



VCE VOCATIONAL MAJOR -
PERSONAL DEVELOPMENT SKILLS

UNIT 2

KNOWING THE SCORE

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation



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Contents

Introduction.....	1
Be Ahead of the game resources for VCE Vocational Major.....	2
Resource overview for this unit.....	3
Resource focus.....	3
Resource elements.....	3
Resource requirements.....	3
Summary of activities.....	4
Curriculum links.....	6
Learning activities: teacher notes.....	7
1A. Tuning in.....	7
1B. Tuning in (alternative to the workshop).....	9
2. Develop a product for community engagement.....	11
3. Share and receive feedback on the ‘Know the score’ product.....	13
4. Evaluate own product.....	14
5. Additional activities.....	16
Appendix 1 What is gambling?.....	18
Appendix 2A Student workshop discussion and reflection.....	19
Appendix 2B Student video discussion and reflection.....	22
Appendix 3 ‘Know the score’ product: task description.....	25
Appendix 4 Planning template: research.....	27
Appendix 5 Share and promote your ‘Know the score’ product.....	36
Appendix 6 Gaining feedback.....	37
Appendix 7 Reflections.....	42
Appendix 8 Assessment rubric.....	45

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 for students working towards Unit 2 of VCE Vocational Major - Personal Development Skills (PDS).

Using a variety of information sources, students will create a product (e.g. a magazine, song, podcast, TV-style interview, documentary, poem, artwork, PowerPoint or Prezi presentation) to help young people understand the risks of gambling.

Students will work in groups to plan, develop, share and evaluate the product.

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 four activities in this resource:

1. tuning in (option A or B)
2. develop a 'Know the score' product
3. share and receive feedback on your 'Know the score' product
4. evaluate the product 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:

- Bayu's story (1 min 56 sec) ([youtube.com/watch?v=jFJc-lbnlBw](https://www.youtube.com/watch?v=jFJc-lbnlBw))
- It's not just gamblers that need help (3 min) ([youtube.com/watch?v=MG5iCMvPxro](https://www.youtube.com/watch?v=MG5iCMvPxro))
- Gambler's fallacy explained: think you're owed a win? (1 min 20 sec) ([youtube.com/watch?v=4jLmUXeRPBA](https://www.youtube.com/watch?v=4jLmUXeRPBA))
- Can you beat the odds - the near miss effect (1 min 12 sec) ([youtube.com/watch?v=jS9LjzPPRmA](https://www.youtube.com/watch?v=jS9LjzPPRmA)).

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"> • Bayu's story (1 min 56 sec) • It's not just gamblers that need help (3 min) • Gambler's fallacy explained: think you're owed a win? (1 min 20 sec) • Can you beat the odds - the near miss effect (1 min 12 sec) • Appendix 1 - What is gambling? • Appendix 2B - Student video discussion and reflection.

Resource overview for this unit

Activities	Activity overview	Resource requirements
2. Develop a 'Know the score' product (6–8 hours)	<ul style="list-style-type: none"> Class discussion about the concept of community engagement. Students complete the <i>planning template</i> (appendix 4) to assist with developing the 'Know the score' product. Work in teams to come up with a product type, target audience and key message. Plan and develop the product. 	<ul style="list-style-type: none"> Appendix 3 – Know the score' product: task description Appendix 4 – Planning template Appendix 7 – Reflections 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)
3. Promote, share, and evaluate your 'Know the score' product (2 hours)	<ul style="list-style-type: none"> Students plan how they will promote and share their product (appendix 5). Plan how they will collect audience feedback about the product (appendix 6). Share the product with intended audience. 	<ul style="list-style-type: none"> Appendix 5 – Share and promote your 'Know the score' product Appendix 6 – Gaining feedback
3. Evaluate own product (up to 4 hours)	<ul style="list-style-type: none"> Students evaluate their product and their performance in developing and sharing the product using the feedback they have collected and their own reflections. Students also report on the effectiveness of their product. 	<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:

- understanding community cohesion
- engaging and supporting community.

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 PDS learning outcomes

The activities in this resource support the development of the following outcomes in Unit 2 of VCE VM PDS:

Area of Study 2: Community cohesion	Outcome 2 Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply learnt problem-solving strategies when working independently or collaboratively on a community-based activity.
Area of Study 3: Engaging and supporting community	Outcome 3 Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Summary of activities and outcomes

	Activity 1A & B - Tuning in	Activity 2 - Plan and develop product	Activity 3 - Promote and share product	Activity 4 - Evaluate and reflect on the project
Unit 2, Outcome 2	●	●		
Unit 2, 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.

