

Programme for the Prevention, Treatment and Research of
Gambling Disorders and Responsible Gaming



Underage Gambling Prevention Education Lesson Plans to Sensitize and Develop Awareness among Youth

Developed by RISE Life Management Services in collaboration with the
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Programme
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Underage Gambling Prevention: Lesson Plans

INTRODUCTION

The lesson plans presented here are designed for students in Grades 5 to 7. However, they may be adapted for any grade level.

Suggested time for each session is 30 to 45 minutes

To begin each lesson, start by doing something fun to capture the students' attention. Use this opportunity to welcome participants. Introduce yourself and then introduce the programme.

Give a brief overview of the programme (make mention of the focus group assessments, group work, homework, role-play etc.), ensure that participants understand that all are expected to participate. Ask participants to share their expectations of the programme and share yours (prepare this ahead of time).

Let participants know that the programme aims to sensitize and give them greater awareness of the consequences that come with underage gambling as well as help them to find healthier and safer alternative activities through self-awareness.

There is a bonus activity outlined at the end of the lesson plans. Please feel free to incorporate if time allows.

To evaluate your level of success in creating greater levels of awareness a pre- and post focus group activity is recommended and provided in the Resources section.

Objectives to be achieved from these lessons

Students will:

1. Define addiction, gambling and other related terminology
2. Analyze the effects of addiction on the individual, family and friends.
3. Develop listening and comprehension skills.
4. Understand the consequences of underage gambling.
5. Understand the role of internal and external influences on behaviour.
6. Understand the importance of values in healthy decision-making.
7. Analyze how gambling at a young age can derail life goals.

Guidelines for the pre- and post focus groups.

Focus Group:

1. Prepare two signs with the titles agree and disagree, place the signs at each side of the room.
2. Tell participants that you are going to ask a series of questions and they are going to move to the sign that they prefer.
3. Ask them to stand in the middle of the class or to the front of the room.
4. As you begin, capture the number of participants to move to each sign by asking one of the participants to count how many participants are standing with them.
5. Ask two or 3 participants to share why they chose their answers and make notes.
6. Each time ask a different participant to count so most participants will get a chance.
7. Please inform them that this will be done again after all sessions are completed.

Wrap Up for each lesson

- Distribute homework assignment to prepare for the next lesson
- Thank students for participating

ACTIVITY #1:

What is an Addiction?

Resources and materials:

- Homework assignment# 1 Definitions of Addiction and Gambling
- Handout: Three C's of Addiction

Definition: Adolescent

Anyone between the ages of 10-19 as acknowledged by the World Health Organization (WHO).

Facilitators' Notes:

Inform students that they may be in early adolescence. This is important as these lessons cover adolescent gambling.

WARM-UP:

1. On the board write: **What is an addiction?**
2. Ask participants to define the word addiction from the homework assignment given.

The Webster's Collegiate Dictionary defines it as ***"Addiction may be defined as a disorder characterized by persistent use of a drug or repetition of an activity despite great harm and other negative consequences that disrupts ones personal, social and family life."***

3. Ask participants to give some examples of drugs to which people become addicted, write down some of their responses on the board.

Answers might include alcohol, cocaine, ganja and cigarettes.

Remind participants that some people become addicted to destructive behaviours as well, not just substances. Some people are addicted to gambling which represents a behavior.

4. Ask participants if they agree and why?

Discussion:

1. Could a gambling addiction be as "serious" as alcoholism or drug addiction?
2. Teach and discuss the Three C's of addiction from the handout and incorporate examples using gambling scenarios.

Mental health experts tell us that an addiction is a mental illness just like depression, schizophrenia or an anxiety disorder. People with addictions suffer from a debilitating illness, not from a flaw in their character or a moral shortcoming. That doesn't mean they're not responsible for their actions such as seeking help. It means they're entitled to respect and deserve help to deal with their addiction.

Facilitators' Notes:

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

Homework assignment#1: Definitions of Addiction and Gambling

ACTIVITY #2:

What is Gambling?

Resources and materials:

- Homework Assignment#1: Definitions of Addiction and Gambling
- Handout: Definition of gambling and other information

Discussion:

1. Write on the board: What is gambling?
2. Ask participants for their definition from the completed homework assignment.

Gambling refers to an act whereby an individual risks money, property or something else of value on an event that has an uncertain outcome.

3. Discuss some of the important words in the definition. Highlight the significance of using something of value rather than just money as being a part of the definition.
4. Write on the board: Ask participants to **identify forms of gambling found in Jamaica?**
5. Ask participants to tell you what is the legal age for gambling in Jamaica?

18 years old is correct, therefore you should reinforce that they should not be gambling. Remind students that when gambling, people tend to lose more often than they win.

Facilitators' Notes:

It is important to point out that as highlighted in the definition, gambling does not only require money but anything of value can be provided in exchange for the reward of the chance to win some prize.

Ensure that the class understands that playing games with elastic bands and marbles for money or other valuables is gambling even though it may seem harmless. As the facilitator, think of some other informal games that the students may be playing and incorporate them into the lesson.

