

# Tūturu Gambling Harm Prevention Programme

Developmental evaluation of a cross-curricular resource focused on youth gambling and gamblification in gaming.

June 2025



## Mihi and acknowledgement

**Our grateful thanks are extended to all who provided their input and assistance to this project and the preparation of the report.**

Ngā mihi nui ki a koutou katoa.

This project was commissioned and funded by New Zealand Drug Foundation.

This mahi was carried out by Amanda Hunter, Olivia Gregg and Georgia Parslow of Dovetail Consulting.

# Executive summary

## Introduction

As part of a suite of school-based and workforce development resources, Tūturu has developed a cross-curricular resource focused on reducing youth gambling and gamblification harm. This is intended to empower rangatahi to make informed decisions around gambling, gaming, and the digital world, and reduce the risk of young people experiencing gambling harm now and in the future.

As part of this work, the New Zealand Drug Foundation commissioned Dovetail Consulting to carry out an early-stage evaluation of the Tūturu gambling harm prevention programme to support refinement of the resource ahead of roll-out and inform embedding the resource in schools. This involved a review of the resources and the broader Tūturu approach in line with best practice and published literature, interviews with school staff, the Tūturu team and key stakeholders from the gambling harm minimisation sector, as well as an analysis of survey data from teachers in the trial.

## Summary of outcomes

### *Promotion and awareness*

This evaluation found that schools value the opportunity to address gambling harm for young people, and teacher understanding of the complexities of the topic tended to increase following initial resource engagement. Motivation to trial the resource centred on the perceived relevance of the gaming content, and further promotion is required to raise school awareness around the convergence of gambling and gaming and the need to address gambling harm for all young people.

### *Resource development*

The resources align with credible, up-to-date evidence on youth gambling and gaming in an education context. The definitions, language and tone were seen as accurate, youth-friendly and age-appropriate. Participants felt descriptions, activities and examples reflected a variety of digital experiences that young people are likely to relate to and engage with, but emphasised the need to continuously refresh and validate content with youth to remain relevant in a fast-paced digital world.

### *Appropriateness for youth and schools*

Teachers found the resources accessible across formats and valued how the structure and cross-curricular links initiated class discussions. Participants highlighted the benefit of the resource as both cross-curricular and stand-alone, and the ability of Tūturu leads to support whole-school implementation. Strengths-based approaches were identified, and participant feedback improved the cultural appropriateness and strengths-based nature of the language and narratives.

### *Delivery and sector support*

Activities reflect a variety of interactive delivery methods that captured and maintained engagement during the trial. Teachers found the instructions helpful to build knowledge on unfamiliar topics, and the wider Tūturu programme was seen to support teachers to implement and adapt materials. While teachers felt confident in delivering the content safely, discussions highlighted a gap in specialist support available for youth experiencing gambling harm, if disclosures are to arise. Tūturu network partners shared a genuine appreciation for the mahi and a desire to continue supporting this work.

## Final reflections

The Tūturu gambling and gamblification resources are well-positioned to deliver core activities effectively. This evaluation has provided the foundation for an ongoing, iterative cycle of reflection, adaptation, and learning and with regular data collection and monitoring, the resource will be ready for an outcomes evaluation to take place.

# Introduction

## About Tūturu

Tūturu was created to help schools and health services better support all students by fostering critical thinking skills, offering support during difficult times and strengthening young people's ability to navigate life's challenges. Combining the expertise of the education and health sectors, Tūturu helps rangatahi and the wider school community to explore complex issues.

Initially, the focus of Tūturu was on alcohol and other drugs, aiming to help schools move from reactive methods to proactive approaches that prepare students for the challenges of modern life. As part of broadening the approach to encompass other aspects of young people's health, Tūturu has developed a cross-curricular resource focused on youth gambling and gamblification in gaming. This is intended to help young people make better choices when it comes to gambling, gaming, social media, and other online activities, both for themselves and others.

## About this evaluation

New Zealand Drug Foundation commissioned Dovetail Consulting to design and implement a developmental evaluation of the school-based resources aimed at reducing gambling and gamblification harm for young people/rangatahi.

The purpose of this early-stage evaluation was to assess and provide feedback on the Tūturu gambling and gamblification harm prevention programme to support strengthening the resources and the approach to rolling this out in schools and communities. This evaluation has looked to:

1. Inform whether the resources and tools developed are appropriate to achieve their intended outcomes
2. Understand how the resources can be improved to better support programme outcomes
3. Understand what is needed to embed these resources in a range of schools and/or communities.

## Design

The evaluation of the youth gambling harm resources was designed as an iterative and developmental process to ensure the materials could be refined and would be as effective as possible before their release. Key evaluation questions, a refreshed Theory of Change and an evaluation rubric were co-designed with the Tūturu team (see: Appendix 1 and 2).

The following key evaluation questions have guided the evaluation process:

1. How well do the resources align with the theory of change, best practices in gambling harm reduction, and the needs of key stakeholders?
2. To what extent are the resources likely to support their intended outcomes?
3. How do stakeholders perceive the resources in terms of usability, cultural responsiveness, and embeddability?
4. What adaptations and supports are needed to ensure the resources are scalable, sustainable, and impactful across different contexts?

## Data collection and analysis

Recognising the constraints of not being able to evaluate a full period of implementation, the following data collection methods were developed for implementation during the resource 'trial period'. These methods prioritised flexibility and alignment with best practices and the Theory of Change (TOC) while accommodating the diverse needs and capacities of schools and stakeholders.

- **Review of resources in line with best practice and theory of change:** a brief review of similar international initiatives was carried out to support an assessment of the resource against the evidence outlined in the New Zealand Drug Foundation literature review, which provided foundational insights to ensure the resources are grounded in evidence.
- **Interviews with key Tūturu stakeholders:** one-hour, online, semi structured interviews were held with key members of the Tūturu team, including leadership (three people across two interviews) and Tūturu leads (nine leads across three group interviews).
- **Interviews with subject matter experts:** one-hour, online, semi-structured interviews with subject matter experts, including representatives from one gambling harm minimisation organisation, one AOD organisation, one academic specialist, one workforce development specialist and one individual with lived experience expertise.
- **Interviews with three teachers who trialled the resource:** one-hour, semi-structured interviews with teachers who had trialled the resource across different subjects, including health, mathematics and statistics and social studies.
- **Teacher trial survey:** One survey which was completed by five teachers who trialled the resource.

The evaluation team analysed the collected data by systematically assessing it against the agreed criteria. Three iterative sense-making sessions were held with the Tūturu project team, around one month apart. The iterative feedback process allowed the design team to provide rapid feedback to Tūturu, enabling real-time changes to be made to the resources.

All judgements have been made based on draft resources and on the basis that areas for improvement identified through the evaluation process have been addressed.

## Developmental nature of this evaluation

This evaluation has balanced independent assessment of potential outcomes with a collaborative approach to resource development.

All interviews with evaluation participants were carried out by Dovetail, and data gathered was treated as confidential and anonymous, with responses aggregated and reported to Tūturu regularly to support resource updates. The survey was designed and implemented by Tūturu and Dovetail was consulted on design. The results were provided to Dovetail for analysis and this was incorporated into the evaluation findings.

