



Consistent Community Education: 'How To' Guide

What is the Consistent Community Education (CCE) project?

The CCE project is part of the *Gambling Harm Minimisation Plan for Queensland 2021-2025* and aims to design and deliver a standardised suite of consistent community education materials about gambling harm to be used across Queensland.

The materials provide access to high-quality, consistent messaging and information, based upon the most up-to-date research and approaches. Together in consultation with Gambling Help Service (GHS) providers, including community educators who will deliver the content, the Department of Justice (DoJ) developed these materials to be current, fit-for-purpose, easily accessible, and appropriately targeted for a diverse range of community audiences across Queensland.

The materials aim to equip communities with an understanding of gambling, gambling harm, and its warning signs. They are designed to empower people impacted by gambling harm (either through their own gambling or somebody close to them) to enact strategies to practice safer gambling or to create change within their lives, including pathways to seek help. The materials use plain, non-stigmatising and strengths-based language, in line with a public health approach.

Who are the CCE materials designed for?

The CCE materials can be used by any Gambling Help Service (GHS) community educator in any region in Queensland. These materials are designed to be the only resources used in GHS community education sessions.

These materials can be used with a diverse range of community audiences across Queensland, including health professionals, gambling venue staff members, and people impacted by somebody else's gambling. While the materials may be relevant to certain at-risk groups, such as First Nations peoples, culturally and linguistically diverse populations, or young people, they have not been specifically designed for these audiences. DoJ is currently working on other projects to provide targeted education to these communities. Where you are giving a presentation on a topic or to an audience where the CCE materials would not be suitable, you can use materials you have created yourself. We ask that you please send these materials to the Office of Liquor and Gaming Regulation at GHSS@justice.qld.gov.au. Please allow two weeks for the materials to be reviewed.

What content do the CCE materials cover?

There are 20 CCE PowerPoint presentations. They can be accessed through the [Queensland Publications Portal](#).

The modules 'The basics about gambling' and 'Gambling harm' are stand-alone modules which provide introductory information. The remaining materials designed to be:

- Inserted into one of the two stand-alone modules to support deeper conversation into specific topics; or
- Used as shorter modules on specific topics for brief presentation sessions.

There are also 'Core' and 'Extended' versions of a training for gambling venue staff module. They both cover similar content, but the extended version includes slides that provide more detail on some topics.

You can find a complete list of the topics covered across the 20 CCE PowerPoint presentations in the Appendix on pages 4-7.

How do I use the CCE materials?

The CCE materials have been designed to support a flexible approach to delivery. This allows each community educator to tailor every presentation to the audience and ensures the materials are fit-for-purpose. This means that community educators are encouraged to:

- Change the order of the slides;
- Insert slides from other CCE modules (a complete overview of all content is included in the Appendix on pages 4-7);
- Remove slides as necessary.

However, we kindly ask that community educators please do not:

- Edit the approved slides;
- Add any additional content to the slides.

For further information about some instances when community educators are permitted to add additional content to the slides, please see the following section called 'Can I edit the CCE materials?'

Can I edit the CCE materials?

In general, we kindly ask that community educators please do not edit or add any additional content to the approved slides. However, in some cases, where specifically stated in the speaker's notes, this is permitted.

For example, there is one slide used several times across the 20 CCE PowerPoint presentations called 'Other local support services' (Image 1). This slide asks community educators to include a list of some local services in their region that support audience members with a range of challenges, such as mental health issues, domestic and family violence, alcohol and other drug use, and financial counselling. In this instance, community educators are encouraged to provide the contact information of local support services in their area to audiences.



Other local support services

Support service	Contact information
Mental health support	
Domestic and family violence	
Alcohol and other drug use	
Financial counselling	

Gamblinghelp QUEENSLAND Queensland Government

Image 1: An example of a slide that community educators are encouraged to edit.

Should I download the CCE materials?

We kindly ask that community educators download the relevant CCE PowerPoint presentation onto their devices every time they deliver a community education presentation. This ensures that you will have the most up-to-date version of the materials. DoJ will inform the GHSs of any considerable changes to the materials, such as the addition of any new modules.

Can I provide the CCE PowerPoint resources to the participants/audience?

Yes. Community educators can share the slides either via emailing the participants, or by creating physical handouts in PowerPoint (File > Export > Create handouts).

However, we kindly ask that community educators only share the materials with participants who were present in a community education session. This is because the modules deal with challenging and sensitive topics which need to be delivered with care by a trained community educator.

Can I provide feedback on the CCE materials?

DoJ welcomes ongoing feedback on the CCE modules. If you would like to provide feedback on the existing CCE materials or suggest additional content, please contact the Office of Liquor and Gaming Regulation at GHSS@justice.qld.gov.au.



