



Australian Government

Department of Infrastructure, Transport,
Regional Development, Communications and the Arts

Australian Classification

New Game Rating Classification

PR Strategy

(Updated (v4.0) May 2025)



Produced by
The Social Deck

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Transport, Regional Development, Communications, Sport and the Arts



Overview

The aim of this project is to increase awareness and understanding of the new mandatory minimum classifications for gambling-like content in video games among parents and carers in Australia.

The Social Deck has been engaged by the Department of Infrastructure, Transport, Regional Development, Communications, Sport and the Arts (the department) to deliver targeted education and communication activity to raise awareness about changes to the classification of video games with gambling-like content over 6 months (to June 2025). This Strategy includes 12 months of proposed activity and distribution.

This Public Relations Strategy (the Strategy) outlines the below-the-line communication, media, engagement and education activity that will be delivered in this period as well as resources for ongoing dissemination of information and education to targeted audiences into the future.

Background

From September 2024, new mandatory minimum classifications for gambling-like content in video games came into effect. The updated *Guidelines for Classification of Computer Games 2023* (the Guidelines) requires:

- minimum classification of M (not recommended for children under 15 years of age) for video games containing in-game purchases linked to elements of chance, such as paid loot boxes
- minimum classification of R18+ (restricted – legally restricted to adults aged 18 years and older) for video games containing simulated gambling – such as casino-style games.

The classification changes apply to games on computers, gaming consoles, phones and tablets.

These changes were in response to growing body of evidence and community concern around links between gambling-like content in video games and gambling harm in real-life, as well as psychological, emotional and financial harm.

Updates to the Guidelines were developed following a public consultation process.

Key insights informing the Strategy

In August 2024, the department commissioned market research to build an evidence base to inform communication and education activities in relation to these changes.

Research findings highlighted a need for 'a multi-pronged, below-the-line communications approach for informing the primary target audiences of parents/ carers, grandparents and other carers about the changes'. Adult gamers, children under 18, and educators were also identified as secondary target audiences.

The commissioned market research has been reviewed and used to inform messaging and the proposed strategic approach referenced throughout this Strategy.

The Social Deck also undertook a broader desktop review of research and public sentiment about gambling in mobile and other gaming. This review highlighted the following key data which helps to inform messaging and tactics used within this strategy.

Source	Key insights and statistics
Harms associated with loot boxes, simulated gambling and other in-game purchases in video games: a review of the evidence	<ul style="list-style-type: none"> • In game purchases have many of the distinguishing features of gambling, they are not currently regulated as gambling in Australia. (Hing et. Al; 2021 – page 4) • Concern loot boxes providing the opportunity for in-game purchases, may be associated with harmful outcomes such as problematic or addictive video gaming, financial losses and risk for gambling problems. (page 4) • Loot box engagements (including viewing, opening, purchasing) was associated with problem gambling and internet gaming disorder. (page 5) Young adults who reported opening or purchasing loot boxes more frequently were more likely to have experienced gambling problems at some point in their lifetime. (page 18) • Some association between loot box purchasing and increased psychological distress and financial harm. (page 5) • Recent studies of adolescence and young adults in NSW found that between 24% and 37% of participants reported purchasing loot boxes in the last 12 months. (Hing et al. Page 7) • Suggested that many motivations for loot box engagement overlap with those of traditional monetary gambling and include – obtaining items for cosmetic reasons, excitement of unboxing items, gameplay progression, receiving in game currency, competitive gameplay advantages, social influences, fear of missing out, emotive/impulsive influences. (page 9)
What is the link between video gaming and gambling?: Snapshot Series - Issue 7 Growing Up in Australia	<ul style="list-style-type: none"> • Young people who played simulated gambling games (e.g. Zynga Poker, Slotomania and Big Fish Casino) had a 40 percentage points higher probability of spending real money gambling as a young adult. (page 2) • Boys were more likely to engage in video gaming and daily video gaming during adolescence than girls (figure 1, page 3). • According to the Longitudinal Study of Australian Children (LSAC), at age 16-17 years, one in 5 (20%) adolescents played simulated gambling games. Engagement with simulated gambling games was more common among boys (24%) than girls (15%). (page 4) • Video games that simulate gambling experience are often classified M (mature) but parents have called for tougher classifications (20% suggested MA15+, 40% suggested R18+). (page 4)

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Source	Key insights and statistics
	<ul style="list-style-type: none"> Approximately 16% of young people participated in under-age gambling. (page 5) Young men (18-19 years) were more likely to gamble than young women. (figure 4, page 6) At risk gambling behaviour was more prevalent among young men (13%) than young women (4%). (page 7) Generally, no statistically significant association between daily video gaming (at age 16-17) and monetary gambling (18-19). The exception was sport betting, which was more common among young people who played video games daily (Figure 6, page 9) Young people who played video games daily in their adolescent years (age 16-17) were not necessarily more likely to gamble as adults, but that playing simulated gambling games did increase the likelihood of real money gambling. (page 8)
Classification survey results: loot boxes and simulated gambling in games Australian Classification	<ul style="list-style-type: none"> Of those who took part in the research, loot boxes are primarily of concern to regular adult gamers and parents of young gamers, while there is still a lack of awareness of them in the broader population. (page 3) There are varying views about an appropriate classification response to loot boxes. (page 4) Some loot boxes are more harmful than others. (page 4)
Classification community standards research Australian Classification	<ul style="list-style-type: none"> Most participants felt that the consumer advice definition of 'mature themes' was "too vague" and "subjective" as standalone consumer advice. More specific descriptors of content themes were perceived as more useful to guide viewing decisions. (page 5) Most participants felt that a cautious approach to the classifications of games due to their interactive nature (which was perceived to enhance content impact) there were mixed views on the appropriateness if the current guidelines. (page 6) The research suggested that a more flexible and nuanced approach to game classification that allows for the context and impact of each game to be considered could be acceptable. (page 6) Many parents allowed their children to access M rated content from mid to late primary school. (page 13) Overall, most participants supported a more conservative approach to be taken to the classification of games in comparison to other media. Primarily because of the interactive nature of games, the amount of time required to play a game. (page 34) Some parent participants felt that conservative rating approach needed to be combined with more detailed consumer advice was necessary for games. (page 34) many participants who were familiar with adult games felt that there should be more scope for context and other mitigating factors to be factored into the classification of games, as was the case with content in films and television shows (rather than having 'blanket bans' for certain content types in each rating category). (page 34)

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Source	Key insights and statistics
<p>ISentia media report and other sources– Key themes or sentiments in media reports</p>	<p>Sentiment trends:</p> <ul style="list-style-type: none"> • Coverage tends to lean negative, with parents, educators, and advocacy groups calling for greater regulation and transparency. • There is some neutral-to-positive reporting on industry-led initiatives, such as transparency tools or parental controls, but these are often overshadowed by critical perspectives, i.e. – how kids are getting around them.
<p>Media and sentiment review</p>	<p>Limited coverage and awareness of the issue of gambling-like features in video games:</p> <ul style="list-style-type: none"> • There is limited media coverage about video games, loot boxes and their similarity to gambling mechanics • Factual news updates around September are the most common form of coverage, mainly covered by gaming industry press, and gambling news. • A few key investigative features including in The Guardian show the unregulated world of gaming gambling, and long-term effects of gambling in games and how they led to real world consequences. • Some of the angles covered in the media include: <ul style="list-style-type: none"> ○ emotional trauma and financial loss ○ regulation: the effectiveness of parental blocks and bans ○ how loot boxes work to simulate gambling in real life ○ gambling advertising and ethics ○ how gambling becomes normalised ○ Sentiment around classification systems often points to frustrations from parents and advocacy groups who feel these systems are outdated and not reflective of current gaming trends. <p>Health and wellbeing implications:</p> <ul style="list-style-type: none"> • Media reports on the psychological impact of gaming, particularly in children, linking it to issues like addiction and mental health struggles, and cites the Growing Up in Australia study. • Screen time debates are often tied to gaming, but with a focus on addiction, rather than a focus on how games with gambling elements could lead to gambling problems <p>Calls for industry accountability:</p> <ul style="list-style-type: none"> • Media outlets have increasingly explored the gaming industry's role in incorporating gambling-like features, framing it as a predatory practice targeting younger players.

Testing feedback

Key messages and visuals in version 1 of this PR Strategy were tested with a small number of representatives from the primary audience group through 3 focus groups and 4 in-depth interviews.

Key insights and feedback from the testing have helped to further refine the PR Strategy, initial resources and approach:

Messages and focus of content

- Parents and grandparents agree that drawing attention to the emotional impact of gambling is more effective than generalised statements
- Messages that emphasised the words 'children' and 'gambling' early and clearly were more impactful for parents and grandparents.
- Parents and grandparents agreed parental controls and removing credit card details were important messages as they're considered the most effective ways to manage online and gaming habits.
 - Tips that focused on long-term strategies, such as playing the game or having a conversation about gambling were seen as effective to help give children the skills they need in adulthood to reduce the risk of gambling.
- As identified in the market research, some parents and grandparents did not recognise the term 'loot box' and found a definition or example would have been useful.
- Most parents and grandparents were aware of in-game purchases but did not realise some of these were considered gambling-like content. Sometimes this led to confusion about the differences between microtransactions, purchasing cosmetic items, and chance-based purchases such as loot boxes. Key messages should note this overlap but reiterate the specificity of *gambling-like* content.

Messages in this Strategy have been updated as a result of testing feedback – refer [Key Messages](#).

Imagery and visuals

- Parents and grandparents agreed that showing the classifications was important and made images and messages more compelling.
- Parents and grandparents had varied views on the tone of the images and what is considered realistic and relatable imagery.
 - Parents of younger children preferred images that were light and positive, depicting diverse family dynamics, with parents directly engaging with their children.
 - Parents with older children and grandparents felt the images were too positive and happy and suggested images that were darker in tone and represented the fears parents have about online and gaming harms. This included images of children in isolated, darkened rooms playing video games.
 - Grandparents did generally agree with parents with younger children that images depicting adults and children gaming together was effective and relatable.
- Parents with older children suggested using visual motifs from casino-style gambling to show the impact of gambling-like content. However, they also noted to avoid using cartoons or illustrations.

An additional set of imagery has been incorporated into the Strategy to address feedback – refer [Creative](#)

A report with further feedback on the testing of messages and visuals is available.

Strategy evaluation and risk management

Evaluation of the PR Strategy is critical to ensuring effectiveness of the messaging and tactics chosen.

The Strategy's objectives and associated measures will be evaluated using a mix of output/quantitative measures and analytics and qualitative feedback. Monitoring will happen monthly with a more fulsome evaluation of results to occur at the end of August. The 2024 market research provides a baseline for measurement.

An evaluation plan to monitor and measure the Strategy is at [Appendix 1](#).

Effectiveness will also be dependent on mitigating issues, risks or unintended consequences that may arise as a result of message distribution. The following are key considerations and ways to mitigate identified risks:

- **Limited media and reach:** Project constraints such as no paid advertising / media and inability to pay talent as media spokespeople may limit media opportunities and coverage. The Social Deck is working with media specialist, Zotts and Co, with existing media networks to generate as much interest as possible for free media coverage. We will use case study stories to help shape media articles and approved spokespeople such as the Classification Board Director.
- **Confusion about which games have classifications:** It's likely communication may cause some confusion among the target audience and stakeholders about how classifications work with existing games, and why some games and not others have updated classifications. We will be clear in communication about how the new classification standards are being introduced.
- **Unintended impacts on parents and carers:** We will ensure that all tactics focus on positive and empowering messaging, rather than causing parents to feel shame or distrust in information. It will be important to avoid causing tensions between parents or parents and their children in relation to existing choices.
- **Unintended consequences or impacts on industry:** It's important to consider the direct and external influences the communication may have on commercial entities and industry. For example, singling out particular games or messaging that appears to restrict gaming will be avoided.
- **Timing and external influences on delivery:** The timing for delivery of the PR activity is during the first 6 months of 2025, which is an election year. It is possible that a Caretaker period may pause, delay and limit delivery of this Strategy. It's proposed resources and stories could continue to be created but may not be distributed via government channels during caretaker.

A risk management plan has been developed to support the project.

PR and communication objectives



1. **Increase awareness among parents and carers** (primary audience) that there is new minimum classification for gambling-like content in video games.

- Increased traffic and use of the [classification.gov.au](https://www.classification.gov.au) website by primary target audience.
- Increase in media, social media and other commentary that mentions classifications in gaming associated with gambling-like content



2. **Improve confidence of parents and carers** (primary audience) to consider classifications relating to gambling-like content when making decisions about video games for their children/ children in their care.

- Increase in conversation / mentions by target audiences about classifications in gaming associated with gambling-like content
- Parents and carers are more informed and confident to make decisions
- Parents and carers share knowledge with others







3. **Build and establish trusted relationships** with key stakeholders to assist with the dissemination of messaging and content.

- Distribution of information by parent / carer stakeholders and networks and industry
- Support for changes among primary and secondary audiences
- Industry (gaming platforms) making information available