This approach means that while the evaluation has maintained methodological independence and analytical rigour, it is also grounded in an ongoing and collaborative process of resource development. As a result, the findings should be read not only as a summative assessment of outcomes but also as part of an iterative cycle of reflection, adaptation, and learning. The insights presented are shaped by the real-time integration of feedback and are intended to inform continuous improvement of the resource, rather than providing a one-off judgement of effectiveness.

## Has the programme achieved its intended outcomes?

Based on the evidence gathered in this evaluation, the Tūturu gambling and gambification resources are positioned to deliver core activities effectively. All criteria were at least achieving expectations, and all but three areas were exceeding expectations. The content is well placed to support critical thinking development and includes scenarios and examples that were seen as accurate, age-appropriate, and relevant to young people. The resources are based on evidence and were valued by the wider sector organisations in this process. Instructions, professional development modules, and the values of Tūturu leads were identified as key areas of support for teachers to be able to deliver the resource flexibly and successfully to a variety of learners.

At the time of this evaluation, the programme was in a trial phase with a select group of schools. Judgements have been made with evidence to support the anticipated future achievement of outcomes following the release of the finalised programme. The following table summarises the evaluation criteria judgements against outcome areas for school communities, Tūturu leads and the wider gambling harm minimisation sector.

**Table 1: Overview of outcome achievements against evaluation criteria**

Outcome item	Below expectations	Meeting expectations	Above expectations	Excellent
Schools value and understand need			✓	
Schools see immediate and long-term value in resources		✓		
Resources are evidence-based			✓	
Definitions are accurate and contextualised for youth				✓
Language and tone are appropriate and relatable				✓
Activities are youth relevant and reflect diverse audiences			✓	
Resources are accessible and usable			✓	
Resources are strengths-based and tech-positive				✓
Cross-curricular links are explicit and integrated			✓	
Resources are holistic and cater to broader audiences*				
Delivery methods are interactive and dynamic				✓
Leads feel comfortable and confident to deliver			✓	
Adaptable instructions and guidance for teachers				✓
Safety and available support pathways		✓		
Sector support and opportunities for partnership			✓	

*\*No judgement made: Assessment was out of scope during trial period*

## Promotion and awareness

This section describes achievement of programme outcomes around school awareness, value and understanding of addressing gambling and gamblification harm for young people.

### Schools value and understand the need to address gambling harm

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Existing schools see value in addressing gambling harm for young people, understand that the concept should be addressed, and are willing to trial resources and tools.	<i>Performance is more advanced than meeting expectations</i>	Existing and new schools see addressing gambling harm for young people as critical, understand the complexities of gambling harm and gamblification as a multi-faceted issue, and are eager to begin working with resources and tools.

Schools in this evaluation valued the opportunity to address gambling and gamblification harm in their classrooms. One teacher referred to the perceived popularity of sports-betting among their senior students, while others were motivated by observations of frequent student gaming and time spent online. Tūturu reported that a high number of schools showed interest in trialling the resource, some of which were new schools with no previous experience with Tūturu. The value of the topic was supported by Tūturu leads in this evaluation, who reported receiving a high number of requests shortly after sharing the topic with schools.

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*“I noticed that gambling was a bit of a hot topic for my year 13 students, particularly the boys around like sports betting.” - School*

*“Now that we’ve put these resources out there, it’s probably been the most uptake that I’ve found with Tūturu, a lot of schools are interested.” - Tūturu*

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Teachers described mixed levels of understanding of the complexities of gambling harm among their school communities, however, initial engagement with the resource was found to build awareness in this area. Gambling harm was often framed as a hidden issue, making it less likely to be identified or prioritised by school leadership. Some teachers reflected that engaging in conversations with students and Tūturu leads, as a result of the resource, was found to deepen their understanding of how gambling can show up in the lives of young people. For one teacher, engaging with the resource led them to realise how events at their school may be unintentionally condoning and normalising gambling behaviours. Preconceived ideas and cultural beliefs around the topic of gambling and who can be harmed appeared to impact the willingness of some schools to participate.

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*“We offered it to a girls school last week actually, and the principal said, that’s more of an issue for boys.” - Tūturu*

*“When it comes to gambling and stuff like that, I think that’s another taboo, especially in high Pacific Island schools where, I’m sure it’s probably being done, but it’s not something that’s really spoken about.” - Tūturu*

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Participants throughout the evaluation described the topic of youth gambling as an emerging and growing priority in the gambling harm prevention sector in New Zealand. Increased media attention and published statistics on youth gambling were seen to stimulate interest from both school staff and whānau in school communities. School awareness and understanding of the complexities of gambling harm in the lives of young people could reasonably be expected to grow as the topic becomes increasingly publicised and researched. Strengthening the support behind the programme through sharing clear communications targeted at senior leaders will build upon naturally progressing awareness levels.

### Pathway to excellence

- Strengthen the case for gambling and gamblification as a priority for schools
- Build leadership level engagement
- Elevate school voices to inspire others

### Schools see immediate and long-term need in addressing gambling harm

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Schools take part because they see the need to support young people with gambling related harm.	<i>Performance is more advanced than meeting expectations</i>	Schools take part because they see immediate need to support young people and see value in building critical thinking for future decision making of young people beyond school.

Schools in the evaluation expressed that their motivations to take part in the trial primarily stemmed from an interest in the gamblification section of the resource and the perceived relevance of the gaming content to their learners. Recognition of the value of building future decision-making skills was less evident through discussions in comparison to the value seen in supporting current student well-being in the face of observable impacts attributed to gaming and time spent online, such as reduced attention spans, social participation, missed deadlines, and sleep deprivation.

The impacts of gambling were evident but less clear, with some schools describing emerging awareness of senior students using the TAB or sports-betting. In some cases, knowledge of student gambling emerged through parents and whānau expressing concerns to teachers or Tūturu leads over their children spending their own or their parents’ money in gambling-like games online.

Based on initial interest, the gaming resource appears to offer a strong entry-point from which to introduce schools to the wider package of material. Tūturu leads were seen as playing a central role in communicating to schools that the resource is ultimately intended to support the need for critical thinking competencies in young people to support their navigation and resilience of the digital world, along with highlighting the interconnected nature of gaming and gambling. Early conversations through the trial already appear to be strengthening this understanding.

*“[One teacher] was like, I don't really think the gambling part is for us, she was keen on the gaming part. But when we explained the links between gaming and loot boxes and spending money and those addictive bits, then I think it landed a little bit more. Having that kōrero to go alongside how those two issues or challenges actually link made a real difference.” - Tūturu*

“I think there's a strong alignment between the approach within this resource and the other existing resources. That underpinning everything is the critical thinking competency. Everything else is just dressing.” - Tūturu

### Pathway to excellence

- Leverage gaming interest as a foot in the door, but not the end goal.
- Ensure Tūturu leads are equipped with key messaging to promote the ability of the resource to contribute to the wider goal of equipping students for life beyond the school system.

## Resource development

This area of outcomes looks at whether classroom resource development is evidence-based and includes accurate and appropriate definitions, language, tone, and examples relevant to youth.

### The resources are evidence-based

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Resources are grounded in credible, up-to-date research on gambling and gamblification risks.	<i>Performance is more advanced than meeting expectations</i>	Evidence-based insights are translated into highly relatable, age-appropriate narratives and visuals for youth.