Appendix: List of Consistent Community Education modules

Topic	Target audience	Overview
The basics about gambling	General/community	<ul style="list-style-type: none"> • An introduction to gambling • Popularity of gambling in Queensland • Normalisation of gambling in Australia • Odds of winning • Impact of gambling on the brain • Gambling harm • Signs of gambling harm • Gambling harm risk factors • Tips for safer gambling • Pathways to seek support
Gambling harm	General/community	<ul style="list-style-type: none"> • Definition of gambling harm • Affected others • In-depth signs of gambling harm • In-depth gambling harm risk factors • Pathways to seek support
Gambling and the brain	General/community	<ul style="list-style-type: none"> • Introduction to dopamine • How gambling changes the brain • The concept of 'near misses' • Impact on the brain • Tips for safer gambling
The odds of winning	General/community	<ul style="list-style-type: none"> • Gambling myths and facts • Odds of winning the lottery • Odds of winning on the pokies • Queensland Government's 'Forget the bet, Enjoy the Game' campaign • Tips for safer gambling
Stigma	General/community	<ul style="list-style-type: none"> • Definition of stigma • Different types of stigma • Causes and consequences

		<ul style="list-style-type: none"> • Key insights • Tips to reduce stigma
Lived experience	General/community	<ul style="list-style-type: none"> • Definition of lived experience • Why lived experience is important • Videos from people who have lived experience of gambling harm • Lived experience engagement expression of interest
Starting the conversation	General/community	<ul style="list-style-type: none"> • Your role (as a friend or family member) • Link between gambling and other factors • Strategies to talk about gambling harm with a friend or family member • Appropriate language • Dealing with challenges • Support services
Training for venue staff (core) Three sections: <ul style="list-style-type: none"> • Gambling harm • Connecting with patrons • Taking care of yourself 	Venue staff	<ul style="list-style-type: none"> • Introduction to gambling and gambling harm • Signs of gambling harm in venues • Strategies to start a conversation with patrons • The role of team members • Emotional intelligence and empathy • Self-care for venue staff
Training for venue staff (extended) <ul style="list-style-type: none"> • Gambling harm • Connecting with patrons • Taking care of yourself 	Venue staff	<ul style="list-style-type: none"> • This module covers the same content as the above in slightly more detail and includes some additional videos. This one is designed to support GHSs who run full-day training sessions to venue staff. However, community educators are welcome to use either module.
Guidance for health professionals	Allied health professionals/GPs	<ul style="list-style-type: none"> • Gambling harm • Comorbidities • Your role (as a health practitioner) • Strategies to talk about gambling harm with a patient

		<ul style="list-style-type: none"> • Appropriate language • Different screening tools • Support services
Self-help	General/community	<ul style="list-style-type: none"> • Definition of self-help • Changing thoughts and beliefs • Understanding triggers and urges • Focusing on health and wellbeing • Managing money • Setting limits • Keeping busy • Seeking support
Self-exclusion & Limit setting	General/community	<ul style="list-style-type: none"> • Definition of self-exclusion • Process of physical self-exclusion • Process of online self-exclusion, including information about BetStop • Limit setting on online betting • Bank blocks • Pre-commitment programs
Normalisation of gambling	General/community	<ul style="list-style-type: none"> • Definition of normalisation • Normalisation of gambling • Impact of gambling advertising • Attitudes towards gambling in society • Availability of gambling • How to limit gambling ads • Tips for changing the conversation
Gambling and the workplace	General/community	<ul style="list-style-type: none"> • Introduction to gambling and the workplace • Signs of gambling harm at work • Impact of gambling harm on the workplace • Your role (as an employer or colleague) • Strategies to talk about gambling harm in the workplace

		<ul style="list-style-type: none"> • Pathways to seek support
Gambling and mental health	General/community	<ul style="list-style-type: none"> • Definition of mental health • Signs of mental ill-health • Link between gambling and mental health • Other considerations • Strategies to support yourself • Pathways to seek support
Gambling and substance use	General/community	<ul style="list-style-type: none"> • Definition of substance use • Substance misuse risk factors • Signs of substance misuse • Link between gambling and substance misuse • Other considerations • Strategies to support yourself • Pathways to seek support
Gambling and domestic and family violence	General/community	<ul style="list-style-type: none"> • Definition of domestic and family violence (DFV) • Types of DFV • Link between gambling and DFV • Financial abuse • Other considerations • Pathways to seek support
Gambling and the justice sector	Justice sector including Corrections	<ul style="list-style-type: none"> • Gambling and offending • Queensland research • What you can do (as a corrections and justice sector staff member) • Gambling harm screening
Gambling and gaming	General/community	<ul style="list-style-type: none"> • Definition of gaming • Links between gaming and gambling • Types of simulated gambling • Impact of simulated gambling • Strategies for safer gaming
Gambling and older people	General/community	<ul style="list-style-type: none"> • Gambling among older people – prevalence and behaviours

		<ul style="list-style-type: none">• Risk factors• Strategies for safer gambling• Pathways to seek support
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