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

Learning intentions

- Students will develop an understanding of what gambling is, differing perspectives on gambling, its normalisation, the limited chances of winning, the associated risks, and available help services.
- Students will examine the impact of gambling harm on individuals and communities, strategies to address the issue, and barriers to addressing it.

Success criteria

- Students can define gambling and identify some of its different forms.
- Students can analyse different perspectives of diverse groups in relation to gambling.
- Students can explain how gambling is normalised through media and advertising.
- Students can explain the limited chances of winning in gambling.
- Students can explain the impact of gambling harm on individuals and communities.
- Students can identify organisations that offer support to people who are affected by gambling harm.
- Students can identify strategies for addressing gambling harm and barriers that may exist.

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 can 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 support services available.

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

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 you can know when gambling is a concern for someone)
- Who does gambling harm affect?
- What do you think the following people might think about gambling:
 - the owner of a casino
 - the partner of someone who is experiencing gambling problems

- someone from country such as Singapore, Cambodia or United Arab Emirates where gambling is illegal
 - someone financially well off
 - someone who is not well off.
- Is gambling normal in your family or amongst your friends? (e.g. if most people in the family gamble, or what happens if you work in an industry that is reliant on gambling such as horse racing)
 - What are the different ways gambling can harm individuals?
 - Who in the community has a role in dealing with gambling harm, whether individuals or organisations?
 - How could you help someone who is affected by gambling harm?
 - How does gambling affect the health and wellbeing of communities?
 - What can communities do to address gambling harm?
 - What are the barriers to addressing gambling harm?

This discussion draws on the knowledge gained from the workshop and any prior knowledge the students may have about gambling.

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

A mind map, developed by the class, could be used to support the discussion of the key messages from the workshop, or who gambling harm impacts and how.

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.

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

Learning intentions

- Students will develop an understanding of what gambling is, differing perspectives on gambling, its normalisation, the limited chances of winning, the associated risks, and available help services.
- Students will examine the impact of gambling harm on individuals and communities, strategies to address the issue, and barriers to addressing it.

Success criteria

- Students can define gambling and identify some of its different forms.
- Students can analyse different perspectives of diverse groups in relation to gambling.
- Students can explain how gambling is normalised through media and advertising.
- Students can explain the limited chances of winning in gambling.

- Students can explain the impact of gambling harm on individuals and communities.
- Students can identify organisations that offer support to people who are affected by gambling harm.
- Students can identify strategies for addressing gambling harm and barriers that may exist.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

- **Bayu's story** (1 min 56 sec)
- **It's not just gamblers that need help** (3 min)
- **Gambler's fallacy explained: think you're owed a win?** (1 min 20 sec)
- **Can you beat the odds - the near miss effect** (1 min 12 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 some 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:

- **Bayu's story** (1 min 56 sec) (youtu.be/jFJc-lbnlBw) 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).

Learning activities: teachers notes

- **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.
- **Gambler's fallacy explained: think you're owed a win?** (1 min 20 sec) (youtu.be/4jLmUXeRPBA) and
- **Can you beat the odds – the near miss effect** (1 min 12 sec) (youtu.be/jS9LjzPPRmA) to promote discussion about your chances of winning if you gamble.

After each video, discuss its key message/s.

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.)
- What influences people to gamble?
- 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?

This discussion draws on the knowledge gained from the workshop and any prior knowledge the students may have about gambling.

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

A mind map, 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. Develop a product for community engagement

Activity overview

Students explore the concept of community engagement.

Students brainstorm community engagement strategies that could be used to promote responsible gambling to young people.

Students design a product that will encourage young people develop informed attitudes to gambling.

The product could be a written text, a song, poem, podcast, TV-style interview, artwork, Prezi or PowerPoint presentation, video, etc.

This part of the project includes:

- proposing a suitable product and justifying how it will engage young people
- defining roles of individuals
- identifying the key message of the product
- planning the product, including developing a timeline
- identifying resources required and if permission is required and from whom.

Students undertake research about the key message they have identified as the one their community engagement activity will address.

Students also:

- undertake research about key issues associated with gambling
- build or establish an external relationship to promote awareness of risks and issues associated with gambling harm
- include a budget in their planning.

