

# 4

## Health promotion strategies for gambling harm

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# Activity introduction

## Quick summary

Students investigate why health promotion is a necessary means to address the rise in gambling harm amongst young people and which strategies and methods promote better health outcomes, increase protective behaviours, create supportive environments and strengthen networks to reduce gambling harm. Students evaluate health promotion campaigns to inform their opinion on the strategy and its effectiveness.

## Learning intentions

- To explore different health promotion approaches and strategies
- To understand the different roles and responsibilities of individuals, communities, and governments in addressing gambling harm

## 21st-century skills

Communicating

Empathy

Problem finding

Problem solving

Global citizenship

## Syllabus outcomes

- **H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- **H14** argues the benefits of health-promoting actions and choices that promote social justice
- **H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- **H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts

## General capabilities

Literacy

Critical and creative thinking

Social and emotional capabilities

Ethical understanding

## Relevant parts of Year 12 achievement standards

### 9.3 HSC Option 1: The Health of Young People

*This module should occupy approximately 20% of total course time.*

#### Module Description

This option module is concerned with the health needs of young people. In this module, students examine the nature of young people's lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.

In this module, students investigate the following critical questions:

- What is good health for young people?
- To what extent do Australia's young people enjoy good health?
- What skills and actions enable young people to attain better health?

#### Topic

Health promotion strategies for gambling harm

#### Unit of work

Stage 6 Major health issue – Gambling

#### Time required

60 minutes

#### Level of teacher scaffolding

Medium – Guide student understanding and lead discussion.

#### Resources required

- Student worksheet – one per student
- Appendix A: Responsible gambling whole school approach literature review – one per student
- Individual devices able to access the internet

#### Keywords

Gambling, health promotion, campaigns, government, community.

# Teacher worksheet

## Learning intentions

Students will:

- explore different health promotion approaches and strategies.
- understand the different roles and responsibilities of individuals, communities, non-government and governments in addressing gambling harm.

## Teaching sequence

25 minutes - Part A: Introducing public health campaigns

35 minutes - Part B: Health promotion analysis

## Success criteria

Students can:

- identify and discuss the differences in health promotion approaches and strategies.
- evaluate the effectiveness of a range of health promotion strategies relevant to young people.

## Teacher content information

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

# Part A:

# Introducing public health campaigns

Work through this resource material in the following sequence:

## Step 1

Invite your students to read through a small snippet of research retrieved from the Responsible Gambling Whole School Approach Literature Review (Elliot and Le Guyader, 2020) (See Appendix A) and discuss why gambling harm has become an emerging health concern so that students have an understanding of why health promotions are developed.

Conclude by stating when a health concern emerges, it is 'our' responsibility to learn about the effects and work as a community to raise awareness to minimise the harm; this is referred to as 'Health Promotion.' Health promotion is the process of enabling people to increase control and improve their health.

Health promotion involves:

- Policy changes
- Environmental improvements
- Minimising risky behaviours (factors) and improving protective behaviours (factors).
- Creating supportive environments

## Step 2

Ask students to work in pairs and provide at least one example of a health promotion campaign they know of that have successfully addressed the following:

- Policy changes
- Environmental improvements
- Minimising risky behaviours and improving protective behaviours (recap lesson 1)

**Learning Support** – provide students with one of the examples below to research and provide a brief overview of the health promotion.

Some examples of public health promotion include the following:

- Slip, Slop, Slap, Seek, Slide (to reducing the incidence of cancer)
- Immunisations and disease elimination (COVID-19)

## Step 3

Once students have noted some examples, invite the class to share and discuss their understanding and any thoughts they might have about policy changes, environmental improvements, etc.

*Discuss:*

- What aspect of health promotion did you find most challenging to address? Why?
- What is it about the campaigns you have listed that made them so memorable/effective?

# Part B:

# Health promotion analysis

## Step 1

Divide students into groups of 4 to 5 students per group and assign each group a health promotion campaign to reduce gambling harm from the list below (also available on the Student worksheet).