Audiences

Primary

<p>Audience persona</p> <p>Parent of child up to 11 years who play video games</p> 	<p>Audience persona</p> <p>Parent of child 12–17 years who play video games</p> 	<p>Audience persona</p> <p>Grandparent and other carers of children under 18</p> 	<p>Audience persona</p> <p>Parent/carer of child who doesn't play video games</p> 
<ul style="list-style-type: none">Interested and actively involved in their children's gamingMore likely to have a say in the games their children playSome uncertainty about what are safe video games that can leave the audience feeling overwhelmed or confusedSome may be unfamiliar with relevant terms e.g. gambling-like and loot boxesFamiliar with classification ratings, yet less aware of it in relation to gaming and where to find classification informationTime poor	<ul style="list-style-type: none">Check for gambling-like content in games less oftenLess control over games their children playSome uncertainty about what are safe video games that can leave the audience feeling overwhelmed or confusedMore likely to have discussion with their older childrenLarge, diverse audience group (including First Nations people, people with disability, diverse cultural groups) with various media consumption habits	<ul style="list-style-type: none">Check for gambling-like content in games less oftenLess control over games the children in their care playSome uncertainty about what are safe video games that can leave the audience feeling overwhelmed or confusedMore likely to have discussion with older children in their careLarge, diverse audience group (including First Nations people, people with disability, diverse cultural groups) with various media consumption habits	<ul style="list-style-type: none">Less likely to feel content is relevant to themLarge, diverse audience group (including First Nations people, people with disability, diverse cultural groups) with various media consumption habits.
<p>Considerations for message and delivery</p> <ul style="list-style-type: none">Novel: There's an opportunity to leverage interest in the impacts of video games on their children and cut-through noise with the lesser known and novel concept of potential harm video games containing gambling-like content. It will be important to provide relevant examples of this to make it more real for the audience.Practical and bite-sized support: This audience can be time-poor and will need easy to digest, practical information. It will be important that that short-form information links off to more descriptive long form information for those wanting more detail.Message tone: Messages should acknowledge parent's autonomy, be supportive, factual and leave the audience feeling empowered to make informed decisions	<p>Considerations for message and delivery</p> <ul style="list-style-type: none">Having conversations: This audience will benefit from support to have conversations with their children about making informed choices about video games. This could include things like conversation guides, modelling conversations through videos or case studies.Collaborative and empowering messaging: Messages that support parents to have conversations should be collaborative in nature, that help parents to guide teen choices rather than merely dictate them. E.g. 'Empower your teen to make good choices about the video games they're playing – check out these resources to start the conversation.'Creative: Imagery should include older children with darker undertones.	<p>Considerations for message and delivery</p> <ul style="list-style-type: none">Information need: Clearly define and explain supervisory behaviours – don't assume knowledge around terms like 'parental controls'. There may be a need for an information resource to explain steps or link to an existing appropriate eSafety Commission resource on materials.Inclusive media messaging: Messaging in media reports (i.e. mainstream or media aimed at older people) should not be parent-centric and ensure to be inclusive of or deliberately target grandparents e.g. 'Taking care of grandkids over the school holidays? Here's how to check if they're at risk of gambling-harm while playing video games.'Consider digital literacy: There may be some grandparents with lower digital literacy levels to be able to navigate the Classification website and online resources.	<p>Considerations for message and delivery</p> <ul style="list-style-type: none">Preparation, not urgency: Consider bespoke resource or content that focusses on preparation for kids gaming e.g. parenting blog or information sheet 'Gaming can be fun, educational and social. Here's how to pave the way for healthy habits before your child starts gaming.'
<ul style="list-style-type: none">Mixed channel delivery and trusted sources: Given the demographic diversity and media consumption habits within this broad audience group, a wide range of channels and mediums should be considered. This audience may be following and listening to parenting-focused media and experts.			
<ul style="list-style-type: none">Define terms: There is a need to explain terms like 'gambling-like' and 'loot boxes'.Leverage existing recognition: Utilising rating symbols that parents and carers are familiar with in creative to build deeper understanding and instil confidence in messaging and resources.			

Secondary

A range of secondary audiences have been identified as influencers and intermediaries to the primary audience or who may be a stakeholder / supporter in how information about classifications in gaming are communicated.

Audiences	Role / interest
Adult gamers	May be impacted by the media coverage and messaging. Can support messaging to parents where they have their own experiences of negative impacts as a result of gambling in gaming.
Other family members of children who game, e.g. siblings, uncles, aunts	Share messages and support the education of parents, carers and children. May influence actions for considering classifications when choosing games.
Teachers / educators	An intermediary to parents and carers, as well as children. Can be informed and educated to have conversations about how classifications in gaming work (especially for upper primary and high school students).
School leader or administrator	Decisions about whether their school share messages with parents and carers about classifications, and dissemination of information to teachers and P&Cs etc.
Retail stores (gaming, sell video games)	Point of sale. Important places where parents and carers may be making decisions and looking for information.
Gaming industry bodies / peaks	Influence what information gaming operators / industry share. Important stakeholders for classification implementation.
Child and youth peak bodies	Intermediaries to children, young people and their families.
Child safety advocates	Intermediaries to children, young people and their families.
Anti-gambling advocates	Intermediaries to parents and carers. May be involved as experts or spokespeople.
Other Commonwealth government agencies: <ul style="list-style-type: none"> E-Safety Commission Department of Education Department of Social Services 	Have their own social media and other communication channels that can support information sharing to parents and carers
State and territory governments: <ul style="list-style-type: none"> enforcement agencies education and family/child/youth departments 	Have their own social media and other communication channels that can support information sharing to parents and carers
Classification Board and Classification Review Board	Governance and implementation.
Prominent individuals/decision-makers: <ul style="list-style-type: none"> Classification Director E-Safety Commission Ministers Academics 	Spokespeople. Share information with key stakeholders and parents and carers with interest in issues they cover.

Strategic approach

Our strategic approach will move people along the spectrum of awareness-understanding-action. This will help to ensure the PR and communication objectives are achieved.



Awareness

Improved recall



Understanding

Improved confidence



Action

Use of classification and consumer advice



Awareness

Greater awareness of gambling-like content in games =
increase likelihood of interest in issue and recall of information

Only 2% of parents/ carers were aware of the changes to the classification of video games containing gambling-like content. Research showed 'those with higher levels of awareness were more likely to feel that information about the changes was personally relevant to them, which in turn increased their interest in, and the cut through of, the information'.

Through this Strategy there is substantial opportunity to increase awareness among parents and carers that:

- the way gambling-like content in video games is classified is changing (influences knowledge)
- this issue is personally relevant to them and can support decision making (influences attitudes)
- gambling-like content in games can cause issues with emotional and health impacts and has links to gambling issues later on.



Understanding

Greater understanding of how information can be used = **increased confidence** in decision making.

The 2024 market research showed there is an appetite amongst the target audience for information on this topic to **inform decision making**, as well as to **empower parents/ carers and build their self-efficacy**.

PR activity will seek to build knowledge and understanding of what gambling-like content looks like, the classification system and changes that have come into place. The 2024 market research identified that knowledge of the following will be needed:



Improved knowledge and understanding will support increased confidence in decision making, and support for classifications to be used when parents/carers are making decisions about the games their children play.

Testing of draft messages in this strategy highlighted the importance of having clear information to build knowledge that classifications are not just about explicit content and violence but contain information about potentially harmful or concerning content in other forms. For example, gambling-like content - many parents and grandparents did not realise there was consumer advice to identify this.



Action

Encouraging action for parents and carers to seek out information = **use of classifications and consumer advice when making choices** about which video games children can access

The 2024 market research showed that 'parent/ carer participants with higher confidence were more likely to feel that having additional information about the classification of gambling-like game content would be useful in informing their decisions, and were therefore more likely to engage with this information.'



There are two main actions we are seeking to achieve through the Strategy:

1. Use classifications and consumer advice when making choices or decisions about which games their children can access
2. Share information with others to achieve social diffusion, further inform and normalise discussion among the primary audience group.

In parallel to increasing awareness and improving understanding, a social marketing approach will encourage action. The PR tactics and content draw on the EAST Framework (below) to encourage action for parents and carers to seek out information about classification standards.

Easy.	<p>Simplified messages and clear visuals.</p> <p>Use the 'defaults' for where parents are likely to get and remember the information – e.g. in store (physical and app stores). Parents and carers may be unlikely to have high recall on this issue and so may 'forget' to go to a separate website and database. Opportunities for integrating the information and links in existing and varied online and place-based settings relevant to parents and making gaming choices is critical.</p>
Attractive.	<p>Personalising the messages and visuals. Parents and carers are more likely to respond to information that they see themselves in and is relevant to them. Using stories and visuals with parents / carers within them.</p> <p>Parents of older teenage children said having darker, more striking imagery, will gain more of their attention about the issue.</p>
Timely.	<p>Regular prompts or reminders at right time will encourage action (market research pg 29) – e.g. information when purchasing or considering game.</p>
Social.	<p>Make it a topic for discussion among parent, carer and peer groups.</p> <p>Reduce stigma of topic – normalise discussion in parent groups, etc</p> <p>Leverage consistent concerns parents raise about long-term impacts – encourage discussion of the concerns specifically to make content and stories more relevant and appealing.</p>

Things to avoid to prevent 'inaction'

- Perception that classifications are taking away parent choice / rights
- Stigma about gaming by children and shame for parents who allow their children to game
- Confusing messages
- Imagery that may be seen to place blame or be negatively portray gaming (though noting that darker imagery may be used in reference to older children and gaming based on feedback from this primary audience group).

Communication tone and style

Considering these areas to avoid, the tone and style of the communication is important. Communication will use a respectful tone in acknowledgment of parents'/ carers' autonomy in decision making. The tone of communication should be:



Positive and empowering – to reduce parents'/ carers' sense of being overwhelmed, avoid blaming or stigmatising parents/ carers for their current approach to children's game choice, and avoid "demonising" video games as inherently negative or harmful to children.



Supportive and practical – to increase parents'/ carers' self-efficacy and provide them with clear steps to take, while also showing respect for parents'/ carers' autonomy in making decisions about their child.



Informative and credible – to help ensure parents and carers prioritise credible government/classifications standards information over other influences and sources. The information and messaging need to add value and be in a simple form that parents and carers are comfortable to come back to.

Key messaging

The following key messages apply across audience groups. Content tone and language may change at times for different audience segments.



Know: There are classifications for gambling-like content in games

MESSAGE THEME 1 Introduce the issue	<ul style="list-style-type: none"> • Gambling-like content in video games our children play can be hard to detect. <ul style="list-style-type: none"> ○ Playing video games with gambling-like content can normalise gambling behaviours.
MESSAGE THEME 2 Explain prevalence of gambling-like content in gaming	<ul style="list-style-type: none"> • Over the last decade, gambling-like content in video games has increased. This includes: <ul style="list-style-type: none"> ○ In-game purchases with an element of chance, such as paid loot boxes. These are mystery items players can use real money to buy, without knowing what item they will get. ○ Simulated gambling, including casino-style video games.
MESSAGE THEME 3 Explain WHAT the new classifications are and HOW they work	<ul style="list-style-type: none"> • New classifications are now in place to help parents and carers identify video games with gambling-like content. • The Australian Government has changed the way games are classified so that video games with: <ul style="list-style-type: none"> a. in-game purchases with an element of chance such as paid loot boxes are classified as M (not recommended for children under 15 years of age) b. simulated gaming, such as casino-style games – are legally restricted to adults and classified as R18+. • These changes apply to video games on computers, gaming consoles, phones and tablets. • The classifications only apply to new video games. Existing games aren't affected unless they're updated with new content and need to be reclassified. • Video game classifications can be found on online gaming stores, digital downloads, game packaging and some advertisements.



Understand: Why this change is important and relevant to you

MESSAGE THEME 4

Why the new classifications are important

- **Research shows links between gambling-like content in video games and problem gambling, emotional and mental health impacts.**
- Gambling-like content in video games has become more common over the past decade.
- These changes have been made in response to growing evidence as well as community concern.

MESSAGE THEME 5

Explain what gambling-like content in gaming looks like

- **Gambling-like content in gaming means parts of a game have features that are like gambling - where players rely on chance to win rewards.**
- Common gambling-like content includes loot boxes, which offer random rewards in exchange for money or in-game currency, and simulated gambling games, like virtual casinos or poker, that imitate the sounds and visuals of gambling without real money payouts.
- They can also include mechanics like pay-to-win systems, where players are incentivised to spend money or in-game currency for gameplay advantages or progression.
- These features normalise gambling behaviours by rewarding players unpredictably, making them feel similar to betting or wagering and can be addictive.
- Gambling like content in games can sometimes be hard to detect, so the classifications help parents to identify the level of gambling features within a game.



Act: Consider classification standards when making decisions about games

MESSAGE THEME 6

Confident to consider use/classifications when making decisions about games for children

- **Parents, carers and grandparents can look for classifications when helping their children choose games**
- There's a [database](#)—the National Classification Database—that shows you classifications and consumer advice in games and this will continue to be updated.
- Consumer advice is the text that accompanies a classification or game rating. Consumer advice for gambling-like content in video games includes:
 - **Chance-based in-game purchases** – for video games containing in-game purchases linked to elements of chance, like loot-boxes.
 - **High-impact simulated gambling** – for video games containing simulated gambling.
 - **Gambling themes** – for video games containing content which may resemble gambling, but does not meet the threshold for simulated gambling.
- Parental controls can also be used to help parents and carers monitor and limit the type of content children can access. Most game consoles and digital devices provide age-based parental controls. Many allow you to block access to content based on the classification.

More:

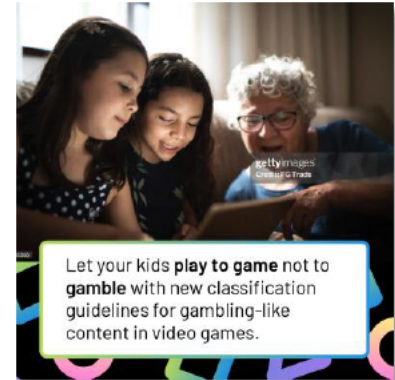
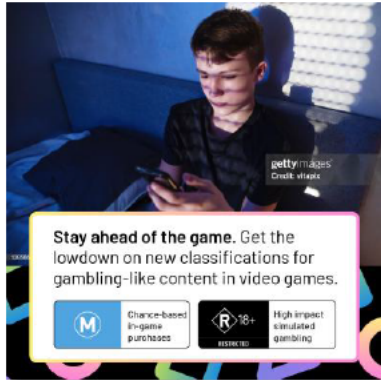
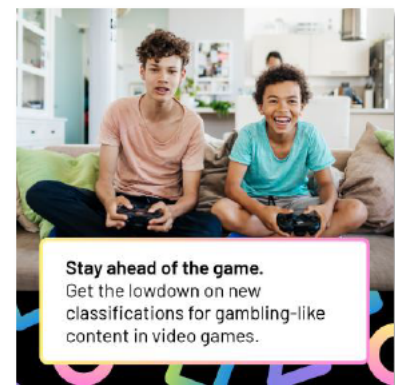
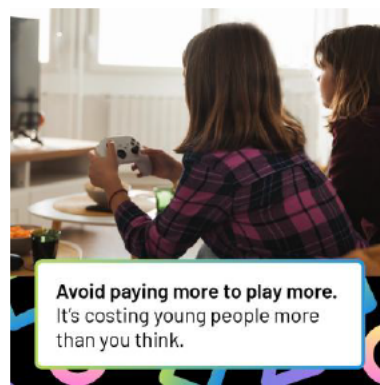
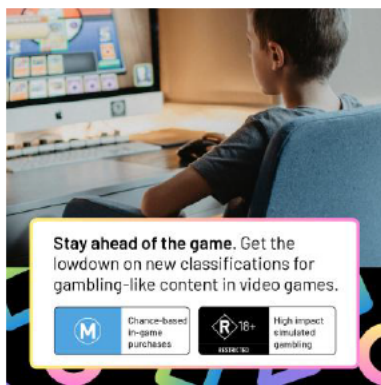
- Parents and carers can:
 - **have a chat with your kids** about the games they play. Discuss why some games might not be appropriate or the risks they carry. Start a conversation about the risks of gambling if needed
 - set up **parental controls** to monitor and limit the content children can access and how much they can spend
 - **consider removing credit card details** from devices or consoles. Check to see if credit card details are saved to the devices your children use for gaming
 - **learn and play your child's video games** to help you understand how they work and if they contain simulated gambling or gambling-like content
 - **check the classification** of the video games their children play or want to buy. You can use the classification advice to help choose games that are right for their children
 - visit classification.gov.au/GamblingContent for more information.