This evaluation has found the approach of the resource to be grounded in recent evidence highlighting young people (under 25) as a vulnerable group who are not only at increased risk of experiencing gambling harm compared to other age groups, but who are also participating in gambling activities at increasingly high rates (Boyd et al., 2024, Hing, 2020, Riley et al., 2021). The Tūturu literature review (2024) documents the intersection between gaming and gambling, evidencing the rationale behind the dual focus of the resource. Further research continues to support the approach of addressing young gaming behaviour to support the prevention of gambling harm later in life (Bellringer et al., 2024, Pérez, 2024, Sanmartín et al., 2024).

Scenario-based activities reflect narratives that align with published literature and stakeholder discussions on the popular forms of gambling and gamblification trends occurring for youth, such as sports betting, skins gambling, and loot boxes (Boyd et al., 2024). Resource activities also incorporate evidence-based models of health such as Te Whare Tapu Whā (Durie, 1984). Verifying the relatability and age-appropriateness of activities and examples directly with youth is recommended following final release.

“If you look at the most recent evidence, the young people are not playing or taking up that traditional form of gambling; instead it’s more things like sports betting.” - SME

Through the iterative feedback process of this evaluation, the resources were refined to ensure that the language used to describe gambling behaviours to young people encourages curiosity and self-reflection, and is grounded in current, evidence-based methods practiced in the sector. Initial feedback highlighted the importance of communicating the message that the resource is seeking educational outcomes such as critical thinking, through content informed by health evidence, as opposed to seeking health outcomes through direct intervention.

“Educational outcomes are separate to health outcomes, although one does contribute to the other... It is an educational resource first and foremost for the classroom. It isn't a health intervention.” - Tūturu

### Pathway to excellence

- Validate the relatability and age-appropriateness of narratives and visuals with young people following the release of the resource in schools.
- Emphasise the message that this is an education resource, informed by health evidence.

### Definitions and examples are accurate and contextualised

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Content includes accurate definitions and examples of gambling and gamblification risks, and their connection to mental health.	<i>Performance is more advanced than meeting expectations</i>	Gambling and gamblification risks are contextualised within wider societal or digital trends relevant to young people (e.g., online gaming platforms, microtransactions).

Participants endorsed the accuracy of the definitions and examples of gambling and gamblification risks in the resource. Risk factors have been contextualised within broader digital trends, online platforms and methods of engagement that were seen to be recognisable to young people. Participants identified clear links between the examples and mental health and wellbeing.

“I thought [the example] was really relevant for young people in terms of developing their critical thinking around gaming and gamblification.” - Tūturu

“I have a friend who literally did this last week and lost a bunch of money on an e-sports bet.” - SME, responding to a scenario in the resource

Participants acknowledged the fast-paced nature of the gaming and digital world, being a space where trends enter and exit quickly and where the risk of material becoming outdated is high. This highlighted the need for digital platforms, referenced games and reward types in the resource to be continuously refreshed and validated by young people to ensure contextual details and digital trends remain recognisable.

“In the last two years I could name four or five games that have come and gone, but have been in the flavour of the month, you know, and everyone's been on them.” - SME

“It needs to constantly be developed and updated. The scene is changing all the time.” - SME

### Maintaining excellence

- Be prepared to refresh resources continuously as the digital landscape evolves.
- Seek feedback from the youth advisory panel to ensure digital references remain up to date.

## Language and tone are appropriate and relatable

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Language and tone are appropriate for the target age group (e.g., accessible, avoids jargon, and relatable).	<i>Performance is more advanced than meeting expectations</i>	Language and tone are highly relatable, incorporating youth-centred language and colloquialisms where appropriate.

Overall, the tone of the resource was found to be youth-friendly, appropriate and relatable to students. Youth-centred language such as loot box, skin, and first-person shooter are woven into activities in ways that participants believed would encourage discussion and engagement. Teachers in this evaluation appreciated the guidance provided to learn how to apply gaming terminology and prepare for conversations on topics that students might hold a deeper knowledge on.

*“Definitely hit the mark with the audience, very age appropriate” – School*

*“From a parent’s perspective, when I read it and look at it, awesome, great” - SME*

In early discussions, some participants highlighted particular words that may present a challenge for learners with lower literacy abilities, and refinements were made to increase relatability and comprehension. However, teachers’ expertise was highlighted by Tūturu as a sustainable buffer going forward, with flexibility incorporated into the resource to allow teachers to adapt the language to suit the literacy levels required in their classroom.

*“In one [school], many of those 13-year-olds are actually developmentally sitting at like 8–9-year-old level. So if you’re throwing out some of these big terminologies or asking them to think ethically... it can be really hard for the young person” - Tūturu*

*“The greatest power that teachers have is their understanding and knowledge of the students in front of them and how to adapt and use [the resource] for them” - Tūturu*

### Maintaining excellence

- Seek ongoing feedback from the youth advisory panel to ensure language remains youth-centred and up to date.

## Activities are youth relevant and reflect diverse audiences

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Activities and examples reflect general youth interests and contexts, using scenarios they are likely to encounter.	<i>Performance is more advanced than meeting expectations</i>	Activities and scenarios explicitly reflect diverse cultural, social, and digital experiences of the intended audience.

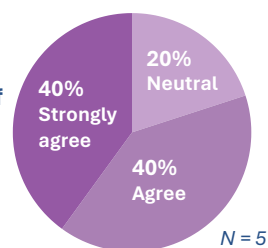
All participants in the evaluation agreed that the content in the resource reflects a variety of digital experiences that young people are likely to recognise, and in some cases, have experienced themselves. The CensusAtSchools data was praised as translating easily into relevant, youth-focused activities, and the health activities were found to draw meaningful contributions from reserved students who had previously refrained from engaging in class-based discussions.

“As maths and stats teachers, we struggle to find relevant and engaging data for students to analyse. We have a lot of boring, irrelevant old data. But quality, recent data is hard to come by.” - School

“One of the boys, he never speaks up in class... it was great to hear him speak, and just showed that what we chose hit him well.” – School

Figure 1: Survey responses

**‘The resources reflect the diverse backgrounds of my students’**



Schools reported that learners with no personal experience with gaming or gambling required more time to understand the relevance of the content. One teacher observed that their male learners connected with the content quicker than their female learners and explained how this challenge prompted an exploration of how the activities could be framed to connect with all students, sharing their intention to include statistics and a broader range of examples when introducing the content in 2026. Prioritising abstract examples over dollar values was also recommended by participants to support engagement with students from diverse socioeconomic backgrounds.

“One of the biggest challenges was trying to get those learners to see the relevance when it's not directly impacting them. Our teachers had to do some work around unpacking the why.” - School

“Having a set price point could lead to some disengagement, especially from young people. It does come down, to some degree, to the level of privilege that the young person experiences.” - Tūturu

### Pathway to excellence

- Verify the relevance of activities and examples with the youth advisory panel and young people from diverse gender and cultural identities and socioeconomic backgrounds.
- Ensure the content is continually refreshed and verified to remain relevant in future.

## Appropriateness

This section describes the ability of the resources to be accessible, strengths-based, cross-curricular and holistic.