Explain to the class that the campaign examples will help them develop ideas and establish the various ways that government and non-government organisations have worked together to raise awareness of this issue.

[gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns)

Betiquette: [responsiblegambling.nsw.gov.au/betiquette](http://responsiblegambling.nsw.gov.au/betiquette)

Reclaim the Game: [gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/reclaim-the-game](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/reclaim-the-game)

The Number that changed my life (CALD): [gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/the-number-that-changed-my-life](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/the-number-that-changed-my-life)

## Step 2

Give students 15 minutes to conduct their research about their health promotion campaign and address the following (also available on the Student Worksheet):

- Why is this campaign important?
- Who is the target audience?
- How have they raised community awareness?
- How have they created a supportive environment, community, or networks?
- How have they addressed risk and protective factors?
- What is the campaign's marketing approach (marketing campaigns, social media, online

and print publications, events, and other communication channels)?

- What is the responsibility of individuals, communities, non-government and the government within the health promotion campaign?
- Evaluate (Make a judgement) whether the group believes that the campaign would be well received by young people, why/why not.

**Learning Support** – Group higher ability students with lower abilities.

## Step 3

Ask each group to nominate a speaker or if they have each researched one section, the whole group can discuss their campaign and address the questions mentioned above about their campaign.

Each group has 4 minutes to present their findings.

## Reflection

Encourage students to think about what aspects they enjoyed and what made it successful.

Use the following prompt to guide students:

- When did you or your group experience the most success today?
- Did you encounter any barriers? If so, how will you overcome them in the future?

## Differentiated learning

**Extension** – Students can also be provided with an HSC question:

- To what extent have government and non-government strategies targeting young people been effective in addressing major health issues? *12 marks HSC Paper 2017*

## 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?



# Student worksheet

**Choose one of the following health promotion campaigns and answer the following questions.**

[gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns)

Betiquette: [responsiblegambling.nsw.gov.au/betiquette](http://responsiblegambling.nsw.gov.au/betiquette)

Reclaim the Game: [gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/reclaim-the-game](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/reclaim-the-game)

The Number that changed my life (CALD): [gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/the-number-that-changed-my-life](http://gambleaware.nsw.gov.au/resources-and-education/awareness-campaigns/the-number-that-changed-my-life)

Why is this campaign important?

Who is the target audience?

How have they raised community awareness?

How have they created a supportive environment, community, or networks?

How have they addressed risk and protective factors?

## Student worksheet

What is the campaign's marketing approach (marketing campaigns, social media, online and print publications, events, and other communication channels)?

What is the responsibility of individuals, communities, non-government and the government within the health promotion campaign?

Evaluate (Make a judgement) whether the group believes that the campaign would be well received by young people. Why/why not?

# Appendix A: Responsible gambling whole school approach literature review

*Elliot and LeGuyader (2020)*

“How young people are engaging with gambling is changing. This change is being driven by rapid technological changes, the high-level of engagement of young people with mobile technology and gaming, the increase in online gambling advertising and the expanding scope and variety of video games with monetary gambling opportunities. Adolescents today are increasingly exposed to gambling marketing through social media, online advertising and sports coverage, alongside increased accessibility and opportunities to gamble with the rise of internet and smartphone access.” (Elliot and Le Guyader, 2020)

“Australian data from the Longitudinal Study of Australian Children Annual Report 2019 (Warren & Yu 2019) indicate that young people who reported playing gambling-like games in the previous 12 months have also spent money on gambling and accordingly such games may normalise gambling. Kim et al. (2017) reported participants noted the role of peer influence as well as incentives (e.g. sign up bonuses) as important factors that motivated them to start engaging in online gambling.”

“Participants also noted a link between social casino games and online gambling. Specifically, several young adults reported migrating to online gambling within a relatively short period after engaging with social casino games. Potential mechanisms that may lead to the migration from social casino games to online gambling included the role of advertisements and the inflated pay out rates on these free to play gambling like games. The results highlight the potential of social casino gaming to act as a gateway to online gambling, especially amongst this vulnerable population.” (Elliot and Le Guyader, 2020)