In this activity students will:

- undertake research about the key message they have identified as the one their product will address
- explore the concept of community engagement
- brainstorm community engagement strategies that could be used to promote responsible gambling to young people

- define the audience for their product and consider the best way to communicate with them
- develop a product that will help young people develop healthy and informed attitudes to gambling.

The product could be a:

- written text
- song or poem
- podcast
- TV-style interview
- artwork or poster
- Prezi or PowerPoint presentation
- video documentary.

To successfully complete this activity, students will develop a project plan, including:

- outline the purpose of the product
- defining the audience
- defining the roles of individuals involved in the project
- developing a timeline
- identifying resources and equipment required
- determining if permission is required and who from
- a plan of how they will share the product
- a budget outlining any costs.

Learning intention

- Students will apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills to design a product that will encourage young people develop informed attitudes to gambling.

Success criteria

- Students can propose a suitable product and justifying how it will engage young people.
- Students can identify roles of group members and their tasks.
- Students can plan the development of a product designed to let young people know about a gambling issue relevant to them.
- Students can identify possible problems with the development of the product and strategies to overcome them.
- Students can contribute to the development of the product.
- Students can complete the product.
- Students can evaluate own performance in developing the product and working in a team.
- Students can actively take part in team meetings.
- Students can prepare a budget for the product development.
- Students can communicate with organisations that address issues related to gambling harm.

Duration

Approximately six to eight hours depending on the product. In some instances, students may require longer to develop and share their product.

Resource requirements

This activity is supported by the following resources:

- Appendix 3 – *'Know the score' product: task description*
- Appendix 4 – *Planning template*
- Appendix 7 – *Reflections*
- Appendix 8 – *Assessment rubric*
- Websites:
 - Victorian Responsible Gambling Foundation (responsiblegambling.vic.gov.au)
 - Gambler's Help (gamblershelp.com.au).

Activity description

2.1 Explore community engagement

Facilitate a class discussion about the concept of community engagement and how it can be used to address cultural, social, environmental and/or economic issues.

Brainstorm some different community engagement strategies that could be used to develop healthy and informed attitudes towards gambling in the community.

2.2 Introduce the task

Hand out *'Know the score' product: task description* (Appendix 3) and explain the task to students – they will be working in small groups to develop and share a product that lets young people know about a gambling issue relevant to them. The product could be a written text, a song, poem, podcast, TV- style interview, artwork, Prezi or PowerPoint presentation, video, etc.

Provide students with the:

- *Planning template* (Appendix 4)
- *Reflections* (Appendix 7)
- *Rubric* (Appendix 8)

The *Planning template* has five different parts (research; audience; purpose and product; what and who; problems and solutions), each quite detailed. You may prefer to provide students with one part at a time.

Explain to students how to use these resources and provide them with the opportunity to ask questions.

Inform students as to whether the *Planning template* should be completed individually by each student or one per group.

Each student should complete *Reflections* (Appendix 7).

Read through the *assessment rubric* (Appendix 8) with students so they are clear about what is expected in this activity.

2.3 Work in a team

Students are required to work in groups of around four. Consider running a physical activity or game to identify groups with common interests.

Once the groups have been formed, each group should agree on a type of product, their target audience and key message. Students then negotiate their roles within the group and document this on the *Planning template* (Appendix 4).

If students are having difficulty deciding on a key message for their product, they could choose from one of the following:

- how attitudes to gambling are developed
- gambling and sport don't go together
- betting isn't normal
- gambling companies make money; you lose it
- gambling is an easy way to spend money, not make it
- gambling means you miss out on things you want
- losing money isn't fun – you're more likely to lose than win when you gamble
- how gambling can affect people who gamble
- gambling harm affects family and friends
- gambling and mental health.

2.4 Plan the product

Students should use the *Planning template* (Appendix 4) to guide the planning and development of their product. The *Planning template* takes them through the planning stages.

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

2.5 Develop the product

Students use their learning time to develop the product within their group according to their role.

Students should refer to their *Planning template* as they develop their product.

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

Gambler's Help (gamblershelp.com.au) also contains useful information.

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

On completion of the project, refer students to the relevant section of *Reflections* (Appendix 7) and the *Assessment rubric* (Appendix 8) and ask them to fill in the relevant sections.

3. Share and receive feedback on the 'Know the score' product

Activity overview

Students decide how to share the products they have created. How they share their products will depend on the type of products produced: written texts, including poems, could be shared in a book, magazine or website; songs or plays could be performed to an audience comprising the target group, or filmed and shared on a website or social media.

