finish-publish-and-sell-your-first-board-game/

Activity description

3.1 Working in a team

Students are required to work in groups of approximately four, based on the type of activity they are developing.

Consider running a physical activity or game to organise students into teams.

Facilitate a discussion about what can affect teams working effectively together. Questions to consider include:

- What helps a team work well together?
- What hinders a team from working well together?

Learning activities: teacher notes

Ensure that effective communication is part of the discussion. Mindmapping what makes effective communication would be an effective way to do this. Introduce students to active listening and explain its importance.

A mindmap of what is effective communication could form part of student assessment.

Once the teams have been formed, the students should agree on the type of activity, a target audience and what they want the audience to learn.

3.2 Plan the activity

Students should use the *Planning template* (Appendix 5) to guide the planning and development of their activity. The planning template takes them through the planning stages.

Provide support to students as required.

Help students to be realistic about what they can produce in the time allocated to the activity.

Support students to individually complete the planning template while negotiating the decisions about the project as a team. This will support students to meet the learning outcomes.

3.3 Develop the activity

Students use their learning time to develop the activity within their team.

Students should refer to their planning template as they develop their activity.

Encourage students to access the Victorian Responsible Gambling Foundation website (responsiblegambling.vic.gov.au) and Gambler's Help (gamblershelp.com.au) website for additional content about gambling issues.

Review student progress according to their planning templates throughout the time allocated to the activity.

When the activity has been developed, refer students to the relevant section of the *Assessment rubric* (Appendix 8) and ask them to complete these, rather than leaving these until the end.

4. Implement the community project

Activity overview

Students conduct or facilitate the community project they have developed.

Students also gain audience and stakeholder feedback about the activity and their performance.

Learning intention

- Students will be able to recognise when gambling is a concern for someone and what supports are available
- Students will be able to implement a community project to increase people's understanding and awareness of when gambling might be becoming a concern for someone they know and what they can do if they are concerned.

Success criteria

- Students can share or conduct an activity designed to develop awareness of when gambling might be a concern for someone and what they can do about it.
- Students can identify possible problems with sharing or conducting the activity and strategies to overcome them.
- Students can contribute to implementing the activity.
- Students can gain meaningful feedback on activity from stakeholders.

Duration

Approximately 60–120 minutes depending on the activity.

Resource requirements

This activity is supported by the following resources:

- Appendix 6 – *Gaining feedback*
- Resources and equipment required to conduct/facilitate the activity.

Activity description

4.1 Conduct the activity

Students implement the community project with the target audience.

Students will need to collect evidence relating to the implementation of the community project. This could be in the form of photos, videos, documents, emails, record of meetings, reflections or other evidence.

4.2 Gaining feedback

After the activity, students should gain feedback from their audience and any other people who have been involved in the development and organisation of the activity. This should include the teacher. The handout *Gaining feedback* (Appendix 6) provides tips about how to gain feedback and the types of questions to ask.

The feedback will need to be documented in some way such as a feedback sheet, interview notes, online survey, etc.

5. Evaluate community project and own performance

Activity overview

Students evaluate their activity, communication, and teamwork skills. This is done through discussion and completion of *Reflections* (Appendix 7) and the *Assessment rubric* (Appendix 8).

Learning intention

- Students will be able to evaluate the effectiveness of the project and draw together findings in a presentation.

Success criteria

- Students can identify if activity achieved purpose.
- Students can identify positives and negatives of activity.
- Students can identify strengths and weaknesses of own performance.
- Students can identify own teamwork skills.

- Students can identify effectiveness of groups teamwork.
- Students can identify how group conflict was managed.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

- Appendix 7 – *Reflections*
- Appendix 8 – *Assessment rubric*.

Activity description

5.1 Activity evaluation

Facilitate a discussion about how the students felt about the activity they developed and shared, and any feedback they received.

Start the discussion by considering if the activity achieved its purpose. Draw a line on the board or in the room showing 'A lot' at one end and 'Not at all' at the other. Ask the students (all or one member per team) to place a sticker or mark on the line indicating if they think their activity achieved its purpose.

Questions to consider in the discussion include:

- what were the best things about your activity?
- how could it have been improved?
- did the activity get across the message you were trying to convey?
- what did the feedback tell you about your activity?