Creative

The creative approach balances vibrant, attention-grabbing colours that signify content related to children and align with video game aesthetics, with a versatile palette incorporating muted tones to convey the seriousness of potential gambling-related harm. Important to note that parents of older children were more likely to resonate with images that were

A range of graphic devices can also be applied that mirror well-recognised gaming symbols. Bolstering these symbols is a series of lineal-style icons that can be used to break up copy in resources.

Photographic imagery aims to depict a range of situations and types of games (i.e. console, mobile), ages, demographics and backgrounds. Testing feedback indicated that parents of older children were more likely to find darker imagery (i.e. second row of images below) relevant for them.



Example application of creative approach on social tiles.

Accompanying tools support the creative application:

- Style guide – complete
- Templates – Word and PowerPoint
- Presentations for audience and stakeholder engagement
- Social media tiles and assets.

PR and communication tactics

The following mix of activities will be developed or take place between **January and June 2025**. Many of these activities would continue to be rolled out through intermediaries and channels for 12 months.

Resources

A suite of **resources and education products** will be designed and created to raise awareness and explain changes. To achieve desired reach to the primary and secondary audiences, this will include the following resources.

What	Who	Where	Why
Web content and resources	Stakeholders and representative organisations	Classification Board's website Other websites	A credible hub of resources and information is important to raise awareness
Information sheets: -General -Parental controls -Grandparent focus	Parents, grandparents and carers	Website HTML and printable	Base information that can be translated and easily shared
Visual posters or displays	Stakeholders and parents, carers purchasing gaming	In-store; possibly other place-based settings (e.g. schools)	Prompts and place-based information in relevant times / places
Explainer animation	Parents, grandparents and carers	YouTube channel Distribution through partners / representative organisations Websites	Explain classification changes to parents, carers educators
Conversation guide (potentially also recorded to video)	Parents and carers	Website, distribution through partners / representative organisations Websites	Parents and carers need support to begin conversations. Videos and longer form resources can support this.
Visual storyboards	Parents and carers (lower literacy, other factors)	Printable; distribute through parent networks, schools, other channels	Storyboards ensure information is conveyed in imagery to support parents and carers who may have lower literacy to understand changes and empower to take steps. Elements of the visual storyboard can be used in social media tiles.
Stakeholder toolkit packaging all resources and a web badge	Parent, carer, seniors and educator organisations	Website, distribution to partners	Support third parties to share messages and resources

Case studies

A series of **10 case studies** (2 filmed and 8 written) will be developed to help demonstrate and make relevant the importance of changes, action people can take and support pitching to media (more detail below). These would feature:

- real families and how they've used the classifications to make informed choices about the video games their family plays
- experts or academics able to speak to risk factors or steps to take to protect children
- people who have/or previously experience gambling harm and used to (or still) play video games with gambling-like content.

The case studies would be written and include 2 filmed stories. Case studies would feature a mix people from different backgrounds and kids' of different ages. Talent would be sourced through existing connections and stakeholder engagement/recommendations.

The proposed case studies ensure key audiences, demographics and different levels of awareness are included, is outlined below. Adjustments may be made to this mix as stories and talent are sourced. Shaded grey talent is yet to be secured.

Talent / feature	Message and influence level	Mode
Nadia and Zac Mother of older children who game	Understanding of what gambling-like content looks like, the classification system and changes that have come into place	Written – de-identified
Tasha Lawson Parenting expert	Awareness that there is gambling-like content in games and potential harm and Action including practical tips for parents and carers	Video
Joanne Mother and 5 year old (who doesn't yet game) and 11 year old (gamer) sons	Awareness that there is gambling-like content in games and classifications for gambling-like content in gaming	Written
Deepak Shukla Industry representative (CEO Pearl Lemon Games)	Understanding of gambling-like content in games and potential harms. Industry support of classification changes.	Written
Gen Muir Parenting expert and mother	Understanding of gambling-like content in games and potential harms and Action including practical tips for parents and carers	Written/ media
Hawkes family Mother and 8 year old and 15 year old sons who both game	Awareness that there is gambling-like content in games and potential harm and Action including personal experience	Video/media
Child who is shocked to have found they've participated /spent money inadvertently	Understanding of financial impacts of what gambling-like content.	Written
Academic/ researcher who can talk about gambling-like content	Understanding of what gambling-like content looks like, how classifications help	Written

Talent / feature	Message and influence level	Mode
Grandparent	Awareness that there is gambling-like content in games and classifications for gambling-like content in gaming	Written
Parent of child with disability who games (under 15 years)	Understanding of what gambling-like content looks like, the classification system and changes that have come into place Action for parents to look for classifications in gaming	Written

Media

Proactive media opportunities will be explored to help reach key audiences. This will include:

- A **media pitching will occur around** key events, awareness days from December 2024 – July 2025, aligned with gaming trends and holiday periods. Example themes may include:

February:

- Focus on back-to-school campaigns targeting education media (Teacher Magazine, Education HQ)
- Helping parents and schools navigate gaming content on Safer Internet Day (11 February)

April: Easter gaming tips for parents and grandparents. This may include a case study featuring grandparents and pitching to media aimed at older Australians e.g. Australian Seniors, Starts at 60

May: Family Gaming Check-In: Are you up to date on game classifications?

July: July school holidays / World Video Game Day (8 July)

- Develop **media lists**: Create media lists and contacts to support various angles and target markets.
- **Data and research**: Collate available research and data to tailor and strengthen pitches across national press, state and territory media, parenting and lifestyle publications.
- **Additional talent**: Create list of stakeholders and supporters to share briefings with and potentially act as additional spokespeople for the campaign – for example eSafety Commissioner or the Alannah and Madeline Foundation.
- **Develop and distribute press kits**: Include a media release, infographics explaining the new classifications, case studies (e.g parents or teachers sharing their experiences), and spokesperson details. This will include tailored kits for parenting media, education media, mainstream media, gaming media.
- **Facilitate media interviews**: Schedule interviews with spokespersons for radio shows and parenting podcasts Include relatable case studies featuring parents, educators, or gaming experts. For example, ABC's Good Game: How Games Play Us.
- **Collaborate with influencers**: Engage (unpaid) parenting influencers (e.g., Babyology, North Shore Mums) to create content about the changes and share safe gaming tips.
- **Draft op-eds for trusted outlets**: Place opinion pieces in The Guardian Australia or Sydney Morning Herald by representatives from the Department discussing the importance of safer gaming regulations.

Limitations

Given there is no opportunity for paid media buys, media activity will rely heavily on having different angles to pitch and good spokespeople, to elicit media interest in the issue and stories. There can be substantial time (hours) required for the pitching, briefings, follow ups and preparation for unpaid media opportunities and these are built in to the implementation plan and costings.

Social media

Social media activity will include a mix of organic and third-party activity. The following social media will be created between January and June 2025. These social media assets and content can continue to be shared and built on throughout 2025.

- **Social media assets** (10 x separate posts and tiles) for organic placements on the department's channels. A social media content calendar will accompany this Strategy.
- **Vox pop-style video** where parents are asked if they know about classifications and whether they realise some video games kids play can have gambling-like content. This would be shared on the department's channels and shared with third parties.
- Working with **trusted organisations** and services to share content through established social media channels e.g. Facebook parenting groups.
- Identifying **relevant government social media channels** and sharing social media content – including DSS' Australian Families Facebook page, the Department of Education, the Australian Communications and Media Authority (ACMA), eSafety Commission channels and state/territory level social media channels.

A list of third party social media channels is at [Appendix 2](#).

Education and events

The following events are proposed to June 2025, with suggestions included for ongoing event attendance led by the department.

- **Webinar** aimed at interested parents, grandparents and carers, and stakeholders. The webinar would build a more in-depth understanding of the rationale behind the changes, gambling harm, what the changes are and what they mean for them, making informed choices about video game purchases and tips on having conversations with children about gambling harm. This could be co-hosted by the eSafety Commissioner.
 - The following identified audiences such as Playgroups and neighbourhood centres with parenting programs should be encouraged to attend. These can be reached through government departments and directly through a stakeholder list (refer Stakeholder Engagement section).

Proposed future education and event activity

- **Education products distributed to Playgroups, libraries and other forms of neighbourhood/community centres** where parenting sessions are held. These centres would be encouraged to share information with parents and carers during relevant information sessions about children's safety, gaming and other topics.

Stakeholder engagement, partnerships and intermediaries

Stakeholder engagement will be important to build and establish trusted relationships with key stakeholders who can assist with the dissemination of messaging and content to parents and carers.

We will undertake stakeholder engagement through the following main activities:

Stakeholder identification, mapping and contact list –

A stakeholder list has been developed to support the project and further map intermediaries to audience segments. This list will help with:

- distribution of information and resources
- invitations, promotions and engagements for events
- to investigate potential partnership activity.

Stakeholders in the list have been mapped into two tiers:

- **Tier 1** are stakeholders that we could partner with, do an event with, may be a spokesperson and/or may help to secure case study talent
- **Tier 2** are stakeholders we would share tailored information and resources with.

Direct engagement with peak body / representative organisations –

Direct engagement with a number of peak body and representative groups. In the first instance we will prioritise:

- Alannah and Madeline Foundation
- Children and Media Australia
- IGEA
- Children with Disability Australia (CYDA) and Children and Family Disability Alliance (CAFDA)
- Education umbrella organisations and associations e.g. Australian Secondary Principals Association, Australian Primary Principals Association, Independent Schools Australia.

Examples for how we might engage with these priority organisations is at [Appendix 3](#).

Additional organisations and parent groups will be added through the mapping process and as tactics that include stakeholder engagement and outreach begin.

Stakeholder outreach and third party distribution –

Distribute the resources outlined throughout the Strategy to trusted organisations who reach key audience groups including parents, grandparents, carers, educators and children. This includes distributing:

- the digital stakeholder toolkit, with information sheets and relevant case studies
- social media tiles and templates
- invitations and promotions for events

It's proposed that 2 x direct messages (EDMs) will be sent to tier 1 and 2 of the stakeholder list. The department may consider additional or ongoing EDMs.

Engagement with intermediaries and place-based settings

In addition to organisations, it will be important to engage with point of sale and other intermediaries or place-based settings, especially to test and get their buy-in on products they are being asked to display or distribute. This will be done through small, informal testing to ensure products are appropriate for in-store display and through working with key corporates and larger stores on dissemination options.

In addition, there may be a need to engage with online platforms around future information that could be displayed about Classifications, noting this would be led by the policy areas in the department.

Implementation schedule and distribution

The following outlines key tactics and their timing and how they'll be delivered or distributed. Distribution will be anchored to key dates over 2025, including:

- **Summer school holidays - complete**
- **11 February – Safer Internet Day - complete**
- **Late June – around webinar**
- **July – School holidays**

While resource development, planning and media activity will happen outside these periods, having key dates helps to provide relevance for various audiences.

As identified resources are developed, further detailed advice will be provided on distribution – with a particular focus on stakeholder engagement and partnerships.

Type	Activity	Implementation timing	Delivery / distribution method
Media	Preparation of 6 month editorial calendar, media lists built	Early February	<ul style="list-style-type: none"> • Internal use
Case studies - written	Talent identification and story development; pitching to media	February/March	<ul style="list-style-type: none"> • Stories will be housed on Classification website and filmed stories on DITRDCA's YouTube channel. • Some stories will be pitched to relevant media (in kind). • Each story will have its own distribution plan
11 February Safer Internet Day PR burst			
Resource development	Parental controls information sheet	Late January – resource development 11 February – distribution	<ul style="list-style-type: none"> • Classification website • Coinciding with Safer Internet Day 11 Feb • Owned social media channels
Media	Pro-active pitching and radio release around Safer Internet Day 11 February – potential spokesperson	Early February – briefing with Director of Board Early February – mid Feb – pitching and follow up 11 February Record and distribute	<ul style="list-style-type: none"> • Radio Release distribution • Pitching to parent-family focussed media • Media statement – Classification website

Type	Activity	Implementation timing	Delivery / distribution method
	Classification Board Director Potential opportunity with IGEA		
Social media	Safer Internet Day social media content	Early February – develop content and tiles 11 February – content shared	<ul style="list-style-type: none"> • AusGov Media and Tech Facebook, X and DITRDCA's LinkedIn • Parenting and grandparents Facebook groups
June webinar burst			
Stakeholder outreach	EDM	Mid-late May – draft Late May – distribute	<ul style="list-style-type: none"> • Tailored EDMs with relevant resources sent to stakeholders categories reaching: <ul style="list-style-type: none"> ○ Parent and carers groups ○ Education peak bodies/organisations ○ Older Australians ○ Relevant gaming industry bodies ○ Child safety organisations ○ Relevant multicultural organisations ○ Relevant First Nations organisations
Education and events	Webinar	26 June (Meetings and planning required late Feb-March)	<ul style="list-style-type: none"> • AusGov Media and Tech Facebook, X and DITRDCA's LinkedIn • eSafety commission channels and speakers channels • Parenting and grandparents Facebook groups • Included in EDM to parent and education organisations • Registration page • Third party social media content shared
Resource development	In-store visual poster or display	March – poster development May – informal testing June – distribution	<ul style="list-style-type: none"> • Classifications website • Shared in EDM to parent and education organisations • Shared with Interactive Gaming and Entertaining Association
Resource development	Explainer animation	Early February – script development May – production and approvals	<ul style="list-style-type: none"> • Classifications website • Owned YouTube channel + social media • Shared in EDM to parent and education organisations • Shared with purchased schools list



Type	Activity	Implementation timing	Delivery / distribution method
		Early June – distribution	
Resource development	Conversation guide	April/May– resource development Late May – distribution	<ul style="list-style-type: none"> • Classification website • Coinciding with webinar • Owned social media channels • Potential to have case study talent use conversation guide in video story • EDM with conversation guide to schools, parents, and educator list and relevant third party channels
Case studies – written	Joanne and Jackson's story	March – identify talent April – develop story June – distribution	<ul style="list-style-type: none"> • Classification website • Stakeholder toolkit • Conversation guide • Social media
Case studies – written	Child PoV story	March/April – identify talent May– develop story/obtain quotes Early June– distribution	<ul style="list-style-type: none"> • Classification website • Stakeholder toolkit • Conversation guide • Social media
Stakeholder engagement	Commence Children and Young People with Disability Australia (CYDA) partnership and collaboration discussions	Late May – ongoing – planning discussions	<p>To be determined based on outcome of discussions:</p> <ul style="list-style-type: none"> • Classification website • CYDA channels • Disability / parenting focused media and third party channels
Stakeholder engagement	AMF continued partnership and collaboration discussions for media and eSmart modules and events	Late March – ongoing – planning discussions	<p>To be determined based on outcome of meetings:</p> <ul style="list-style-type: none"> • Pannelist at webinar • Classification website • AMF channels • Parenting and online safety focused media and third party channels
Media	Proactive pitching	April/May – media approach agreed	<ul style="list-style-type: none"> • Parenting media focused media (including webinar, conversation guide, info sheets, explainer animation)


Type	Activity	Implementation timing	Delivery / distribution method
		End May – end June – Pitching and follow up	
Resource development	Stakeholder toolkit	May – resource development June – distribution	<ul style="list-style-type: none"> • Classification website • EDM to identified stakeholders (parenting, seniors, libraries and education)
Case studies – video# 1	Production of filmed story (parenting expert)	February – talent identification Pre-production – March Production – late March/early April Post-production and approvals – End April Distribution – late May/June	<ul style="list-style-type: none"> • Classification website • Identified relevant media • Relevant third party stakeholders (dependent on talent) but likely parenting and education organisations
Case studies – video# 2	Production of filmed story (Hawkes family)	April – talent identification Pre-production – May Production – late May Post-production and approvals – Late May/early June Distribution – June	<ul style="list-style-type: none"> • Classification website • Identified relevant media • Relevant third party stakeholders (dependent on talent) but likely parenting and education organisations
July school holidays / 8 July World Video Game Day burst			
Stakeholder outreach	EDM	Early June – draft Early July – distribute	<ul style="list-style-type: none"> • Tailored EDMs with relevant resources sent to stakeholders categories reaching: <ul style="list-style-type: none"> ○ Parent and carers groups ○ Education peak bodies/organisations ○ Older Australians ○ Relevant gaming industry bodies ○ Child safety organisations

Type	Activity	Implementation timing	Delivery / distribution method
			<ul style="list-style-type: none"> ○ Relevant multicultural organisations ○ Relevant First Nations organisations
Resource development	Grandparents information sheet	Early March – resource development early July – distribution	<ul style="list-style-type: none"> ● Classification website ● Owned social media channels ● Seniors-focussed third-party channels
Social media	Social media content and videos	May – planning May – June – development May-July distribution	<ul style="list-style-type: none"> ● AusGov Media and Tech Facebook, X and DITRDCA's LinkedIn ● Share with ACMA and eSafety Commission ● Included in EDMs
Resource development	Visual storyboards	Early May – storyboard content Late May – illustration and approvals Early July – distribution	<ul style="list-style-type: none"> ● Shared in EDM with other resources to parent, seniors and educators list ● Shared with purchased schools list ● Share with identified First Nations and multicultural channels
Case studies - written	Grandparent	May- identify talent June – develop story July – distribution	<ul style="list-style-type: none"> ● Classification website ● Identified relevant media ● Gambling support organisations ● State and territory department gambling harm reduction areas
Case studies - written	Expert in gambling harm field	March – identify talent May – develop story/obtain quotes Early July – distribution	<ul style="list-style-type: none"> ● Classification website ● Identified relevant media ● Gambling support organisations ● State and territory department gambling harm reduction areas
Stakeholder engagement	Event or webinar with CYDA	Late June/early July (planning in May)	<ul style="list-style-type: none"> ● AusGov Media and Tech Facebook, X and DITRDCA's LinkedIn ● CYDA channels ● International Day of Persons with Disabilities (IDPwD) channels ● Disability / parenting focussed Facebook groups
Media	Proactive pitching Potential	Late May – prepare media documents June – July – finalise media documents and pitching	<ul style="list-style-type: none"> ● Parents and carer-focused media ● Trusted outlets e.g. The Guardian (pitching expert in gambling harm) ● Seniors-focused media (including grandparents info sheet + grandparents case study)

Appendix 1. Evaluation logic and plan

An evaluation report will be delivered at the end of August. This will detail activity undertaken, how it performed and opportunities for future PR activity. The following outlines an evaluation plan. Monthly pulse checks to enable pivots/adjustments in approach as required.

Objective	Intended outcomes (aligned with market research report)	Indicators	Measured by
 <p>OBJECTIVE 1: Increase awareness among parents and carers (primary audience) that there are new minimum classifications for gambling-like content in video games</p>	<ul style="list-style-type: none"> Know that there is classification information and consumer advice for video games, and how it works. Know that there is gambling-like content in video games, and the risks and harms of this content. Be aware that the way gambling-like content in video games is classified has changed – and how specific content types are classified under the new rules. Understand how classification information can be used to inform video game choice for children. 	<ul style="list-style-type: none"> ^ traffic and use of the classification.gov.au website by primary target audience. ^ media, social media and other commentary that mentions classifications in gaming associated with gambling-like content # references / features on intermediary channels 	<ul style="list-style-type: none"> Website analytics Media monitoring Social media analytics and monitoring
 <p>OBJECTIVE 2. Improve confidence of parents and carers (primary audience) to consider classifications relating to gambling-like content when making decisions about video games for their children/ children in their care</p>	<ul style="list-style-type: none"> Feel that information about the changes to classifications is personally relevant. Feel that this information will support parents/ carers to make informed decisions about what video games children play, as well as enabling adult gamers to avoid gambling-like content if desired. Feel that the changes are necessary, and will have a positive impact in addressing gambling-related harms <p>Action:</p> <ul style="list-style-type: none"> Use classifications and consumer advice when making choices about which video games children can access (or adult gamers themselves access). 	<ul style="list-style-type: none"> ✓ Positive sentiment in media and social media ✓ Users report finding the website / database useful in informing decisions ✓ Positive feedback from target audience about communications ✓ Recall of information 	<ul style="list-style-type: none"> Social media sentiment review and analysis Media sentiment Web analytics

Objective	Intended outcomes (aligned with market research report)	Indicators	Measured by
	<ul style="list-style-type: none"> • Share information about the changes with others. 		
 <p>OBJECTIVE 3. Build and establish trusted relationships with key stakeholders to assist with the dissemination of messaging and content</p>	<ul style="list-style-type: none"> • Feel that the changes are necessary, and will have a positive impact in addressing gambling-related harms • Share information about the changes with others. • Continue to engage with and support updates to classification standards in games 	<ul style="list-style-type: none"> ○ # of stakeholder shares on social media and other channels ○ Involvement of partners in events / joint events ○ Opens and click throughs of EDMs ○ Stakeholders supportive of PR and communication tactics ○ Stakeholders report feeling engaged 	<ul style="list-style-type: none"> • Stakeholder interest and engagement activity • Spokespeople involvement • Social media analytics

Appendix 2. Communication channels

Departmental communication channels

The department has the following **primary communication channels** that can be utilised for communications:

Platform	Account	Content purpose	Audience interest
X	@AusGovMediaTech	Communications, media and technology	Digital/tech, Comms, Media, Arts & Culture, Politics
Facebook	AusGov Media & Tech	Communications, media and technology	Digital/tech, Comms, Media, Arts & Culture, Politics
LinkedIn	DITRDCA	DITRDCA updates, corporate updates, job vacancy promotion	Employment, corporate profile, thought leadership
YouTube	DeptCommsAU	Hosts all departmental video content	

Third party channels

Type	Organisation	Channel	Comments
Federal Government Department	Australian Communications and Media Authority (ACMA)	Facebook, LinkedIn, X, Website	21k Facebook followers, 12.5k X and LinkedIn followers,
Federal Government Department	Office of the eSafety Commissioner	Instagram, Facebook, LinkedIn, X, Newsletter, Website	Followers: 8k Instagram, 51k Facebook, 19k X, 20k LinkedIn
Federal Government Department	Australian Competition and Consumer Commission (ACCC)	Instagram, Facebook, LinkedIn, X, YouTube, Website	Followers: 89k FB, 28k X, 3k Insta, 55k LI
State Government Department	QLD Department of Education	Instagram, Facebook, LinkedIn, X, YouTube, Website	Followers: 181k FB, 10k X, 12k Insta, 104k LI
Federal Government Department	Department of Infrastructure, Transport, Regional Development, Communications and the Arts	Facebook, X, LinkedIn, YouTube, Website	Multiple channels on each platform
Federal Government Department	Australian Cyber Security Centre (ACSC)	Facebook, X, LinkedIn, Website	Followers: 53k X, 64k FB, 86k LI
State Government Department	Victorian Responsible Gambling Foundation	Instagram, Facebook, LinkedIn, X, YouTube, Website, eNewsletter	Followers: 4k X
State Government Department	NSW Office of Responsible Gambling	Instagram, Facebook, LinkedIn, X, YouTube, Website, eNewsletter	

Type	Organisation	Channel	Comments
State Government Department	South Australian Consumer and Business Services (Gambling division)	Facebook, LinkedIn, X, YouTube, Website	Followers: 1k X, 600 FB, 2k LI
State Government Department	Queensland Office of Liquor and Gaming Regulation	Instagram, Facebook, LinkedIn, X, YouTube, Website, eNewsletter	Followers: 8.5k FB, 2k Insta, 17k Li, 2k X
State Government Department	Western Australian Department of Local Government, Sport, and Cultural Industries (Gambling division)	Instagram, Facebook, LinkedIn, X, YouTube, Website, eNewsletter	Followers: 5k FB, 700 X, 3k Insta, 8k LI
State Government Department	Tasmanian Liquor and Gaming Commission	Website	
State Government Department	ACT Gambling and Racing Commission	Website	
State Government Department	GambleAware NSW	Facebook, YouTube, Website	8k FB followers
State Government Department	Gambling Help Queensland	Website	
State-based Gambling Awareness Organisation	Gamblers Anonymous Australia	Website	

Type	Organisation	Channel	Comments
Federal Government Department	BetStop – National Self-Exclusion Register	Website	
Gaming non-for-profit	iGEA (Interactive Games & Entertainment Association)	X, LinkedIn, Facebook, YouTube	Followers: 5k X, 2k FB, 5k Li
Gaming non-for-profit	Australian Esports Association	X, Facebook, Website	Followers: 1k X, 4k FB
Independent Peak Body	Responsible Wagering Australia	LinkedIn, Website	600 LinkedIn followers
Non-for-profit organisation	Foundation for Alcohol Research and Education (FARE)	Instagram, Facebook, LinkedIn, X, Website, eNewsletter	Followers: 4k FB, 7k X, 2k Insta, 3k Li
Parenting	Raising Children Network	Facebook, Instagram, YouTube, LinkedIn, Website, Email subscription	Followers: 306k FB, 25k Insta, 4k Li
Youth Mental Health Organisation	Headspace	Instagram, Facebook, LinkedIn, X, Website, eNewsletter	Followers: 175k FB, 145k Li, 70k Insta
Mental Health non-for-profit	Mental Health Australia	Website, Newsletter	Mailing list subscription
Education non-for-profit	Australian Secondary Principals Association	Instagram, Facebook, LinkedIn, X, Bluesky, Website, Email subscription	Mailing list subscription

Type	Organisation	Channel	Comments
Federal Government Department	Gambling Research Australia	Website	
Independent non-for-profit gambling peak body	Alliance for Gaming Reform	Facebook, X, LinkedIn, Email subscription	Followers: 7k FB, 2k X, 1k Li
Education non-for-profit	Australian Primary Principals Association	X, Website	
Federal Government Department	Services Australia	Instagram, Facebook, LinkedIn, YouTube, Website, X	Followers: 12k Insta, 305k FB, 86k Li, 30k X

Appendix 3. Peak and representative engagement

The following summaries are initial engagement or partnership opportunities with peak and representative organisations. These would be delivered in the first 6 months of the Strategy implementation. Additional partnerships and engagements with other representative and parenting groups would continue following the initial outreach phases (refer Stakeholder Engagement section).

Alannah and Madeline Foundation

Very interested and open to collaborations.

Media opportunities – Potential for CEO to be spokesperson or be involved in events (e.g, webinars). Potential to share and amplify social media content.

[eSmart](#) – Collaborate on a module on the new gambling classification as part of the eSmart program. This would be integrated into the resources provided for teachers and schools. It could also have a 'take-home' module that could be accessed by parents.

[eSmart Events](#) – Collaborate on an eSmart Event focused on the new gambling classification, e.g. a webinar. Possible opportunity to involve new Classification Director as panellist.

Children and Media Australia

Interested in collaborating, the issue of gambling in gaming is of key interest to them. They have a high quality email list which would be a great channel for distribution.

Media opportunities – Chairperson would potentially be available as media talent or for involvement in webinar.

[App review database](#) – They have a good database of app reviews which [highlights whether games have any gambling like content](#). *Note: it does not have any government funding anymore (latest reviews are November 2023).*

They have a number of other quality resources on [loot boxes](#) and [gambling content](#). Potential opportunities for sharing on social media.

IGEA

Interested in collaborating and amplifying content.

Potential collaboration on [safer internet day](#) – 11 February 2025. IGEA are doing a campaign specifically around gambling content in games.

They suggested [Family Gaming Database](#) as a quality source of reviews and information about gaming for families.

CYDA and/or CAFDA

Opportunity to host a joint event for parents and carers of children with disability who game, leveraging CYDA's reach into parents and carers who may be more likely to access information through these trusted sources.

Also partner with CYDA to recruit and engage 1-2 parents of children with disability to feature in case study and media stories.

CYDA would also likely share and amplify content.