They then need to decide how they will promote their product. For example, will they produce flyers and where will they display the flyers? Will they use social media and which platforms would be the most effective?

Students promote and share their product. They also gain audience feedback about the product.

Learning intention

- Students will apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills to implement a product that will encourage young people develop informed attitudes to gambling.

Success criteria

- Students can identify a method of communication that would best share the product with the target audience.
- Students can communicate effectively with individuals and/or organisations about the product.
- Students can share and gain meaningful feedback on the product.

Duration

Approximately two hours, but this will vary according to how the product is shared and how feedback is acquired.

Resource requirements

This activity is supported by the following resources:

- Appendix 5 – *Share and promote your 'Know the score' product*
- Appendix 6 – *Gaining feedback*.

Activity description

3.1 Sharing and promoting

Before students can share their product, they need to decide how it should be shared with the identified target audience: written texts, including poems, could be shared in a book, magazine or website; songs or plays could be performed to an audience comprising of the target group, or filmed and shared on a website or social media.

They then need to let the target audience know about the product and how they can find or see it. This might be through word of mouth, posters and flyers, social media postings or partnering with other organisations.

Students should note how they will share and promote their product on the sheet *Share and promote your 'Know the score' product* (Appendix 5).

3.2 Gaining feedback

Students should also consider how they will gain feedback on the product. The handout *Gaining feedback* (Appendix 6) provides tips and the types of questions to ask.

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

3.3 Share the product

Students should share the product in the most appropriate way, taking into account the audience and the product type.

4. Evaluate own product

Activity overview

Taking into account the feedback they have received about their product, students evaluate their product and their performance in developing and sharing the product. This includes their communication and teamwork skills. This is done through discussion and

completion of *Reflections* (Appendix 7) and the *Assessment rubric* (Appendix 8).

Using appropriate digital media, students also report on the effectiveness of their product in terms of raising awareness of the key message and/or how they promoted and shared it.

Learning intention

- Students will apply communication, critical thinking, problem-solving, decision-making, planning and metacognitive skills to evaluate a product that will encourage young people develop informed attitudes to gambling.

Success criteria

Students can identify:

- if the product achieved its purpose
- the positives and negatives of the product
- the strengths and weaknesses of own performance
- own teamwork skills
- effectiveness of the group's teamwork
- how group conflict was managed.

Duration

Approximately four hours.

Resource requirements

This activity is supported by the following resources:

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

They should also be able to access the feedback received on their product.

Activity description

4.1 Product evaluation

Facilitate a discussion about how the students felt about the product they produced and the feedback they received.

Start the discussion by considering whether the product 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 group) to place a sticker or mark on the line indicating whether they think their product achieved its purpose.

Questions to consider in the discussion include:

- How effective was the product in engaging the community (e.g. young people)?

- What were the best things about your product?
- How could it have been improved?
- Did you display and promote it in the best way?
- How else could you have displayed or promoted it? Would that have worked better?
- What did the feedback tell you about your product?

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

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

4.2 Reflection: own performance and teamwork

Provide an opportunity for students to reflect on their own performance in the group. Ask them to write down a short answer for each of the following:

- How did I go working in a group?
- What did I do best working in a group? or, What are my strengths when working in a group?
- What could I do better next time I work with a group? or, What are my weaknesses when working in a group?

Students should then 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, and how effectively they felt they undertook and executed their role.

Teacher feedback also features as a component of the assessment template.

Provide feedback to students via the assessment tool and conferencing, reflecting on the key elements they achieved and areas for future development and focus.

5. 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 2 in the VCE Vocational Major PDS. Teachers can expand on and adapt these ideas to suit the needs of their students.

Debate or panel discussion

Divide the class into groups representing different perspectives (e.g., community members, government officials, mental health experts) and assign them a community issue related to gambling harm.

Have each group prepare arguments and evidence supporting their perspective on addressing and reducing gambling harm within the community.

Conduct a debate or panel discussion, allowing students to present their viewpoints, challenge opposing arguments, and discuss the benefits and challenges of implementing strategies to mitigate gambling harm.

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

Ask students to complete a reflective journal documenting their process in creating their product. In the journal, they should also reflect on their own understanding of gambling issues and how their attitudes to gambling have changed while completing the project.