### Resources are accessible and useable

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Resources are accessible across digital and print formats with no major usability barriers (e.g., legible on devices or in printed handouts).	<i>Performance is more advanced than meeting expectations</i>	Accessibility exceeds basic usability, offering inclusivity and accessibility features such as alternative formats for a diverse range of students.

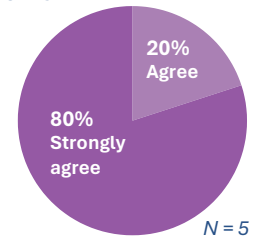
Participants found the draft resources usable across digital and print formats. The structure of the resources was identified as a key strength that enabled teachers in the evaluation to navigate the documents, select activities, and follow guidance on how to prepare further or deepen areas of knowledge where appropriate. Teachers also appreciated the integration of video and printable features as alternative methods to deliver information. Embedding the resource within the branding

and design of the Tūturu resource suite is expected to support usability for staff from Tūturu schools who have experience navigating existing Tūturu resources.

Tūturu reported that the resource has been designed as intentionally flexible to allow adaptability to diverse learning environments. This flexibility was acknowledged by teachers during the trial period, who spoke about the different ways they were able to adapt the resource to meet the needs of their students. While there were no instances of specific adaptations during this period, catering to neurodiverse and other learner needs was seen to fall within the remit of teachers who hold the expertise and experience to select and alter activities to be appropriate for the needs of their learners in future.

Figure 2: Survey responses

**‘The materials are inclusive and accessible for a range of students’**



*“That’s why we try and make the resource so it’s inclusive. It’s a pick and mix model so that teachers can pick up what resources and lessons they think best fit the different learning needs of their students.” - Tūturu*

### Pathway to excellence

- Develop a brief, teacher-facing section for new teachers on how to adapt resources for different needs.
- Test activities with different groups of learners and ask about their specific needs.

### Resources are strengths-based and tech-positive

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Strengths-based approaches are evident, resources avoid stereotypes and focus on empowering youth to make informed decisions, rather than vilifying gambling and related activities.	<i>Performance is more advanced than meeting expectations</i>	Strengths-based approaches are clear in the resources and key stakeholders see them as “tech-positive”.

Strengths-based approaches are evident throughout the resource and activities were seen to focus on empowering critical thinking skills and supporting student wellbeing. The inquiry-based approach to activities was described as mana-enhancing, offering students a non-confrontational way to explore risk factors and scenarios around gambling and gamblification harm. Participants in the evaluation highlighted areas where they felt the resource may not be taking a strengths-based approach and made recommendations for the resource such as tweaking language or adjusting narratives, and these recommendations have been implemented in the final resource.

*“Anything with continuums and things like that are really, really good because it’s open and it’s accessible and they can see different things and different aspects and avenues without it being personal and confrontational” - Tūturu*

Figure 3: Survey responses

**‘The materials and activities strike a balance between harm prevention and encouraging critical thinking’**



One participant reflected on the importance of balancing the risks of gambling with the numerous areas of value that young people find in technology, highlighting the role that playing the hero and winning awards can have in empowering young people and helping them to build confidence through a sense of accomplishment. As ‘digital natives’, being part of an online community is an increasingly ingrained source of identity and social interaction for many young people, and so remaining tech-positive was highlighted as an integral part of the resource content that was appreciated by participants.

*“For a kid that doesn’t get a lot of achievement out of their own life, reaching a new stage or winning an award in a game could be a pretty big deal.” - SME*

Participants generally felt the resources were culturally appropriate and feedback provided by Tūturu leads and key stakeholders informed refinements to eliminate any potential opportunities to stereotype or negatively frame communities or groups disproportionately impacted by gambling harm. One school in the evaluation wondered how the topic would sit for learners from Muslim, Asian and Pacific communities, where they observed reservations around addressing the topic of gambling harm. This will be an area for the Tūturu team to explore in future.

*“I didn't think that there was a space in the resource for it to be or not be culturally responsive.” - School*

*“We know this is common in our Māori and Pacific whānau, but the research and the resources don't target that. They just inquire generally with some examples, I think that was really good. I do wonder around Muslim and our Asian populations, where often topics like this are quite taboo.” - School*

### Maintaining excellence:

- Continue to reinforce digital agency, not fear.
- Seek feedback from young people and teachers from diverse cultural communities.
- Have Tūturu leads work with schools to balance the critique of technology with the appreciation of what young people value about it.

### Cross-curricular links are explicit and integrated

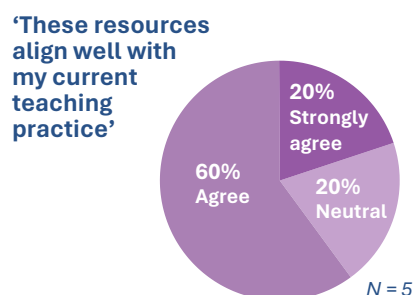
Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Cross-curricular links are identified, but integration with school subjects may not be detailed in ways to rollout.	<i>Performance is more advanced than meeting expectations</i>	Cross-curricular links are explicit and seamlessly integrated.

Participants agreed that cross-curricular links are detailed throughout the resource. Teachers described being able to select activities and structure lessons to flow smoothly from existing topics. Trialled activities prompted classroom discussions that connected naturally to underlying focus areas and built upon models that schools are familiar with, such as Te Whare Tapu Whā. The cross-curricular reference guide, designed to display all curriculum links built into the resource, is expected to further support teachers when integrating activities into their lesson plans.

*“From the resources that Tūturu provided, I split it into two lessons. One was mainly focused on gaming and one was mainly focused on gambling. And then I used the resources within that to create lessons and activities and stuff and that was provided to our teachers” - School*

*“It led to really great conversations around attitudes and values, which is an underlying concept of the health and P.E. curriculum” - School*

Figure 4: Survey responses



Participants saw value in a cross-curricular approach and expressed an interest in this being applied in their own schools. However, these schools also reflected that school-wide cross-curricular approaches are difficult to implement in practice. Targeted learning strategies, the risk of information overwhelm, and the siloed nature of department structures in large schools were seen as barriers to cross-subject collaboration.

*“My overarching thought is that it's awesome as a co-curricular resource, that aspect is really cool. But that part of it would only really flourish in certain schools that have those opportunities to plan together across different subjects and for our school, that's not the case” - School*

This finding highlights the benefits of the resource working both as a cross-curricular resource and a stand-alone resource, but also reflects the benefits of schools being supported by Tūturu leads to address these barriers. The relationships formed between Tūturu leads and department staff allow leads to facilitate cross-departmental collaboration, as well as assist teachers to understand the benefits of a cross-curricular approach and the links built into the resource by the Tūturu curriculum specialists.

*“I do think that this is where Tūturu has a real strength, because they're woven into a school. If they're partnered, they have the relationships with the leadership and the heads of department, so they can be the intermediary between different departments in order to support the roll out” - Tūturu*

### Pathway to excellence

- Continue to support leads to advise schools who would like a whole-school approach but are unsure of where to begin with the new resources.
- Provide examples of schools implementing a cross-curricular approach successfully to achieve further buy-in.

### Resources are holistic and cater to broader audiences

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Resources are holistic and include elements that address community, family, peers etc.	<i>Performance is more advanced than meeting expectations</i>	Resources include elements that cater directly to broader audiences.

