

# 5

## Support for people experiencing gambling harm

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# Lesson introduction

## Quick summary

Students research support options that are available for people who are experiencing gambling harm in Victoria, and recognise behaviours that indicate whether gambling is causing harm and how to seek and provide help for harmful gambling behaviours.

## 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

- When and how to identify and use help-seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contexts (VC2CP10S02).

#### 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 type of help available to assist those affected by gambling, including themselves.

#### Success criteria

Students can:

- know how to support someone experience harmful gambling-related behaviours, experiencing harm from their own or someone else's gambling, including reaching out for help themselves.

#### Topic

Gambling harm and support networks

#### Unit of work

Year 9 and 10 Gambling

#### Time required

60 minutes

#### Level of teacher scaffolding

Medium – The teacher will lead brainstorming and class discussions and monitor planning and design activities.

#### Resources required

- Device capable of using Padlet
- Individual devices capable of creating PowerPoint
- Student worksheet –one copy per student
- Workbook to complete the questions

#### Keywords

Support, services, networks, family, behaviours, risk, safety.

#### Teaching sequence

55 minutes - Support network – research and presentation

5 minutes - Reflection

#### Lesson management:

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

# Support network – research and presentation

## Step 1

Independently, students choose (or are allocated) a support network for gamblers from the list below.

They conduct research on this support network and take notes (contact info, location, support details, services provided, patient care, outcomes, associated costs etc.)

[Gambling Minds - The Alfred's Mental Health and Gambling Harm Program](#)

[Gambling Help Online - Free gambling support in Australia](#)

[Problem gambling \(lifeline.org.au\)](#)

[Malvern Private, Gambling Problem](#)

[Meetings | Gamblers Anonymous Australia \(gaaustralia.org.au\)](#)

Gamblers Help counselling  
<https://gamblershelp.com.au/get-help/face-to-face-counselling/>

Peer Connection  
<https://gamblershelp.com.au/get-help/peer-connection/>

## Step 2

After completing their research, students design a visual presentation or poster that answers the following questions:

- A brief overview of the support service
- What support does the health service provide?
- How does it provide this support?
- Where are they located?
- How accessible is it? Online, phone? Is it 24/7?
- Is there a cost? Is it anonymous?

## Step 3

Students should share their work with you at the completion of the session.

## Reflection

Students will complete a PMI chart in their workbooks based off the lesson and/or unit of work.

**Plus** – What was good about the support network?

**Minus** – What was less helpful about the support network?

**Interesting** – What was an interesting point of difference about the support network?

## Differentiated learning

**Extension** –

**Part A** – Students can identify an additional 3 behaviours for each column.

**Part B** – Students to answer the following questions:

- Describe the benefits of one's health when they access this service
- Assess two barriers that might limit peoples access to this service

**Provisions for Learning Support** –

Simplify language, repeat words and clarify meanings.

Students only need to answer three of the questions for the PowerPoint.

Check on students' progress throughout the lesson.

Provide scaffolds for questions. Students can work in pairs.

## Support network – research and presentation

### 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?