Diversity, inclusion, and cohesion

Students visit at the Victorian Responsible Gambling Foundation's (VRGF) website (responsiblegambling.vic.gov.au). Students identify initiatives or strategies that the VRGF uses to support diverse members of the community. This could include representation of different communities, partnerships, campaigns targeting specific communities, community projects and events.

Students should present this information in oral, written or visual form.

Mind map

Create a mind map exploring different perspectives of those who are impacted by gambling (E.g., a family member of someone who gambles, owner of a casino, someone who used to gamble and has sought help, someone new to gambling, someone who works at a racecourse, someone who is from a country where gambling is illegal, someone who is well off, someone who is having trouble paying the bills).

Explore key features of effective community engagement

Introduce the key features of community engagement such as prioritising the needs of the community, building local autonomy, local leadership, capacity building, flexibility, developing partnerships and sharing information.

Ask students to explore the Victorian Responsible Gambling Foundation's (VRGF) website (responsiblegambling.vic.gov.au) and identify which of the key features are used by the VRGF and how they are used.

Case study

Provide students with the following case study and ask them to think of solutions to the issue.

The fictional town of Greenfield is experiencing an alarming increase in problem gambling among its youth population. Local authorities and community organisations are committed to addressing this issue and providing support to young people affected by problem gambling.

Here are examples of three people who are affected.

Sarah - Age 17: Sarah is a high school student who developed a gambling addiction after being introduced to online gambling through social media. She has been struggling with debt, keeping up with schoolwork, and strained relationships with friends and family.

Mark - Age 19: Mark is a uni student who started gambling as a way to escape stress and cope with personal challenges. He has been experiencing negative consequences such as increased debt, emotional distress, and declining academic performance.

Lily - Age 15: Lily started gambling as a form of entertainment after witnessing her family members gamble on footy. She is becoming increasingly preoccupied with gambling.

Community engagement initiatives

Ask students to research community engagement and develop a list of initiatives that can be used to engage different communities (E.g., Community forums, volunteer programs, cultural festivals and events, mentoring programs, community workshops, business and community partnerships, community awareness programs etc).

Ask students to rank the initiatives in terms of how well they might be used to promote responsible gambling and reduce gambling harm for different communities eg. young people, older adults.

Research task and report

Divide students into small groups. Ask them to research how one of the following areas can influence how gambling affects the community: social, cultural, environmental, or economic.

Ask students to share their findings.

Timeline

Create a timeline of strategies/activities/policies addressing gambling in Australia. Discuss how they have affected gambling harm in the community.

Interview - podcast or video

Interview a community leader about how they undertake community engagement. Present the interview as a video or podcast.

Map how gambling can affect the community

Ask students to watch some of the personal stories from people who have been directly affected by gambling on the Victorian Responsible Gambling Foundation's YouTube channel (<https://www.youtube.com/playlist?list=PLjBBaGZHR8BtsNO3XMASZkADlpbtVVbjR>).

Ask students to draw a diagram or picture to show how each person's gambling affected those around them and the wider community.

Community engagement role play

Divide students into groups and assign each group a specific community engagement scenario. For example, a scenario could involve a community facing environmental degradation and needing to develop a sustainable action plan.

Have students role-play the community members, leaders, and stakeholders involved in the engagement process. Afterward, debrief as a class, discussing the key features, benefits, and challenges observed in the role-play.

Community engagement research

Choose an organisation and research how they undertake community engagement. Possible organisations could include: local council, a sporting brand, charity or NGO.

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):

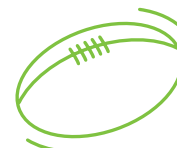
- at the racecourse
- over the phone
- online.



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?

Why do you think some people gamble too much? (Name at least two reasons.)

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 they can 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

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

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

Appendix 2A Student workshop discussion and reflection

What are some ways that gambling can affect communities?

What can communities do to address gambling harm?

What organisations support people who are experiencing gambling harm, including affected families or friends? (Name two.)

What are some of the difficulties in addressing gambling harm?



Student video discussion and reflection



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

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

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?

Why do you think some people gamble too much? (Name at least two reasons.)

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 they can think about is gambling
- Not enough money for things they want or need (like a new phone)
- It can upset their family and friends

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

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

What are some ways that gambling can affect communities?

Appendix 2B Student video discussion and reflection

What can communities do to address gambling harm?

What organisations support people who are experiencing gambling harm, including affected families or friends? (Name two.)

What are some of the difficulties in addressing gambling harm?