Due to the resource being in a trial phase during the evaluation period, with limited school review at this stage, no conclusions have been drawn on the ability of the resources to address and connect

with broader audiences. However, participants saw significant value in the possibility of the resource connecting to whānau and community members. Opportunities were identified where elements could connect more widely, such as through whānau hui, the Tūturu e-learning modules and stakeholder Community of Practice, and the expansion of school-led events being held for existing Tūturu resources. Participants also explored how the impact of normalising conversations about gambling harm in the classroom could extend to discussions in home environments between learners and their whānau.

*“We do it for alcohol and drugs, right? We have our community hui, we have experts come in, we provide parents with strategies... I think there’s definitely room for community work in this space and bringing in our community so they are aware of what we’re doing and how they can help” - School*

*“I wonder if this is also helping parents cause the kids are talking about it. It's like with any sort of taboo subject, isn't it bringing it out of the dark into the light? And so if that's raising awareness in these families, then it's got to be of benefit” - SME*

This aligns with published research highlighting the importance of a holistic public health approach to gambling harm, and the need to consider systemic and familial risk and protective factors such as exposure to adult gambling behaviours and family connectedness (Boyd et al., 2024, Davidson et al., 2025, Rossen et al., 2016). However, connecting with broader audiences may reflect a shift from an education to a health-focused approach which may require time, resources and collaboration with partners who hold the appropriate skills and expertise in order to ensure the work is effectively designed and implemented in addition to the core education resource.

### Pathway to excellence

- Be explicit that the current resource is education-focused, and any extension into family or community-facing content would require co-development with trusted partners.
- Explore to option of adding light, school-led touchpoints to help involve families in safe, manageable ways.

## Delivery

This section explores outcomes related to how the programme is delivered in schools, focusing on classroom delivery methods, Tūturu leads, teacher guidance, and safety and support pathways.

### Delivery methods are interactive and dynamic

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Delivery methods include some interactivity (e.g., workshops, group discussions).	<i>Performance is more advanced than meeting expectations</i>	Delivery is dynamic and highly interactive content, multimedia content, or live problem-solving scenarios.

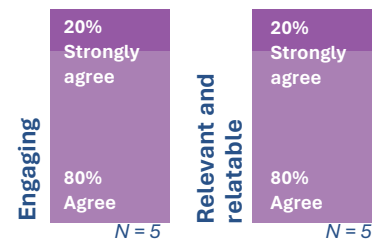
Teachers in this evaluation valued the range of delivery methods present in the resources. They appreciated being able to select activities that ranged from group and whole-class discussions and continuum activities that invited movement around the room, to research inquiries, written summaries and individual reflection tasks. One teacher highlighted the continuum and reverse brainstorm activities as novel and highly effective at capturing student attention. The video activities were described as valuable, alternative ways to deliver information and maintain engagement.

“I chose different activities for each of the lessons, just for our learner engagement. There was a really good video for gaming and loot boxes, and stuff like that. Something I considered is the different mediums where we can display this information”- School

“I really liked the reverse brainstorm. I've been around for ages, but I hadn't thought of that before” - School

Figure 5: Survey responses

**When trialled, students found the materials and activities...**



### Maintaining excellence

- Continue seeking feedback from schools on delivery methods and student engagement.
- Be prepared to refresh and update activities that lead to disengagement as learning styles evolve.

### Tūturu leads feel comfortable and confident to deliver

Not yet meeting	Meeting expectations	Above expectations	Excellent
Performance is below meeting expectations	Tūturu leads feel comfortable with the resources and feel they can deliver them in schools.	Performance is more advanced than meeting expectations	Tūturu leads are confident with the resources and are considered knowledgeable in their delivery.

Following a review of the draft resources, Tūturu leads in this evaluation described feeling confident at the prospect of delivering the content in schools with the support of professional learning and development. They shared that delivery would reflect similar approaches to other resources that target critical thinking development, and were beginning to identify links and entry-points in schools to initiate delivery. During discussions, the leads were enthusiastic about the potential success of the resource following roll-out. As their familiarity with the topic and the contents of the resources grow, there will be an opportunity to verify the comfort and confidence levels of Tūturu leads.

“If we go through the upskilling that we received for all of the other resources that we have in our suite, then I know that our confidence and ability to be able to deliver it would be a ten out of ten like everything else” - Tūturu

“We’ve got foundations for it to be a really, really successful piece.” - Tūturu

Embedding the resource within Tūturu was highlighted as a key strength to delivery, supported by the delivery expertise and relationships held by Tūturu leads. In discussions, leads demonstrated an understanding of the tailored engagement methods required to deliver resources in schools, balancing differences in leadership environments, administrative processes, teacher capacity levels and school populations. One participant highlighted how the ability of Tūturu leads to foster trusting, ongoing relationships enables schools to remain open to new resources at a time where focusing on nationwide curriculum changes is a contrasting priority.

“[We want to] dig deep, really be on the ball when we’re engaging with the schools, fostering our relationships, building trust... Everything’s got to be on point for this resource” - Tūturu

“At the end of the day, as far as the schools are concerned, they are Tūturu, the people in front of them are Tūturu. Not the resources, not the approach. It's the person in front of them” - Tūturu

### Pathway to excellence

- Carry out scheduled professional learning and development for Tūturu leads.
- Check in with leads following roll-out to ensure they are comfortable, confident, and knowledgeable to answer questions and support teachers.

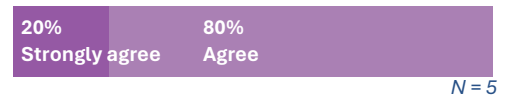
## Adaptable instructions and guidance for teachers

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Resources include instructions and guidance on implementation.	<i>Performance is more advanced than meeting expectations</i>	Resources include guidance for schools to adapt materials to their specific contexts, ensuring flexibility while maintaining fidelity to key messages.

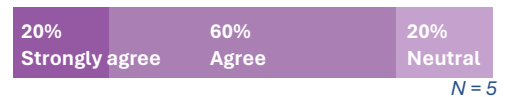
Teachers in this evaluation praised the instructions and guidance incorporated into the resources. The PDFs, explanatory videos, and ChatGPT prompts proved helpful in building teacher knowledge on youth-relevant games and gaming terminology ahead of delivering class discussions. Two teachers shared that preparation was needed ahead of introducing content in the classroom, and encouraged future teachers to actively engage with the resource ahead of time.

Figure 6: Survey responses

### The instructions for each activity are clear and useful



### It will be fairly straightforward to integrate the resource into lesson plans



“I think my advice to another school is that staff need to actively engage with the resources a good amount of time before they go and do the lesson, so they can understand what it's about” - School

Surrounding the resource, aspects of Tūturu, such as the leads and the online professional development modules, were described as key factors in ensuring that teachers have the support to adapt materials to the needs of their learners without diverting from the underlying messages.

Schools described Tūturu leads as open-minded and willing to work collaboratively in ways that suit their needs. In tandem, the online modules, accessed through the Tūturu website, provide opportunities for teachers and pastoral care staff to build skills and confidence discussing the topics of gambling and gamblification harm with young people. These areas are intended to ensure teachers are empowered to hold conversations with learners that balance the individual needs and values of schools with the underlying harm prevention messaging of the resources.