Students could consider questions such as these in their teams and then report back to the whole group or take part in a whole group discussion about it.

Provide students with Appendix 7 – *Reflections*.

Direct students to complete the *Reflections sheet* and the *Assessment rubric*.

Reflection: own performance teamwork and overall project success

Provide an opportunity for students to reflect on their own performance in the team. Ask them to write down one word for each of the following:

- how did I go working in a team?
- what did I do best while working in a team? or What are my strengths when working in a team?
- what could I do better next time I work with a team? or What are my weaknesses when working in a team?

Students discuss how their team worked together, any issues they faced and how they overcame them. *Reflections* (Appendix 7) can provide the basis for the discussion.

Students, individually, complete the relevant sections of the *Reflections* sheet (Appendix 7) and the *Assessment rubric* (Appendix 8) which requires them to reflect on how they engaged with the task, what their role was and how effectively they felt they undertook and executed their role.

Final presentation

Students should develop a presentation detailing their reflections.

They could use PowerPoint or an similar application, or create a video or animation for their presentation.

6. Additional activities

The following are lesson ideas that build on the existing activities in this resource. These aim to provide wider coverage of Outcomes 1, 2 and 3 of Unit 4 in the VCE Vocational Major PDS. Teachers can expand on and adapt these ideas to suit the needs of their students.

Research task and report

Students undertake research and write a report around problem gambling, including background information, data, causes, impacts, and previous and current responses to the issue.

Read community project case studies

Students read the community project case studies on the Victorian government's Pick My Project website (<https://www.vic.gov.au/pick-my-project#case-studies>).

Ask students to note ideas or inspiration that come from reading the case studies that they could use in their own community project.

Explore community project ideas

Students use ChatGPT to generate ideas for community projects and rate them according to those that are most suitable for increasing people's understanding and awareness of when gambling might be becoming a concern for someone they know and what they can do if they are concerned.

Analysing community project case studies

Students look at case studies of community projects such as the Victorian government's Pick My Project website (<https://www.vic.gov.au/pick-my-project#case-studies>).

Students identify the issue that the community project addresses and what made the community project successful.

Brainstorm evaluation strategies

Students brainstorm ways that they can collect feedback to evaluate the success of their project. This may include surveys, interviews, focus groups, observation, social media posts, conversations with project partners.

Discuss the benefits and drawbacks of using each method of collecting feedback.

Contact a community project leader

Students contact a community project leader for advice on how to make their project successful. They should develop questions to ask beforehand so that they can obtain high quality information.

Analyse key elements of implementing a community project

Students work in small groups. Each group is given a key element required to implement a successful community project. These include emotional intelligence, interpersonal skills, effective leadership and effective team practices. Students write a list or draw a diagram/picture showing what successful implementation of their key element looks like. E.g., Emotional intelligence:

- awareness of strengths and weaknesses
- managing stress
- understanding and empathising with others
- effective communication including active listening
- resilience.

Summary and reflection on the presentation of a guest speaker

Students participate in a **Be Ahead of the Game student workshop**. They take notes and summarise the information presented in the session. Students also write a reflection about their session, relating their personal experience, what they have learned and how the session has impacted their thinking. Alternatively, students could record a reflection on a video discussion tool such Flip.

Reflective journal

Students complete a reflective journal documenting their process in planning and implementing the community project. They should reflect on key elements such as emotional intelligence, interpersonal skills, effective leadership and effective team practices.

In the journal, students should also reflect on their own understanding of gambling issues and how their attitudes to gambling have changed while completing the project.

Unit planner

The table below provides an example of a program for Unit 4 in the VCE Vocational Major PDS.

Activity	Approximate Time	Outcome
Activity 1 (A or B): Tuning in	1 week	1
Summary and reflection on the presentation of a guest speaker (additional activity)	1 week	1
Activity 2: Investigate the issues.	2 weeks	1
Research task and report (additional activity)	1 week	1
Activity 3: Plan and develop a ‘Know when it’s a concern’ community project.	3 weeks	1
Explore community project ideas	1 week	1 and 2
Read community project case studies (additional activity) Analyse community project case studies (additional activity)	2 weeks	1 and 2
Activity 4: Implement the community project.	3 weeks	2
Contact a community project leader (additional activity)	1 week	2
Analyse key elements of implementing a community project (additional activity)	1 week	2
Brainstorm evaluation strategies (additional activity)	1 week	3
Activity 5: Evaluate the community project and own performance.	3 weeks	3
Reflective journal (additional activity)	(ongoing throughout the unit)	1, 2 and 3

What is gambling?