‘Know the score’ product: task description

YOUR TASK

You’ll work in a team to create a product that helps young people ‘Know the score’ when it comes to gambling and to develop healthy and informed attitudes towards gambling.

Your team will agree on:

- a target audience
- the key message and information you want to convey
- the type of product (e.g., written text, song, play, video, painting or other artwork, presentation, podcast) you will produce.

You will develop your product during class time. Once you have developed the product, you will decide how to share and promote it.

You will be provided with the following resources to support you:

- ‘Know the score’ product: task description (this document)
- Planning template
- Share and promote your ‘Know the score’ product
- Reflections sheet
- Gaining feedback handout
- Assessment rubric

You will also have:

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

Checklist of jobs

- conduct research
- identify audience, purpose, and product
- engage with community organisations
- planning
- complete the product
- share and promote the product
- gain feedback
- reflect on the product.

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



Planning template: research

Group members	

Research

You have already found out some information about a range of issues associated with gambling and what to do about them.

Your first task is to do some research about:

- the issues
- what can be done about the issues, including how to prevent them
- which organisations have a role in:
 - trying to prevent gambling harm
 - supporting people affected by gambling harm – think also about the broader effects of gambling, such as on mental health, relationships, family violence and finances, and the sort of organisations that might offer specific support in those areas.

You will use the information from your research to help you decide on something you would like young people to know about gambling, its risks and the support available for those who are affected by gambling harm. This will be your key message.

At the end of this project, you will give a presentation about the product you developed. Your presentation will include a brief report on your research findings and why you chose your key message.

Appendix 4 Planning template: research

Useful websites to start your research are:

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

How else could you research the topics about gambling? List at least three different ways.

After you have done the research, tick which ones you used.

Possible research methods for the topic	Research methods used

Time to do your research.

Remember you will need to use this information later.

Planning template: audience, purpose, and product

Who is the audience you will develop the product for?	
What is the key message/s and information you want to get across?	
Why is this message relevant to the target audience?	

Appendix 4 Planning template: research

What type of products could help to make your audience aware of your key message? Name at least four types of products that would be suitable. Examples of products: poem, article for a newspaper, painting or other artwork, video, song, play, podcast, Prezi or PowerPoint presentation, posters, etc.			
What type of product will you develop?			
Why is this type of product suitable for the target audience?			
What is the overall aim or goal of your product?			

Planning template: community engagement

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 your product or host an event at which your product is showcased.

Appendix 4 Planning template: research

Make a list of the organisations that could.

help you address your key message	use or promote your product

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?

Planning template: what and who

Now that you know what you want to produce and who it's for, you need to brainstorm all the tasks the team needs to do.

Write down the tasks in the table below. Then write down who will do each task or take responsibility for it.

Task	Who

Planning template: project plan

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

- write the aim of your project
- develop a timeline with the tasks you need to do, when you will do them and who will have responsibility for them
- decide on project milestones (something that shows you are on track to finish the project on time, such as a draft of a script for a play, a storyboard of a video)

Resources and permissions

What resources will you need for your product?

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

Yes No

What for?

Who needs to give you permission?

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?

Appendix 4 Planning template: research

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.

CONCERT BUDGET

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

Now you 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?

Solving problems

What problems might you have in developing the product? How could you overcome these? Include possible problems group members may have in working together and issues that could arise with the community organisations you had contact with.

Possible problem	Possible solutions

Develop your product

Use your timeline to check:

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

Finished the product?

1. Go to the *Reflections* sheet to write down the jobs you did and helped with.
2. Go to the *Assessment rubric* and complete the relevant parts. Ask your teacher if you have trouble finding the parts to complete.



Share and promote your 'Know the score' product

You've developed a product that helps young people 'Know the score' when it comes to gambling and helps them to develop healthy and informed decisions about gambling.

Now you need to decide how you will share and promote the product.

Sharing the product

How you share your product depends on the type of product you have produced. For example,

- written texts, including poems, articles and stories, could be shared in a book, magazine or website
- songs or plays could be performed to an audience comprising the target group, or filmed and shared on a website or social media
- artworks like paintings could be displayed at an exhibition
- videos could be shared on YouTube.

With your group, decide how you will share your product.

How will you share your product?

Promoting the product

Now you need to think about how you will let your target audience know about the product and how they can find or see it. This might be through word of mouth, posters and flyers, social media postings, using other organisations, etc.

How will you promote your product?

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

In this activity, you want feedback about your project from those who have seen or experienced it.