“Any activity in the resources, people can upskill themselves, see supporting agencies and references, have some expert excerpts from our rapid review... and because it was all evidence-based, it forms part of a bigger picture” - Tūturu

## Maintaining excellence

- Continuous monitoring of teacher experiences, needs and requests.
- With teachers' consent, make use of teacher-generated activities and resources as examples and support to new schools.

## Safety and available support pathways

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Resources can be implemented in a way that is safe for students and educators and can flexibly address potential triggers or safety concerns if and as they arise.	<i>Performance is more advanced than meeting expectations</i>	Resources can be implemented in a way that is safe for students and educators and implementers feel confident that they can address potential triggers or safety concerns if and as they arise.

Teachers in this evaluation were confident that the resource and the topic of gambling harm could be delivered safely in the classroom. Throughout the trial, teachers were aware of the sensitivity surrounding a topic like gambling, and intentionally emphasised the underlying message of wellbeing to their learners over any personal focus on behaviour and past experiences. For one mathematics teacher, broader conversations around gambling would be included in extension activities for select students, with a primary focus on trends in the data.

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*“Our biggest focus that we kept reminding our staff was how these topics are impacting young people's wellbeing, rather than personal decisions and experiences with gaming or gambling. We took that personal focus away to ensure we could guide the conversations” - School*

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Stakeholders in the sector reiterated the importance of ensuring that teachers and pastoral care are prepared to hold conversations with young people and know where to go if safety concerns arise. One stakeholder cautioned against over-preparing teachers at the risk of conveying a responsibility to help a young person address the issue, rather than assisting them to access the appropriate support. For pastoral care staff, the skills required to hold a conversation on alcohol and other drugs were seen as largely transferable to conversations around gambling harm. However, while a good first step, school counselling was highlighted as insufficient in more severe, ongoing cases.

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*“I think there are enough resources out there, stuff that workforce development centres do that could help school counsellors to be upskilled, but then I think it's another question of whether it is their job to do that. A short, sharp thing, yeah, totally. But if it's more ongoing, then maybe it's better to refer it out” - SME*

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Conversations with Tūturu and key stakeholders revealed that there are no youth-specific gambling harm support services or screening tools funded in New Zealand. This is a key gap in specialist support required for young people below the age of 16 experiencing problem gambling or gambling harm. In the interim, Tūturu reported that signposting to general gambling harm services such as Problem Gambling Foundation, Mapu Maia, Asian Family Services, and Kaupapa Māori wellbeing services has been included in the resources to provide teachers with pathways to support. Tūturu leads were also said to hold connections to place-based youth addiction experts. Through building awareness of the need to address gambling harm for young people, Tūturu is well-positioned to

leverage and build upon network connections and advocate for change to ensure specialist supports are available for young people in the future.

*“We have really strong relationships with our stakeholder community of practice, which is obviously a range of gambling harm service providers. However, when you look at the funding for services, there is nothing that exists that is youth specific” - Tūturu*

*“It's not listed in our contract to support other things, our contract is drugs and alcohol. That's been an issue for years” - SME*

### Pathway to excellence

- Explore the opportunity for Tūturu to play a key role in advocating for systems change to build specialist support for young people.
- Address potential triggers and safety concerns, leveraging current relationships in the system.
- Monitor teacher feedback on e-learning module to ensure preparation is adequate for them to comfortably hold conversations about gambling harm with young people.

## Relationships with the sector

This section explores the perspectives of gambling harm minimisation organisations on the Tūturu gambling harm prevention programme.

### Sector support and opportunities for partnership

Not yet meeting	Meeting expectations	Above expectations	Excellent
<i>Performance is below meeting expectations</i>	Gambling harm minimisation organisations see value in Tūturu resources and are generally supportive of their implementation.	<i>Performance is more advanced than meeting expectations</i>	Gambling harm minimisation organisations want to partner and support Tūturu leads to enhance, deliver and improve resources.

All participants from gambling harm minimisation organisations saw significant, lasting value in the development of school-based resources on the topics of gambling and gamblification. There was shared agreement that gambling and addictive behaviours are becoming increasingly visible in the lives of young people. The surge in addictive behaviour was seen to be exacerbated by systemic issues such as inadequate regulation in the gambling and gaming industries and the normalisation and promotion of informal gambling behaviours through advertisements targeting youth.

Introducing a health prevention resource in an education space was highly valued by participants, with some recognising this work as beginning to fill the gap around youth-specific support. Using the curriculum to embed the topic in schools was praised as a strategic way to deliver information and build critical thinking skills while avoiding judgement and confrontation. Participants also valued the core focus on wellbeing and the potential for awareness raising to extend beyond the classroom.

*“They're looking at education in schools early on in a way that's integrated into the curriculum, which I think is a really brilliant idea” - SME*

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*“This is a great inroad into raising awareness, and it's so pertinent for people to know about gambling from a young age so they can protect themselves. It doesn't just impact them, it impacts everyone around them” - SME*

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Tūturu has reported ongoing relationships with Whāraurau, MirrorHQ, and a number of gambling harm organisations, and those in the evaluation demonstrated a strong desire to continue partnering with Tūturu in this space. Participants valued the opportunity to contribute to the e-learning modules and stakeholder community of practice. Incorporating a member of the Problem Gambling Foundation within the Tūturu team not only extended the expertise and network of the resource team but also created opportunities to strengthen practice through new insights surfaced around youth gambling and gamblification.

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*“If someone from Tūturu came to me and said, 'Can you provide some training for some teachers?' I'd be like, yeah, I'm all about it. Because you're getting them actually wanting to engage, learn, and help the young people that they're seeing” - SME*

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Beyond a willingness to partner and enhance the resources, sector organisations displayed a genuine appreciation for the development of a resource that they feel will support young people's wellbeing and resilience in an increasingly digital and online world.

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*“I would love to see this resource in every single school in the country” - SME*

*“Yes, we have addictions. We have gambling, gaming, alcoholism, and drugs. It's all addiction. But at the foundation of it is wellbeing. People's wellbeing” - SME*

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### **Pathway to excellence**

- Continue to develop structured opportunities to partner in future, including co-design, reviewing roles in future updates and guest facilitation sessions.
- Collaborate to address current gaps in support pathways for young people.

## Pathway to excellence

Throughout this evaluation, we have assessed progress against defined “Activities” criteria, using a scale where excellence represents the highest standard. Alongside these judgements, we have identified opportunities and actions that could help move the design and implementation of the resource closer to excellence as the roll-out progresses. This section brings together those insights and is intended as a forward-looking guide to support ongoing development.

### Promotion and awareness

- **Strengthen the case for gambling and gamblification as a priority:** Continue to develop and share concise communications materials targeted at senior leaders within schools about how gambling harm impacts young people, and make clear links between gambling and wellbeing, as well as the alignment with broader lifelong goals around wellbeing and health.
- **Build leadership level engagement:** School leadership may be the gate-keepers. Engage the senior members of Tūturu schools through Tūturu leads, focusing on the systemic nature of gambling and the need for a whole school approach.
- **Leverage gaming interest as a foot in the door, not the end goal:** The gaming resources can be used to gain interest, but ensure the connection into gambling and gamblification remains clear.
- **Elevate school voices to inspire others:** Examples of schools that have overcome challenges related to culture, implementation or using a cross-curricular approach will support buy-in. Documenting these instances as they arise to share with schools will be beneficial.