Gambling is taking a risk of losing something of value (usually money) for the chance of winning more when you don't know what the result will be.

Examples of gambling:

- placing a bet on a horse coming first in a race
- betting that a team will win a match
- betting that certain cards will come up in a card game.

Different words for gambling:

- Bet
- Wager
- Punt

What is gambling harm?

When gambling makes someone's life worse or hurts the people around them, we call that *gambling harm*. Gambling harm can happen to people whether they gamble regularly or not. It can also affect others, like family members and friends, who might not gamble themselves.

TYPES OF GAMBLING

Gaming

- lotteries
- pokies (electronic gaming machines – EGMs)
- casino games
- Keno
- poker
- raffles
- bingo
- scratchies



Online gambling and gaming

Only online gambling on racing and sports events by licensed bookmakers is legal in Australia.

However, simulated gambling or gambling-like games are easily accessible to people of all ages through apps such as *Slotomania* and *Zynga Poker*.

Many popular video games such as *Grand Theft Auto* and *The Sims* include casino scenarios and card games. Why would they do this?



Race betting

Can be done with bookmakers (bookies):

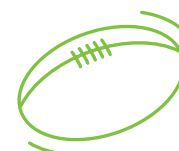
- at the racecourse
- over the phone
- online.



Sports betting

Is putting a wager on the outcome of a sports event, or some part of it.

Like race betting, it can be done in person, over the phone or online through betting apps.





Student workshop discussion and reflection

CONSIDER...

How betting is feeling more normal

How it's an easy way to spend money rather than make money

How it can be risky and mean missing out on things you want

That you or someone you know can get into trouble but there's help available

Some things I learnt about gambling from the workshop were... (Try to name at least three.)

What are the key messages from the workshop? (Try to name at least three.)

What is gambling? Write your definition below.

Appendix 2A Student workshop discussion and reflection

Who makes money from gambling?

- the person who gambles the gambling company

Who does problem gambling affect?

How does problem gambling affect people? (Tick the ones you think are correct.)

- It can make them angry or depressed
- Not enough money for food or rent
- It doesn't affect anyone
- All people think about is gambling
- It makes them happy
- Not enough money for things they want or need (like a new phone)
- It can upset their family and friends

How can you recognise that someone is having problems because of gambling?
(Name at least two things.)

1. _____
2. _____
3. _____

Name two organisations that support people and families affected by gambling harm.

1. _____
2. _____

Tick the things a family member or friend could do to help someone being harmed by gambling.

- Call Gambler's Help Talk to the person about it
- Ignore the problem Tell all their friends



Student video discussion and reflection



Name at least three things you learnt about gambling from the videos...

1. _____
2. _____
3. _____

Try to name at least three key messages from the videos?

1. _____
2. _____
3. _____

What is gambling? Write your definition below.

Appendix 2B Student video discussion and reflection

Who makes money from gambling?

- the person who gambles the gambling company

Who does gambling harm affect?

How does gambling harm affect people? (Tick the ones you think are correct.)

- It can make them angry or depressed
 Not enough money for food or rent
 It doesn't affect anyone
 All people think about is gambling
 Not enough money for things they want or need (like a new phone)
 It can upset their family and friends

How can you recognise that someone is having problems because of gambling?
(Name at least two things.)

Name two organisations that support people and families affected by gambling harm.

Tick the things a family member or friend could do to help someone affected by gambling harm.

- Call Gambler's Help Talk to the person about their problem
 Ignore the problem Tell all their friends



‘Knowing when it’s a concern’: task description

There are many potential risks associated with gambling and anyone can run into trouble.

There are signs that may help you recognise if gambling is becoming a concern for someone you know. There are a lot of support services and help options available, but people can sometimes be hesitant to ask for help.

YOUR TASK

Work in a team to develop and organise a community project to increase people’s understanding and awareness of when gambling might be becoming a concern for someone they know and what they can do if they are concerned.