You may also want feedback from your team members about how you performed your tasks. Your teacher will also give you feedback about these things.

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 ?
- What did you like best about ?
- What else would you have liked 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 that next. For example:

- What did you learn from ?
- Do you think conveyed 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 product 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.

Discussing feedback

Once you have collected the feedback, discuss the results with your group. Use these questions to guide your discussion:

- What did people like or dislike about the product?
- Did people understand the key message?
- Did the product change people's opinions or affect what they will do in the future?

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 product did you find most useful or valuable?

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

How well do you think the product conveyed the message that gambling is risky?

Appendix 6 Gaining feedback

How likely are you to recommend the product to others?

Very likely	Likely	Unlikely	Very unlikely	Not at all

I now have a better understanding of gambling harm.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Do you have any additional comments, suggestions, or feedback about the product



Reflections

When you have completed the product

Write down all the tasks you completed or helped with.

What I did	What I helped with

I participated in developing the product

A great deal	Considerably	Moderately	A little	Not at all

All the group members contributed to the product

A great deal	Considerably	Moderately	A little	Not at all

Appendix 7 Reflections

How effective was your group's product in conveying the key message and information to your target group?

A great deal	Considerably	Moderately	A little	Not at all

How do you know? Give at least two reasons.

What do you think makes a group work well?

- Organising things (planning, thinking about the next step)
- Helping each other
- Solving differences and problems
- Sharing information, knowledge, and skills
- Taking responsibility for tasks
- Making decisions together Working together
- Having fun
- Communicating with others
- Other (write what that is)

Which of these did your group do well?

Appendix 7 Reflections

What could the group members have done so the group worked better?
(Give at least two.)

What did you do to help your group work well? What could you have done so the group worked better?

What I did to help the group work well	What I could have done to make the group work better



Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Research <ul style="list-style-type: none"> Conduct research to help decide on what young people need to know about gambling Identify issues related to gambling and their impacts Identify strategies for addressing and preventing gambling-harm Identify support available for those who are affected by gambling harm. 	<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of various issues related to gambling and their impacts Identifies a range of effective strategies for addressing and preventing gambling-harm Recognises a wide range of organisations involved in preventing gambling harm and providing support to affected individuals 	<ul style="list-style-type: none"> Identifies the major issues associated with gambling and their impacts Identifies appropriate strategies for addressing and preventing gambling-harm Identifies the major organisations involved in preventing gambling harm and supporting those affected 	<ul style="list-style-type: none"> Identifies some issues associated with gambling and their impacts Identifies one organisation involved in preventing gambling harm and supporting those affected Identifies some strategies for addressing and preventing gambling-harm 	<ul style="list-style-type: none"> Does not identify significant issues associated with gambling Does not identify organisations involved in preventing gambling harm or supporting those affected Fails to identify strategies for addressing or preventing
Identifying audience, purpose and product <ul style="list-style-type: none"> Identify the audience for the product Identify key message for the product Select a relevant product Justify why the key message and product are relevant to the audience Defines overall goal of the product 	<ul style="list-style-type: none"> Clearly identifies audience Identifies highly relevant key message Selects a highly relevant product Convincingly justifies why the key message and product are relevant to the audience Clearly identifies the overall goal of the product. It is aligned with the audience and key message. 	<ul style="list-style-type: none"> Identifies audience Identifies appropriate key message Selects an appropriate product Justifies why the key message and product are relevant to the audience Identifies the overall goal of the product 	<ul style="list-style-type: none"> Identifies audience Partially identifies key message Selects a product Partially justifies why the key message and product are relevant to the audience Loosely defines the overall goal of the product 	<ul style="list-style-type: none"> Does not identify audience Does not identify key message Does not select an appropriate product Does not justify why the key message and product are relevant to the audience Does not identify the overall goal of the product