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is *"Adolescents Should Not Gamble"*. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

Homework Assignment #2: Definitions of risk, probability, skill, chance and luck

ACTIVITY #3:

Gambling Related Terminology

Resources and materials:

- Homework Assignment #2: Definitions of risk, probability, skill, chance and luck
- Probability Game
- Handout: Randomness
- Blackboard and Chalk

Facilitators' Notes:

Apply the homework or class assignment here with the definitions of probability, risk, chance, skill and luck.

Discussion:

1. Discuss the relationship between the defined words and gambling.

Explain to the participants that every day we make decisions that involve some degree of risk. That what we must weigh are the consequences for each risk as well as the benefits.

2. Ask participants to share some of their daily decisions (what to have for lunch, crossing the street, cheating on a test, and playing instead of studying etc.)

The consequences here relate to what they have to lose if they take the particular risk. The bottom line is there are low vs. high risk behaviours.

3. Have the participants read aloud from the Randomness handout, then use the Randomness handout to define the term and relate it to probability.

Discussion: Randomness

1. Discuss the handout - Randomness
2. The game '**probability**' will be used to highlight the definition as well as implications of probability on gambling.
3. Ensure the participants are able to differentiate between skill and luck.
4. Help participants to identify that this is a game of chances and those chances are based on luck and require no skill.

Understanding probability is very important as most people who end up with gambling problems do so because they believe that the odds of them winning are really greater than they actually are. They also attribute patterns or skill to events that occur by chance or randomly.

Discuss the probability involved with a coin flip, a die and even the lottery.

Game Time: Probability

1. Cut up paper into small bits amounting to 1500 pieces (possibly an inch long) on one piece of the 1500 pieces you write the word WINNER.
2. Empty all 1500 pieces into the bag. Create tokens that are valued at \$1000 and ask 5 -10 students to come up to the front of the class.
3. Give each participant one of the \$1000 token.
4. Invite them to attempt to pull out the one piece of paper marked winner from the bag and if they do so they will receive \$5000 token.
5. Create the scenario that the \$1000 token represents their lunch money for the week so losing it means no lunch for one week.
6. Ensure that the bag is well shaken and that the students look away while pulling out one of the pieces of paper.
7. Give each participant the opportunity to choose to withdraw or not engage in the activity when they come up to dip into the bag.
8. If a participant decides to withdraw, congratulate them and process the reason for their decision as a class exercise.
9. The probability of pulling the piece of paper that has WINNER written on it is 1 out of 1500. The participant should understand that these are very long odds and not favourable to them therefore they should not engage in such a game.
10. They should also understand that there are no unique skills or special luck that will help them to be successful at this game.
11. Process with those participants who have lost their money how it felt and the implications of this.

Inform the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is "Adolescents Should Not Gamble". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

ACTIVITY #4:

Addiction, Gambling and the Family

Resources and materials:

- CD: Please, Dad, Don't Gamble
- Handout: Three C's of Addiction
- Handout: Online resources: youth gambling prevention information
- CD Player
- Blackboard and chalk/whiteboard marker

Listen: "Please Dad, Don't Gamble"

1. Tell participants that together we are going to listen to the story "Please, Dad, Don't Gamble."
2. Inform the participants that you will be asking questions about gambling and addiction at the end of the narrative.

Reflection Questions: You may want to ask these questions upon completion:

- a. The storyteller states that her family used to be "normal." What are some of the normal activities she mentions?
 1. They went to the beach and amusement parks.
 2. They took family portraits.
 3. Her dad gave the kids piggy-back rides.
 4. They saw him more often.
- b. Once her father's gambling became a problem, what was his behaviour like?
 1. He missed his daughter's graduation.
 2. He didn't come home at night.
 3. He slept and watched TV during the day.
 4. He was in a bad mood too often.
 5. He took money from her mom and the kids.

Source: September - October Newsletter LA Youth, a publication of the Youth News Service (YNS)

c. How did his behaviour affect everyone else in the family?

1. Her mom was tired and stressed.
2. The kids fought with each other.
3. Everyone was angry with the father.
4. The kids missed their dad.
5. Bank officials called to speak with the parents.
6. Her father's business partner argued with him.
7. Cheques started bouncing and her mother began calling the bank to find out if there was money in the bank account.
8. They had far less money to survive on.

Discussion:

1. Why did the storyteller ask her father not to gamble anymore?
2. How was the family being affected by his gambling?
3. Whose fault was it—the kids'? Her father's?
4. The 3 Cs: Can you give examples of the three C's of addiction in this story?
 - *Control*
 - *Compulsion*
 - *Consequences*
5. How did the young lady in the story cope with the situation?
6. What are other possible solutions?

Facilitators' Notes:

Inform the participants that at the end of the sessions there will be a poster competition. The theme of the poster competition is "*Adolescents Should Not Gamble*". Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

Assignment:

Give each participant a handout listing some online resources for youth friendly gambling prevention information and tell them to research and report their experience on some of these sites. These sites provide an interactive youth-oriented approach to understanding the issue of gambling problems among adolescents.