Your team should agree on:

- a target audience
- the key content and information you will include in the activity
- the type of community project (e.g. a presentation, a media campaign for the school, an expo for the community, perform a play you have written, a board game).

You can work on this task during class time.

YOUR RESOURCES

You will be provided with the following resources:

- Task description (this document)
- ‘Knowing when it’s a concern’: research task worksheet
- Planning template
- Reflections sheet
- Assessment rubric
- Gaining feedback handout.

You will also have:

- access to a computer and the internet
- support from your teacher

Checklist of jobs

- Conduct research.
- Identify audience, purpose and choose a community project.
- Plan the community project.
- Implement the community project.
- Gain feedback.
- Evaluate the community project.

See the assessment rubric for more details on each of these tasks



‘Knowing when it’s a concern’: research task

Your job is to research:

- how problem gambling can impact the community
- what signs to look for that shows gambling is a concern for someone
- what support is available for someone who might be experiencing harm from their own or someone else’s gambling.

Use the following websites to find this information:

- Gambler’s Help Youthline (gamblershelp.com.au/get-help/under-25s/)
- Gambling harm in Victoria (responsiblegambling.vic.gov.au/resources/gambling-victoria/gambling-harm-victoria/)

What percentage of Victorians experience harm from gambling?

What are some ways that problem gambling can harm an individual?

Appendix 4 'Knowing when it's a concern': research task

What are some ways that people can be harmed by someone else's gambling?

What are signs that might indicate someone's gambling is a concern?

What are some ways someone experiencing gambling harm could get help?

Appendix 4 'Knowing when it's a concern': research task

Watch Shane's story (<https://www.youtube.com/watch?v=oohQo3NiBDU>).



What are some signs that gambling is becoming a concern for Shane?

How could you help Shane?

What could Shane do to help himself?



Planning template

Team members	

Audience, purpose and activity

Who is the audience for your activity?	
What do you want your audience to know?	
<p>What types of community projects would communicate this to the target audience? Name at least three types of activities that would be suitable.</p> <p>Examples of activities: presentation, a media campaign for the school, an expo for the community, performing a play you have written, a board game.</p>	
What type of community project will you develop?	

Appendix 5 Planning template

How will this activity help people to recognise when gambling is a concern for someone and the support available?	
Why is this activity suitable for the target audience?	
After you have developed the activity, how will you share it with your audience?	
Think back to the information you researched. How will you use this information in your activity?	

Do you need to know anything else?

You can use these websites to find the information you need:

- Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au)
- Gambler's Help (gamblershelp.com.au)

Relevant stakeholders and community partners

What type of organisation could:

- help you address the issue your key message is about, i.e., an organisation that could provide you with advice and information

or

- promote awareness of the key message you have chosen, i.e., an organisation that could promote or host your activity.

Appendix 5 Planning template

Make a list of the organisations that could:

help you address your key message	promote or host your activity

Contact one or more of the organisations you have identified. Before you contact them be very clear about what you want from them and/or can provide them with.

When you contact the organisation, explain who you are, where you are from, what you are doing and what you would like from them or what you would like them to do.

If the first organisation you contact can't help you, contact another from your list.

Which organisation/s did you contact?

How did they help you?

Project plan

You now need to plan what you are going to do. You will need to:

- decide what tasks need to be done and who will do them
- develop a timeline with the tasks you need to do, when you will do them and who will have responsibility for them
- develop a budget

Timeline

Now develop a timeline of what you will do and when. Decide who will take responsibility for a task or set of tasks. They will lead those tasks. Make sure everyone has a chance to lead some tasks.

Date	Task	Responsibility
	Complete planning template	All team members
	Share activity	All team members

Now would be a good time to get feedback from your teacher. Make a note of the feedback they give you.

Budget

To work out a budget for your product, think about:

- what you need to buy or pay for
- how much it will cost
- how you will raise the money
- who will take responsibility for the handling of money.

For example, groups in your class are writing songs to get across their messages about the risks of gambling. You decide to hold a concert where you can all perform the songs. You decide to have some food available and you need instruments and a sound system and, of course, a venue. What will these cost?

Think about whether you can get sponsors for some of the items. For example, can you borrow instruments from the school? Would the local bakery provide food for free? Where will you hold the concert? Does a community organisation have a hall you could use?

Remember to invite your sponsors to the concert, to thank them at the concert and to publicise their business or organisation.

Example of a budget for a concert

Food (Billy's bakery)	Free
Soft drink (50c per can x 50 people)	\$25
Venue (community organisation's hall)	Free
Instruments (school)	Free
Sound system	\$100
Flyers for advertising	\$50
Total	\$175

You would need to work out how you will pay for this:

- Will you charge everyone who comes?
- Will 50 people pay \$3.50 (the amount you would need to cover the total cost)?
- Can you cut costs in any way?
- What if more people come?

Now develop a budget for your activity.

Community project budget

Expense	Estimated Cost
Total	

Problems and solutions

What problems might you have in developing the activity? How could you overcome these? Include possible problems team members may have in working together.

You may need to have a meeting to solve problems that come up and to decide on the best solution.

Possible problem	Possible solutions

Possible problem	Possible solutions

Communicating with the team

How will your team communicate with each other so you're less likely to have problems?

Resources and permissions

What resources and equipment will you need for your activity?

Do you need to get permission from anyone to do your activity?

Yes No

What for?

Who needs to give you permission?

Collecting evidence

What evidence will you collect to show that you have implemented the activity? (photos, videos, documents, emails, record of meeting, reflections)

Develop your activity

Use your timeline to check:

- what you need to do
- when you need to do it (to make sure you're not getting behind).

When you have finished developing the activity

Go to the *Assessment rubric* and complete the relevant parts. Ask your teacher if you have trouble finding the parts to complete.

Feedback from your audience and other stakeholders

After you have completed the community project, you will need to get feedback from people who took part in it and people who were involved in helping you plan and organise the activity. You need to have this prepared before you do the activity. The sheet, *Gaining feedback*, will help you work out how to do this.

Gaining feedback

Purpose of feedback

The purpose of feedback is to learn about what worked well and can be improved. At work and school, you can get feedback about how you do your job or schoolwork, what you do well and what you could do better and how.

If you are collecting feedback about a product, you will want to know what people liked or didn't like about the product and why.

If you are trying to get across a message, you will want to know if they have understood the message and if it will affect how they think or what they do in the future.

Who to ask for feedback

You want feedback about your activity and how you performed from:

- your audience (those who took part in the activity) to know if they understood your message and if it will affect what they do
- people who helped you develop and do the activity (including your teacher) to find out how well they thought you worked in the team and how you could work better in a team next time.

You may also want feedback from your team members about how you performed your tasks and worked in the team.

How to collect feedback

You can gain feedback in different ways such as:

- asking people to fill out a feedback form or an online survey
- through a group discussion
- a personal interview.

Types of questions

Questions like:

- ‘What did you think of it?’ or
- ‘How did I go?’

will get vague answers that don’t help you to improve what you have done. You also may not get truthful answers.

It’s better to ask specific questions that provide information to help you improve, such as:

- How likely are you to recommend the ?
- What did you like best about ?
- What else would you like to see included in ?
- What did you learn from ?
- What could have been done better ?

On a feedback form or in an online survey, you may have seen a question like:

- How likely are you to recommend the play to others?




Very likely	Likely	Unlikely	Very unlikely	Not at all

or

- The video was about the risks of gambling. Do you think it will change how you act in the future?

Very likely	Likely	Unlikely	Very unlikely	Not at all

You can even use smiley faces to measure how people felt about aspects of your product.

Order of questions

Start by asking a question about what was good or done well, such as:

- What did you like best about ?

If you want to know if they understood the message or learnt something, ask about this next. For example,

- What did you learn from ?
- Do you think clearly communicated the message that?

Then ask questions about how it could have been improved, such as:

- What could have been done better ?
- What else would you like to have seen included ?

You can finish by asking if there is anything else they would like to say about the topic, the activity or the message.

At the end, always thank the person for their feedback, even if you don't agree or don't like what they said.

Compiling and analysing feedback

You will need to present your feedback in a logical way. This could include:

- putting the data in a chart or graph
- writing a report summarising the feedback
- writing a reflection on the results of the feedback.

Example feedback form

Please provide your by answering the following questions. Your input will help us improve our product. Thank you for your time and valuable feedback!




Please rate your overall satisfaction with the product

Which features of the project did you find most useful or valuable?

Are there any additional features you would like to see added to the project?

How well do you think the project increased understanding and awareness of when gambling might be becoming a concern for someone?



Reflections

My performance

Write down all the tasks you led, completed or helped with.

What I led	What I did	What I helped with

I participated in developing the community project

A great deal	Considerably	Moderately	A little	Not at all

How I feel about what I achieved.

Appendix 7 Reflections

What were some things you did well when planning and implementing the community project?

What were some things you could have improved on when planning and implementing the community project?

My team's performance

How well did your team work together?

Appendix 7 Reflections

Did your team make good decisions?

A great deal	Considerably	Moderately	A little	Not at all

Why do you think this? Give two reasons.

How did you contribute to the decisions made in the team?

- Listened to others' ideas and opinions
- Asked questions when I wasn't sure what other team members meant
- Talked with team members about problems
- Worked with others to solve problems
- Worked with others to make decisions
- Argued for my ideas and opinions but was OK if they weren't used (flexible)
- Other (write what that is)

What were some things your team did well when planning and implementing the community project?

Appendix 7 Reflections

What were some things your team could have improved on when planning and implementing the community project?

Overall success of the project

How effective was your team's activity in getting across the key message and information to your target audience?

Hugely	Considerably	Moderately	A little	Not at all

How do you know? Give at least two reasons. Take into account the feedback you received.

Appendix 7 Reflections

What factors may have affected how well the message got across to the audience? Give at least two factors.

Taking into account the feedback you received from your teacher and others who helped you develop the activity, rate your performance.

Give two reasons for your rating.

What were the successful aspects of working with stakeholders during the project?

What were some areas for improvement when working with stakeholders?

Appendix 7 Reflections

Identify strengths, weaknesses and opportunities relating to the overall success of the community project.

Strengths

Weaknesses

Opportunities



Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Research <ul style="list-style-type: none"> Investigate and analyse the impact of problem gambling on the community Identify signs of gambling concern and available support Identify organisations providing support for people experiencing gambling harm 	<ul style="list-style-type: none"> Identifies and describes five impacts of problem gambling on the community Identifies five signs that gambling may be a concern Identifies four organisations providing support for people experiencing gambling harm 	<ul style="list-style-type: none"> Identifies and describes three impacts of problem gambling on the community Identifies three signs that gambling may be a concern Identifies three organisations providing support for people experiencing gambling harm 	<ul style="list-style-type: none"> Identifies and describes two impacts of problem gambling on the community Identifies two signs that gambling may be a concern Identifies two organisations providing support for people experiencing gambling harm 	<ul style="list-style-type: none"> Identifies and describes one or no impacts of problem gambling on the community Does not identify signs that gambling may be a concern Does not identify organisations that provide support for people experiencing gambling harm

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Planning <ul style="list-style-type: none"> Identify audience and purpose Choose a meaningful community project Identify relevant stakeholders and community partners Identify team responsibilities Develop a realistic timeline Develop a realistic budget Identify possible problems and solutions Identify resources required Identify types of evidence that will be collected 	<ul style="list-style-type: none"> Clearly identifies the audience and purpose Selects a highly meaningful community project aligned with the audience and purpose Comprehensively identifies key stakeholders and potential community partners Clearly defines and assigns specific responsibilities to each team member Develops a comprehensive and realistic timeline that outlines specific tasks, milestones, and deadlines Creates a well-structured and realistic budget, accurately identifying and allocating resources Thoroughly identifies potential problems or challenges that may arise and proposes effective and well-considered solutions Clearly identifies and comprehensively lists all the necessary resources required for the successful implementation Clearly identifies the types of evidence that will be collected 	<ul style="list-style-type: none"> Identifies audience and purpose but could be clearer Chooses a meaningful community project mostly aligned with the audience and purpose Identifies some of the key stakeholders and potential community partners Identifies and assigns responsibilities to team members, though the clarity or structure may require some refinement Develops a timeline that outlines tasks, milestones, and deadlines, though some aspects may require further detail or clarification Develops a budget that identifies and allocates resources required though some aspects may require further elaboration or justification Identifies potential problems or challenges that may arise and proposes solutions, though some may lack depth or effectiveness Identifies and lists the necessary resources required, though some may be missing or require further elaboration Identifies some types of evidence that will be collected 	<ul style="list-style-type: none"> Identifies audience and purpose, but needs to be more specific Selects a community project, but the relevance and alignment with the identified audience and purpose are somewhat unclear or lacking Identifies at least one stakeholder and potential community partner Identifies general responsibilities for team members but lacks specificity or a clear structure Develops a basic timeline with some tasks, milestones, and deadlines, but it lacks comprehensive detail or clarity Develops a basic budget that identifies some resources required for the community project, but it lacks comprehensive detail or accuracy Identifies some potential problems or challenges and proposes basic solutions, but the effectiveness may be limited Identifies some of the necessary resources required but is incomplete or lacks detail Identifies some types of evidence that will be collected 	<ul style="list-style-type: none"> Does not identify the target audience and does not establish a clear purpose for the community project Does not choose a community project or selects one that has no relevance or alignment with the identified audience and purpose Does not identify relevant stakeholders or community partners Does not identify or assign specific responsibilities to team members Does not develop a timeline or provide an incomplete or disorganised timeline Does not develop a budget or provides an incomplete or inaccurate budget Does not identify potential problems or challenges or does not propose adequate solutions Does not identify or list the necessary resources required for the community project Does not identify types of evidence that will be collected