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
<p>Engagement with community organisations</p> <ul style="list-style-type: none"> Identify organisations that could provide advice and information or promote the key message 	<ul style="list-style-type: none"> Provides a comprehensive list of organisations that could provide advice and information or promote the key message 	<ul style="list-style-type: none"> Provides a list of organisations that could provide advice and information or promote the key message 	<ul style="list-style-type: none"> Provides a partial list of organisations that could provide advice and information or promote the key message, but some important options may be missing 	<ul style="list-style-type: none"> Does not provide a sufficient or relevant list of organisations that could provide advice and information or promote the key message
<p>Planning and teamwork</p> <ul style="list-style-type: none"> Develop a timeline for the project. Identify resources and permissions needed Complete a budget for the project Run meeting with team members Identify possible problems 	<ul style="list-style-type: none"> Develops a timeline with dates, a number of clearly defined tasks, who is responsible for tasks and milestones Clearly identifies highly relevant resources and permissions needed to complete the project Completes a comprehensive and precise budget for the project and identifies how the money will be raised Identifies at least five possible problems and highly effective solutions 	<ul style="list-style-type: none"> Develops a timeline with dates, a number of tasks, who is responsible and identifies milestones Clearly identifies relevant resources and permissions needed to complete the project Completes a realistic budget for the project and identifies how the money will be raised Identifies three possible problems and appropriate solutions 	<ul style="list-style-type: none"> Develops a timeline with dates, a at least three tasks and identifies who is responsible Identifies some resources and permissions needed to complete the project Completes a budget for the project Identifies three possible problems and attempts solutions 	<ul style="list-style-type: none"> Does not complete timeline Does not identify resources and permissions Does not complete a budget for the project Does not identify possible problems or solutions

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Completing the product <ul style="list-style-type: none"> Complete a product that has accurate information about the risks and consequences of gambling Complete a product that appeals to the target audience Complete a product that communicates the key message Completes a product that helps young people develop informed decisions about gambling, promoting responsible attitudes 	<ul style="list-style-type: none"> Provides comprehensive and accurate information about the risks and consequences of gambling Creatively engages and appeals to the target audience Communicates the key message highly effectively Demonstrates a clear understanding of the target audience and effectively helps young people develop informed decisions about gambling, promoting responsible attitudes 	<ul style="list-style-type: none"> Includes relevant information about the risks and consequences of gambling Engages the target audience Communicates the key message effectively Demonstrates a positive impact on raising awareness and promoting responsible attitudes towards gambling, but may have some areas for improvement in terms of effectiveness 	<ul style="list-style-type: none"> Includes some information about the risks of gambling Partly engages the target audience Partly communicates the key message Demonstrates some impact on helping young people develop informed decisions 	<ul style="list-style-type: none"> Does not include information about the risks of gambling Product is not engaging for the target audience Product does not communicate the key message Product does not help young people to develop informed decisions about gambling or promoting responsible attitudes to gambling
Sharing and promoting the product <ul style="list-style-type: none"> Use an appropriate format for sharing the product Use an appropriate method for promoting the product 	<ul style="list-style-type: none"> Uses a medium/platform that is highly effective for the type of product Uses a highly effective method for promoting the product 	<ul style="list-style-type: none"> Uses a medium/platform that is suitable for the type of product Uses a suitable method for promoting the product 	<ul style="list-style-type: none"> Uses a medium/platform that is suitable for the product but other ways of sharing would be more effective Uses a method that promotes the product but other methods would be more effective 	<ul style="list-style-type: none"> Uses a medium/platform that is not suitable for the product Does not use an appropriate method for promoting the product
Gaining feedback <ul style="list-style-type: none"> Choose a suitable method for collecting feedback (E.g., feedback form, online survey, group discussion, personal interview) and design effective questions 	<ul style="list-style-type: none"> Chooses a suitable method for collecting feedback and designs highly effective questions 	<ul style="list-style-type: none"> Chooses a suitable method for collecting feedback and designs effective questions 	<ul style="list-style-type: none"> Chooses a suitable method for collecting feedback and designs some effective questions. 	<ul style="list-style-type: none"> Does not collect feedback

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Reflecting on the product <ul style="list-style-type: none">• Reflect on how you engaged with the task• Reflect on how effectively you undertook and executed your role• Reflect on how the group worked together• Reflect on how well you worked with your partner organisation	<ul style="list-style-type: none">• Provides a comprehensive and insightful reflection on the process of completing the product	<ul style="list-style-type: none">• Provides a reflection on the process of completing the product with some insightful parts	<ul style="list-style-type: none">• Provides a reflection on the process of completing the product with basic observations	<ul style="list-style-type: none">• Does not provide a reflection on the process of completing the product

Teacher feedback

Peer feedback

VCE VOCATIONAL MAJOR -
PERSONAL DEVELOPMENT SKILLS

UNIT 2

KNOWING THE SCORE

CONNECT WITH US ON:



vicrgf



responsiblegambling



Victorian Responsible Gambling Foundation



ResponsibleGambling

responsiblegambling.vic.gov.au

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation

