

5

Designing a health promotion strategy for gambling harm

February 2024

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Activity introduction

Quick summary

Students research gambling harms amongst young people and how to reduce them. They create a new health promotion campaign to raise awareness and support young people experiencing gambling harm.

Learning intentions

- To understand the gambling harm amongst young people
- To understand how to reduce the gambling harms amongst young people

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
- **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

Designing a health promotion strategy for gambling harm

Unit of work

Stage 6 Major health issue – Gambling

Time required

120 minutes

Level of teacher scaffolding

Medium – Support students with independent work.

Resources required

- Individual devices with internet access
- Pens if they are not using their laptops
- Workbook (optional)

Keywords

Gambling, health promotion, campaigns, government, community.

Teacher worksheet

Learning intentions

Students will:

- understand the gambling harm amongst young people.
- understand how to reduce the gambling harms amongst young people.

Teaching sequence

120 minutes - Part A: Create your campaign

Success criteria

Students can:

- research and design a health promotion that raises awareness and reduces the gambling harm amongst 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:

Create your campaign

Work through this resource material in the following sequence:

Step 1

Ask students to get into groups of 4-5.

Students will be designing their own **strategy** for a health promotion campaign that raises awareness and reduces the gambling harm amongst young people.

Students are not required to create or present the campaign in full; merely create a strategy to show their understanding of why health promotion is important and encourage them to think about how we can work collectively to raise awareness and reduce gambling harm.

Step 2

Remind students of the various health promotion campaigns they have researched, analysed, and discussed in the previous lessons. The class should have a clear understanding of what health promotion is and why it is an essential component to raise awareness of health issues amongst the community.

Step 3

Provide your class with specific points to guide them in designing their health promotion campaign and let them know that it is important that they meet the recommended guidelines.

Create a class understanding of a health promotion campaign's primary purpose and which aspects are likely to be important in this campaign being effective, such as:

- A clear message about how the health promotion campaign aims to raise awareness about gambling harm amongst young people.
- An easy to remember tagline.

- The goals and objectives (what the outcome of the campaign should look like).
- How the desired healthy behaviour would help the target audience live a healthier life.
- How the message will be delivered and what methods and activities will be used to distribute the message about gambling harm (through marketing campaigns, social media, online and print publications, events, and other activities) Students can be creative in the way they choose to organise and disseminate their campaign. For example, they might like to create a blog, TikTok campaign, advertisement, fact sheet, podcast or collaborate with another organisation.
- An environment, community or network that will occur as a result of the campaign/promotion.

Step 4

Once the class has understood the guidelines, invite your students to nominate roles and responsibilities: e.g., campaign manager (whip cracker), slogan writer, copywriters, design team, media/press, editors, videographers, etc. to ensure the tasks and campaign is carried out efficiently.

Remember that students are not required to present the campaign; merely create a strategy to show their understanding of why health promotion is important and encourage them to think about how we can work collectively to raise awareness and reduce gambling harm.

Step 5

Once students have finished, ask if any of them would like to present their initiative to the rest of the class.

Reflection

Students can complete the 'Quizlet' which goes over the whole module 'The Health

Part A: Create your campaign

of Young People' https://quizlet.com/_briwuy?x=1qqt&i=1o7791. This is like a Kahoot, but students work in teams to match the definitions to terms. Each student will need a laptop or phone to participate. If they do not have either they can pair up with a student who does have a laptop/phone.

The students will need to sit next to one another so that they can see each other's laptops/ phone. A term will pop up on the student's laptop, and the answer will be on one of the groups laptops. They need to work out who's laptop has the correct term. Once they click the correct answer, another term will come up and they repeat the process. There is a total of 12 terms.

This is a race against the other groups as to who can complete all 12 terms the quickest, and the groups progress is shown on the board. Once a group has finished, you can shuffle the groups that the students work with different people and play another game with 12 different terms.

Ask students to reflect on the barriers and successes they experienced while designing their health promotion campaign.

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?

Learning Support – Selectively group higher ability students with lower abilities.

Extension – Students can answer the following questions:

- Analyse how socioeconomic and environmental determinants can contribute to TWO major health issues affecting young people.
12 marks 2021 HSC exam
- Explain the determinants of ONE major health issue that affects young people.
8 marks 2017 HSC exam
- Describe the nature and extent of ONE major health issue that affects young people.
4 marks 2019 HSC Exam

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?