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
<p>Implementing the community project</p> <ul style="list-style-type: none"> Implement a community project that has accurate information Implement a community project that communicates the key message Implement a community project that is appropriate for the target audience 	<ul style="list-style-type: none"> Provides comprehensive and accurate information Communicates the key message highly effectively Implements community project that is highly appropriate and engaging for the target audience 	<ul style="list-style-type: none"> Includes relevant and accurate information Communicates the key message effectively Implements community project that is appropriate for the target audience 	<ul style="list-style-type: none"> Includes some accurate information Partly communicates the key message Implements community project that is mostly appropriate for the target audience 	<ul style="list-style-type: none"> Does not include accurate information Does not communicate the key message Community project is not appropriate for the target audience
<p>Gaining feedback</p> <ul style="list-style-type: none"> Choose a suitable feedback collection method (E.g., feedback form, online survey, group discussion, personal interview) Design effective evaluation questions Compile and analyse feedback 	<ul style="list-style-type: none"> Chooses a highly suitable method for collecting feedback Designs highly effective evaluation questions Compiles feedback into two or more highly relevant charts or graphs Provides an insightful analysis of the feedback 	<ul style="list-style-type: none"> Chooses a suitable method for collecting feedback Designs effective questions Compiles feedback into a relevant chart or graph Provides an analysis of the feedback though some aspects may require further elaboration 	<ul style="list-style-type: none"> Chooses a method for collecting feedback but other methods may be more appropriate designs some effective questions Compiles feedback into a chart or graph but it lacks comprehensive detail or accuracy Provides an analysis of the feedback but some parts are unclear 	<ul style="list-style-type: none"> Does not collect feedback Does not design appropriate questions Does not compile or analyse feedback Does not provide an analysis of the feedback

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Evaluating the community project <ul style="list-style-type: none"> Evaluate your own and your team's performance Evaluate overall success of the project Present key points of your evaluation to a target audience 	<ul style="list-style-type: none"> Provides a comprehensive and insightful reflection of own and team's performance Provides a comprehensive and insightful reflection on the overall success of the project Communicates key points of evaluation highly effectively 	<ul style="list-style-type: none"> Provides a detailed reflection on own and team's performance Provides a detailed reflection on the overall success of the project Communicates key points of evaluation effectively 	<ul style="list-style-type: none"> Provides a reflection on own and team's performance with basic observations Provides a reflection on the overall success of the project with basic observations Communicates some of the key points of evaluation effectively 	<ul style="list-style-type: none"> Does not reflect on own or team's performance Does not reflect on the overall success of the project Does not present key points of evaluation

Teacher feedback

Peer feedback

VCE VOCATIONAL MAJOR -
PERSONAL DEVELOPMENT SKILLS

UNIT 4

KNOWING WHEN IT'S A CONCERN

CONNECT WITH US ON:



vicrgf



responsiblegambling



Victorian Responsible Gambling Foundation



ResponsibleGambling

responsiblegambling.vic.gov.au

**BE AHEAD
OF THE
GAME**



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