### Resource Development

- **Remain flexible:** The resources are new and the field of gambling and gamblification is changing rapidly. It will be important to regularly review the resources in-line with best-practice and evidence.
- **Be clear that this is an education resource, not a health resource:** Tūturu is an education resource, with a focus on knowledge acquisition and critical thinking, structured through curriculum frameworks. Being clear about the differences from a health resource will support resource development in a direction that works for schools.
- **Develop and test with young people:** We recommend working with young people to understand the relatability, language, examples and age appropriate nature of the resources once the resource has been in the field for some time.

### Appropriateness

- **A managed approach to involving wider audiences:** Adding lighter touchpoints throughout, such as newsletter blurbs, home activity prompts and including a one page letter about “what your child is learning at school” could be safe steps to begin working with broader audiences. Working with broader audiences in a more targeted way will likely require a thoughtful approach, designed and supported by those with specific expertise.

### Delivery and relationships

- **Continuous monitoring of the resources:** We recommend that the uptake of the resources continues to be monitored over the next roll-out period and beyond. This is detailed in the next section.
- **Signposting and advocating for safety supports:** There is an opportunity for Tūturu to play a role in advocating for system changes needed to ensure specialist supports are available for young people. This should draw on current partnerships in the system to leverage existing expertise and support building new expertise.

## Future programme evaluation and monitoring

This evaluation has explored areas for resource improvement and identified key activities and priority areas for rolling out and embedding the resource in communities. An important aspect of resource rollout will be the monitoring of outcomes. The following is a guide for Tūturu to monitor the gambling and gamblification resources.

A series of tools have been developed through this process, which can continue to be used in monitoring and evaluating the appropriateness and effectiveness of resources, including:

- The Tūturu Theory of Change
- The Rubric, which includes criteria for Activities, Early Outcomes and Outcomes
- Initial criteria ratings to track changes

The next step will be designing data collection tools that can be used to evidence judgements against the criteria in the rubric.

Some ideas for ongoing monitoring and evaluation approaches include:

- **Recording school self-assessments made on school-wide reflection tool over time:** for example, if schools show a movement. Monitoring shifts in school-wide reflection tool data from one year to another will show progress made against key areas of change.
- **Annual school satisfaction survey:** Tūturu could send an annual survey out to all Tūturu schools to request feedback on current services. This could be sent more widely to non-Tūturu schools if the website collects contact information or via advertising on the Tūturu website or social media pages.
- **Ongoing monitoring data and data visualisation:** Refining the approach to internal monitoring will support demonstrating the impact of Tūturu. This could include areas such as:
  - Number of schools engaged and type of engagement
  - Region and school type
  - School sign-up over time
  - Tūturu engagement with health and youth services
  - Attendance and frequency of communities of practice
  - Resource use and website analytics - including number of downloads, time on page, etc.
  - Tūturu lead activities such as senior leadership conversations or assembly presentations
  - Tracking website insights over time
  - Collecting data on schools that sign up and when, to show patterns and geographic spread

We recommend that ongoing monitoring data is collected and periodic evaluations of the resource can be carried out using this data and any additional evidence to make judgements against each level of the evaluation rubric.

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# Appendix 1: Tūturu Theory of Change

## Theory of Change | Tūturu Gambling Harm Resources

Impact	<p>Decreased prevalence of harmful gambling behaviors among young people</p> <p>A shift in school and community culture toward proactive, health-promoting practices</p> <p>School communities are better equipped to identify, address, and prevent gambling harm collectively</p> <p>Policy makers make regulatory decisions with the health of young people at the forefront</p> <p>Together the gambling harm and education sectors creates systems-level change in service provision for young people</p>						
When we sustain these outcomes at scale...							
Outcomes	<p><b>Behaviour change:</b> Students utilise strategies, demonstrate critical thinking and make informed decisions</p> <p><b>Capacity built in schools:</b> School staff feel confident using the resources and have conversations with young people about their digital lives</p> <p><b>School strategy influenced:</b> School strategic decisions align with best practice (e.g., fundraisers that are not linked with gambling)</p> <p><b>Schools champion resources:</b> Schools have leaders who champion this work as a key priority, and schools themselves champion this to other schools and communities</p> <p><b>Sector connection improved:</b> Gambling and youth services connect and engage effectively with schools through developed resources</p>						
We will know we're achieving the right things when...							
Early outcomes	<p><b>Increased awareness:</b> Students and schools become more aware of the risks of gambling for young people</p> <p><b>Improved student knowledge:</b> Students understand harmful gambling behaviors and have gained tools and knowledge to make informed decisions</p> <p><b>Improved school knowledge:</b> Teachers and school staff gain knowledge to identify and respond to gambling and gambling harm among students</p> <p><b>Increased engagement:</b> New and existing schools embed and interact with tools and resources. Gambling services become engaged in developing new ones</p> <p><b>Support for Tūturu:</b> Schools view the resources as appropriate, useful and aligned with their values and priorities</p>						
We will know the activities are running well when...							
Activities	<p><b>Promote and raise awareness</b> of the need to address gambling and gambling harm for young people and the value of Tūturu</p> <p><b>Develop evidence-based resources</b> that promote awareness of gambling and gambling risks and foster positive mental health &amp; resilience</p> <p><b>Provide resources</b> and tools in ways that are youth-friendly, culturally appropriate, strengths-based, cross-curriculum and holistic</p> <p><b>Deliver resources</b> and tools in ways that are engaging, interactive &amp; consistent through knowledgeable Tūturu leads</p> <p><b>Build and embed relationships</b> with schools and gambling harm minimisation sector that creates ongoing sustainability and scalability</p>						
The things we do with our resources and inputs...							
Resources & Inputs	<p>NZ Drug Foundation staff time and expertise</p>	<p>Problem Gambling Foundation expertise and resources</p>	<p>Existing research, evidence and best-practice knowledge</p>	<p>External content development resource</p>	<p>Resources, relationships with and expertise of schools</p>	<p>Existing Tūturu platform resources and technology</p>	<p>Funding</p>
The things we need to carry out our mahi							

## Appendix 2: Tūturu Rubric

This section outlines the criteria and standards (i.e., the rubric) for the evaluation of Tūturu. These will be used when responding to and making judgements around the KEQs. In the evaluation design workshop, we asked participants to identify levels of performance for the Tūturu resource that were just good enough or excellent. Anything that does not meet just good enough is by definition not meeting programme expectations; and anything that is above just good enough but below excellent can be categorised as on a pathway to excellence.

