



The Queensland Responsible Gambling Strategy

Responsible gambling education Youth media campaign

Reducing the risk factors for problem gambling through early intervention

- This idea sheet provides suggestions for learning activities that give students opportunities to deconstruct media texts that advertise gambling and to decode the messages conveyed by this type of advertising. In order to prepare them for designing their own youth-focused media campaign they are given the opportunity to review some messages from a youth-oriented responsible gambling campaign available in Canada.

Curriculum Links

<i>Middle Phases of Learning</i>	<i>Senior Phases of Learning</i>	
<i>Media Visual Arts</i>	<i>Health Education Study of Society Social & Community Studies</i>	<i>Visual Arts Film & TV English</i>

Before commencing the Youth Media Campaign unit it is recommended that teachers extend the orienting phase to ensure that students have a more developed understanding of gambling, responsible gambling and the positives and negatives of gambling. This will ensure that student media texts are based on a sound understanding of the issues.

Suitable activities can be found in the following units: Voices, Gaming machines are big business, As time goes by, The games we play and Bully Bookies.

Teachers can also utilise the *After the Beep* video and facilitator’s guide to design class activities or enhance activities taken from other idea sheets.





Phase 1 – Orientating

Teachers:

- Collect texts, including television and print advertisements (ads) that depict gambling activities. These should be ads available in your local area so students have probably had some exposure to them. Advertisements should show activities from lotto/scratchies to racing/sports betting to pokies and casino games.
- As a class group, discuss:
 - What types of gambling are portrayed in these texts?
 - What do you understand by the term gambling? (OHT 2 and/or Resource Sheet 1 both provide some information/activities that could extend this discussion).
 - What images are associated with gambling? What do these images suggest about the values and beliefs held by people in relation to gambling?
 - What types of lifestyles and personalities do you perceive to be associated with gambling in different contexts (at the races, hotels/clubs, casinos, newsagents etc.)?
 - Do any stereotypes emerge from these advertisements? If so, what are they?
 - Do these advertisements contain any references to negative outcomes? If not, why do think that is so?
- *In Control – Taking Responsible Risks*, the module written for the Arts syllabus provides some useful ideas/information for teachers as well as resource sheets that can be adapted to individual class situation and year level age group.

Students:

- Participate in a class discussion that focuses on the purpose of the “Know the Score” campaign (OHTs 9, 10 and 11) that the Responsible Gambling Council (Ontario) has developed.
 - What is the target audience for this campaign?
 - What is the central message of the campaign?
 - What other information is given?
 - Do you like the ad?
 - Is it personally relevant?
 - What feelings does it generate?
 - Do you notice the ad? Does it jump out at you?
 - Is it unique or different from other advertising for similar products or services?
 - What does the ad communicate to you? Do you think this is the message the advertisers wanted you to get?
 - Does the ad try to persuade you to do something? Is it successful?
- Investigate websites that deal with responsible gambling or social issues for youth such as smoking, alcohol and drug abuse:
 - www.responsiblegambling.qld.gov.au – The education section for students has links to many different youth sites that look at gambling.
 - www.responsiblegambling.org (section – post-secondary)
 - www.adbusters.com
- In your journal, document information such as websites, posters, postcards or media merchandise used to attract your attention, make you interested and assist you in building or enhancing your knowledge about responsible gambling or another social issue. Students should collect examples to bring into class for discussion.





- Participate in a class discussion that focuses on how these information posters have been produced and presented to members of the general public.
- In analysing the media examples that have been collected by class, have students consider:
 - How do you know this ad is targeted at youth? What age group do you think it is targeted at?
 - Is the ad trying to sell a product or get you to change the way you behave?
 - Do you like the ad?
 - Is it personally relevant?
 - Does it generate feelings of warmth/desire towards the product or service?
 - Do you notice the ad? Does it jump out at you?
 - Is it unique or different from other advertising for similar products or services?
 - What does the ad communicate to you? Do you think this is the message the advertisers wanted you to get?
 - Does the ad try to persuade you to do something? Is it successful?
- Discuss the following:
 - Why have these specific images, text, colours and objects been selected and combined? What specific meanings have been constructed?
 - Why are minority groups in our society such as Indigenous, Asian, rural and remote youth not being catered for?

Phase 2 – Enhancing

Teacher:

Inform the student group that their submission to the Responsible Gambling Committee has been successful and their work on the Youth Responsible Gambling Media Kit may commence.

- The purpose of this Media Kit is to target a youth audience. The audience could be a mainstream or a minority audience. Remember when we are talking about a youth audience, we are referring to people aged 14–24 years of age. Have students consider what age group they are going to target their campaign at.
- The campaign should focus on either:
 - Young people experiencing problems due to their own gambling; OR
 - Young people who are affected by another person's gambling, such as a parent.
- In small groups, suggest, investigate and consider media forms and technologies such as swap cards, stickers, competitions and interactive stories that will be effective in reaching this specific audience.





- Determine what your Media Kit will include – will you develop a poster/print or television/cinema or radio campaign? Would you be better off developing a drama performance that aims to educate your youth group? Will other information or promotional material need to be developed?
- Resource Sheet 18 provides a useful framework for students designing a poster. The information in this sheet could be adapted for those students developing a broadcast campaign or other media forms.
- Resource Sheets 19 and 20 provide a KWL framework that can be used to underpin student decision making about their media and message. The sheets provide a framework for students designing a youth campaign targeted at young people experiencing problems due to their own gambling as well as a framework for a campaign aimed at communicating to young people who are affected by another person's gambling.
- **Teacher Considerations:** It is important to stress tolerance of cultural difference, and the impact of learning styles of the success of media texts for different audiences – for example, Indigenous groups are predominantly visual (spatial) and tactile learners and media that tells a story and focuses on group values is more persuasive.
- Arrange to have informal discussions/ interviews with community members regarding the many factors that have to be considered ensuring the project's overall success in promoting the responsible gambling message to a minority group.
- Liaise with community members as specific cultural groups require that one must follow correct protocol/s such as being welcomed to the land, gaining access or permission to experience specific cultural activities or sites or the sharing of cultural or spiritual knowledge.
- After discussion with community members, define the best method of communicating with your chosen audience group.





Phase 3 – Synthesising

Students:

- In small groups, negotiate and identify specific role/s and duties they would like to experience such as:
 - designers of marketing merchandise (prototypes)
 - promotion personnel
 - media forms (print, broadcast, digital or emerging) that could be used to promote this event
 - graphic designers, image and sound recordists, editors, script writers, presenters and actors.
- Design and organise prototypes and proposals for promotional events and display mechanisms. Students should be required to keep a group journal of their development process that includes definitions of their target group, rationale for media selection, cultural considerations and copies of their final texts.
- If applicable:
 - Present your preliminary work to the community members that you had contact with in Phase 2.
 - Design an evaluation tool that allows audience interaction and data collection.
 - Review this feedback and ensure that the initial cultural considerations are still evident in your work.
 - Redesign your work to incorporate any suggestions made by community members.
- Present your Responsible Gambling Youth Media Kit to your class group. The presentation should include definitions of your target group, rationale for media selection, cultural considerations and copies of final texts.





Sample assessment advice for teachers

Students demonstrate a knowledge regarding:

- The types of activities that can be classified as gambling.
- Responsible gambling and what it means.
- The minority groups and the equity considerations surrounding this specific group.
- The utilisation of media techniques to target a specific audience.
- The designing of evaluation tools in order to gather feedback and reflective information supplied by a targeted audience.
- The roles and duties required within a specific production role.
- Negotiating and working as a group member.
- The promotional tools that can effectively present a media kit to a specific audience.

