

# 4

## Signs of gambling

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# Lesson introduction

## Quick summary

Students explore the indicators and effects of gambling excessively. Students will then use their acting and producing skills to create a mini-film, short clip or podcast to highlight the risks of gambling and how gambling can affect a young person's life.

## Links to Victorian Curriculum 2.0

### Years 9 and 10 Health and Physical Education

#### Content descriptions

- Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others and community's attitudes and actions (VC2HP10P09).
- Plan, justify and critique strategies to enhance their own, others and community's health, safety, relationships and wellbeing (VC2HP10P10).

#### Capabilities

- The significance of individual responsibility and adaptability in decision making when completing challenging tasks and planning for the future (VC2CP10S05).

### Relevant parts of the Year 9 and 10 achievement standards

- Students synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

#### Learning intentions

Students will:

- understand the signs of gambling harm.
- understand the impacts of gambling harm.
- understand the severity of gambling for young people and adults.

#### Success criteria

Students can:

- identify the signs of someone gambling excessively.

#### Topic

The signs and risks of gambling

#### Unit of work

Year 9 and 10 Gambling

#### Time required

60 minutes

#### Level of teacher scaffolding

Medium – Support students through discussions and with individual work.

#### Resources required

- Google Classroom or a similar online learning platform to upload the video
- Pens and markers
- Paper for students to script
- Phone or recording device to record their acts

#### Keywords

Gambling, signs, health.

#### Teaching sequence

20 minutes - Part A: Independent research on a gambling topic

40(+) minutes - Part B: Create a multimedia presentation

#### Lesson management:

Reiterate to students regarding the importance of respectful sharing and personal boundaries to ensure emotional safety and a supportive learning environment.

- identify the impact that gambling can have.
- direct and create gambling scenarios to demonstrate their understanding of how gambling harm occurs.

# Part A:

## Independent research on a gambling topic

Work through this resource material in the following sequence:

### Step 1

Explain to students that they will be creating a multimedia presentation (short film, animated movie etc) about the risks of gambling and how gambling harm can affect a young person's (18-24 years old) life. Encourage students to be creative and remind them that they are problem solvers and that their presentation must feature a solution or warning message for gambling harm.

### Step 2

Either arrange students into groups of 3-4, or allow them to create their own groups.

### Step 3

Before students can commence writing and producing their multimedia presentation, allocate each group a different type of gambling from the list below:

- table games
- betting on horse or greyhound racing
- sports betting
- lottery tickets eg: Powerball
- pokies
- instant scratchies.

### Step 4

Provide students 15 minutes to research and create a script plan addressing the following points (students should split research questions amongst group members):

- Potential signs that indicate that a person might be experiencing gambling harm.
- What might occur if the person experiences gambling harm (personally, socially, mentally and financially)?
- Measures that an individual can take to reduce their risks of gambling harm.
- Help-seeking strategies (relevant to people experiencing gambling harm).

# Part B:

## Create a multimedia presentation

### Step 1

Provide students guidance on the types of platforms/tools they can use to create their presentation. Students can work on a shared file or have one student edit all student work into the final version at the end of the lesson.

Ensure you provide time for students to upload/send to you before they leave the class.

### Reflection

Ask students to upload their content onto an online platform such as Google classroom or a similar online portal. Students can either show or describe their film to the rest of the group.

### Differentiated learning

To simplify this task, you can give students a story related to gambling harm (behaviours and attitudes of someone experiencing gambling harm) and ask them to act out relevant parts of the story and discuss why gambling harm is a health concern. When placing students into groups, you could pair lower ability students with higher ability students.

[Examples of lived experience stories can be viewed here.](#)

**Extension** – The extension task provided below can allow learners to extend on language and content and encourages them to consider how the issue is affected by the recent pandemic COVID-19.

**Step 1.** Write the following steps on the board:

- How do you think COVID-19 had directly impacted the rates of gambling harm?
- Can you give examples to support your response?

Students should write four dot points for each prompt and elaborate on one dot point with a more detailed explanation. Students can submit an extended response question using PEEL Paragraphs (see Appendix A).

## Teacher reflection

### Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

How are you going to get there?

# Appendix A: PEEL Response

Introduction	

<p><b>P</b></p> <p>State your <b>point</b> –this may be in the form of identifying a factor, stating a fact, making a statement, proposing a strategy.</p>	
<p><b>E</b></p> <p><b>Elaborate.</b> Show what you know about the point made and apply that knowledge to the term and other factors in the question.</p>	
<p><b>E</b></p> <p>Provide 1-2 <b>examples</b> to show you understand the elaborations you have made.</p>	
<p><b>L</b></p> <p>Make <b>links</b> to show the relationship between content. You can demonstrate your understanding of health and physical activity concepts, where appropriate.</p>	