### Activities

Below...	Meeting expectations	Above...	Excellent
<i>Performance is below meeting expectations</i>	<p>Existing schools see value in addressing gambling harm for young people, understand that the concept should be addressed, and are willing to trial resources and tools.</p> <p>Schools take part because they see the need to support young people with gambling related harm.</p> <p>Resources are grounded in credible, up-to-date research on gambling and gamblification risks.</p> <p>Content includes accurate definitions and examples of gambling and gamblification risks, and their connection to mental health.</p> <p>Language and tone are appropriate for the target age group.</p> <p>Activities and examples reflect general youth interests and contexts, using scenarios they are likely to encounter.</p> <p>Resources are accessible across digital and print formats with no major usability barriers.</p> <p>Strengths-based approaches are evident, resources avoid stereotypes and focus on empowering youth to make informed decisions, rather than vilifying gambling and related activities.</p>	<i>Performance is more advanced than meeting expectations</i>	<p>Existing and new schools see addressing gambling harm for young people as critical, understand the complexities of gambling harm and gamblification as a multi-faceted issue, and are eager to begin working with resources and tools.</p> <p>Schools take part because they see immediate need to support young people and see value in building critical thinking for future decision making of young people beyond school.</p> <p>Evidence-based insights are translated into highly relatable, age-appropriate narratives and visuals for youth.</p> <p>Gambling and gamblification risks are contextualised within wider societal or digital trends relevant to young people.</p> <p>Language and tone are highly relatable, incorporating youth-centred language and colloquialisms where appropriate.</p> <p>Activities and scenarios explicitly reflect diverse cultural, social, and digital experiences of the intended audience.</p> <p>Accessibility exceeds basic usability, offering inclusivity and accessibility features such as alternative formats.</p> <p>Strengths-based approaches are clear in the resources and key stakeholders see them as “tech-positive”.</p>

Below...	Meeting expectations	Above...	Excellent
<i>Performance is below meeting expectations</i>	<p>Cross-curricular links are identified, but integration with school subjects may not be detailed in ways to rollout.</p> <p>Resources are holistic and include elements that address community, family, peers etc.</p> <p>Delivery methods include some interactivity.</p> <p>Tūturu leads feel comfortable with the resources and feel they can deliver them in schools.</p> <p>Resources include instructions and guidance on implementation.</p> <p>Resources can be implemented in a way that is safe for students and educators and can flexibly address potential triggers or safety concerns if and as they arise.</p> <p>Gambling harm minimisation organisations see value in Tūturu resources and are generally supportive of their implementation.</p>	<i>Performance is more advanced than meeting expectations</i>	<p>Cross-curricular links are explicit and seamlessly integrated.</p> <p>Resources include elements that cater directly to broader audiences.</p> <p>Delivery is dynamic and highly interactive content, multimedia content, or live problem-solving scenarios.</p> <p>Tūturu leads are confident with the resources and are considered knowledgeable in their delivery.</p> <p>Resources include guidance for schools to adapt materials to their specific contexts, ensuring flexibility while maintaining fidelity to key messages.</p> <p>Resources can be implemented in a way that is safe for students and educators and implementers feel confident that they can address potential triggers or safety concerns if and as they arise.</p> <p>Gambling harm minimisation organisations want to partner and support Tūturu leads to enhance, deliver and improve resources.</p>

## Early outcomes

Below...	Meeting expectations	Above...	Excellent
<i>Performance is below meeting expectations</i>	<p>Awareness campaigns or materials are distributed and accessed by students and staff, demonstrating basic reach.</p> <p>Students and schools can identify common gambling risks.</p> <p>Students can recognise harmful gambling and gamblification behaviours and describe basic strategies to avoid them.</p>	<i>Performance is more advanced than meeting expectations</i>	<p>Awareness initiatives are widely visible, sparking ongoing discussions or projects within schools.</p> <p>Students and schools show a nuanced understanding of gambling and gamblification risks.</p> <p>Students demonstrate critical thinking skills to identify subtle gambling and gamblification risks and make decisions in complex scenarios.</p>

Below...	Meeting expectations	Above...	Excellent
<i>Performance is below meeting expectations</i>	<p>Students report some increased confidence in making informed decisions regarding gambling.</p> <p>Students understand the risks that are posed to them now in relation to gambling and gambification.</p> <p>Educators and staff feel they can identify the signs of gambling harm and know where to find additional support or resources.</p> <p>Educators understand how to discuss gambling harm risks with students when there is potential harm.</p> <p>Existing schools trial and use the resources as part of business as usual.</p> <p>Schools use some of the resources without support.</p> <p>Schools implementation of the resource is limited to one class or year level.</p> <p>Gambling services contribute feedback or expertise to resource development and implementation</p> <p>Schools acknowledge that the resources align with their values and are willing to use them.</p> <p>Feedback from schools is positive and they agree that they would continue to implement the resources in future.</p>	<i>Performance is more advanced than meeting expectations</i>	<p>Students understand the risks that gambling, and gambification can pose over a lifetime and feel they have skills they can apply in later life.</p> <p>Students understand the risks that gambling, and gambification can pose over a lifetime and feel they have skills they can apply in later life.</p> <p>Educators and staff demonstrate a deep understanding of gambling harm, including cultural and technological nuances.</p> <p>Educators feel confident discussing gambling risks and digital lives with students in natural everyday conversations.</p> <p>New schools join Tūturu as a result of the gambling harm resources and begin using other areas of Tūturu.</p> <p>Partnership relationships with schools are formed and resources embedded.</p> <p>Schools implement the resource across multiple classes/year levels.</p> <p>Gambling services are active collaborators in co-designing and improving resources, creating a feedback loop for continuous improvement.</p> <p>Schools strongly endorse the resources as practical, and indispensable for their school curriculum.</p> <p>Schools actively advocate for the resources, sharing successes and best practices with peers or recommending them to other institutions.</p>

## Outcomes

Below...	Meeting expectations	Above...	Excellent
<i>Performance is below meeting expectations</i>	<p>Students can recall and apply basic strategies to recognise gambling behaviours in straightforward situations.</p> <p>Follow-up evaluations indicate long-term retention of key concepts from the resources.</p> <p>Pastoral care staff want to be involved and request further training and support.</p> <p>Staff are familiar with the resources and can and do use them as intended with minimal external support.</p> <p>Engaged and partnering schools develop gambling related wellbeing policy.</p> <p>Schools feel able to communicate gambling and gambling harm concerns to their communities.</p> <p>Schools have leaders who champion the Tūturu resources internally.</p> <p>Pastoral care staff see value in and want to be better connected in with the PMGH sector.</p> <p>Resources are kept up to date by NZDF to meet the needs of the sector.</p> <p>Schools are aware of relevant gambling services and know where to go for further support.</p> <p>Engagement is limited to initial rollout efforts.</p>	<i>Performance is more advanced than meeting expectations</i>	<p>Students consistently apply a range of strategies to navigate complex and nuanced scenarios.</p> <p>Follow-up evaluations indicate long-term retention of skills and behaviours, with students continuing to demonstrate critical thinking and resilience well beyond the immediate programme timeframe.</p> <p>Pastoral care staff feel confident having conversations about gambling/gamblification harm and applying knowledge and tools.</p> <p>Staff are highly confident and skilled in using the resources, adapting them creatively to suit diverse classroom or pastoral care contexts.</p> <p>Schools have embedded and are actively and continuously implementing their gambling related wellbeing policy.</p> <p>Schools are proactively engaging their communities in gambling harm conversations and activities.</p> <p>Schools have leaders who champion the Tūturu resources externally, serving on panels, supporting co-design etc.</p> <p>Pastoral care staff are connected in with the PMGH sector, sharing knowledge, resources and tools to improve approaches to gambling and gamblification harm.</p> <p>Schools, gambling harm services and the NZDF work together to keep resources updated, relevant and effective.</p> <p>Schools have established a relationship with relevant gambling services and regularly connect and collaborate.</p> <p>Resources foster a network of engaged schools and services, supporting shared learning and innovation.</p>