ACTIVITY #5:

Underage Gambling - Consequences

Resources and materials:

- Handout: Youth Gambling: Who gambles and why
- Blackboard and Chalk
- Blank paper and pens/pencils

Revision: definition of 'Adolescent'

Ask participants to share the definition of an adolescent with the class

Remind participants that an adolescent is anyone between the ages of 10-19, as acknowledged by the World Health Organization (WHO). Inform students that they themselves are in early adolescence.

Discussion:

1. Ask the participants the question, can adolescents also have gambling problems?
2. Have them read the Handout "Youth Gambling" together?
3. Make notes for points you want to discuss. (this can be done in advance)

Group Work:

1. Divide participants into groups of 6 (give each group a blank sheet of paper and writing tools)
2. Instruct participants to list some of the consequences adolescents face if they begin gambling? (Give each group 3 minutes to do so and have 1 participant share when the time is up)
3. Discuss the consequences with the participants at the end.

Facilitators' Notes:

You may use a numbering system to see which group goes first. List any consequences the group didn't mention.

List of Consequences

1. Deterioration of school grades
2. Loss of friendships with peers
3. Family conflict

4. Health issues – poor eating habits as a result from spending lunch money on gambling activity.
5. Self-esteem issues – not feeling good about self
6. Trouble with the law – Stealing from family, friends and others to support gambling behaviour.
7. Gambling problems as adults - The earlier a young person begins gambling increases the likelihood that he/she will continue this habit into adulthood and thus develop a serious gambling problem.
8. Can be a gateway behaviour that opens them up to other destructive experiences like alcohol and drug use. (where there are adolescents gambling there is alcohol and possibly other drugs)

Discussion:

Ask participants to share their experience on the youth-oriented gambling prevention websites given as homework in the previous session. (clarify any misunderstanding/questions they might have)

Facilitators' Notes:

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is *"Adolescents Should Not Gamble"*. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

Homework Assignment #3: Values clarification exercise

ACTIVITY #6:

Your Values vs. Gambling

Resources and materials:

- Homework-sheet # 3: "What are values"
- Blackboard and chalk/whiteboard markers

Discussion:

1. From the assignment, ask participants to share their definition of values as well as give some examples of their own values. (have participants write down some of their own values as reminders)
2. Generate a discussion on why values are important.

Facilitators' Notes:

Remind students that values are important for everyday decision-making activities. Inform students that it is because they value education why they have come to school and not absconded to the game shop or some other unproductive location.

3. Ask a participant to volunteer and give an example of an important decision that they had to make and illustrate how his/her values helped to influence their choice.
4. Discuss other examples given by participants.

Debate:

- Divide the room into two groups
- Write the phrase "do your values play a significant role on your decision to not gamble?"
- Tell one side of the room to be for it and the other side to be against it (give 5 minutes to plan and discuss and 2 minutes to present)
- Clarify and share again the important role that having values plays in their development.

Facilitators' Notes:

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is *"Adolescents Should Not Gamble"*. Note well here that we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

ACTIVITY #7:

Understanding What Influences Us

Resources and materials:

- Handout: Analyzing Internal and External Influences
- Blackboard and chalk/whiteboard markers

Facilitators' Notes:

Inform participants that there are factors that influence our choices, these are both internal and external. Good examples of internal influences are the values discussed in the previous session. Ask them to remind you as you continue. Explain that external influences are outside of us and that we have very little control over them. Ensure that participants understand these concepts before moving on.

Discussion:

1. Tell the participants to read together from the handout.
2. At each significant point stop the class and reinforce the definitions of influence, internal and external.
3. Discuss each example given under each heading Internal Influences and External Influences on the handout.
4. Ask the participants to give examples to ensure that they understand the concepts.
5. Have the participants read and discuss the scenarios created on the student page.
6. Ask a few participants to share.

Facilitators' Notes:

Remind the class that at the end of the sessions there will be a poster competition. The theme of the poster competition is *"Adolescents Should Not Gamble"*. Note well, that here we are talking about adolescents under the legal age to gamble, as some adolescents are over 18 and legally able to gamble.

Assignment:

For the next session, ask participants to research the definition of "goals" (not related to sports). Tell them to also think about and write down what profession or career they would like to pursue as they grow older. Tell them to also think about what steps they need to take to get there. Issue the Personal Career Goal Worksheet as the homework assignment for the next session.

ACTIVITY #8:

Don't Gamble with your Future

Resources and materials:

- Homework assignment: Personal Career Goal Worksheet
- Blackboard and chalk/whiteboard marker

Revise: POP Quiz

1. Tell the participants that we are going to have a revision pop quiz
2. Tell them to raise their hands to answer the questions

Questions:

1. Who is an adolescent?
2. What is addiction?
3. What is gambling?
4. How can gambling lead to addiction?
5. What are some effects that gambling can have on your school life?
6. How does gambling affect your family and friends?
7. List the 3 Cs of addiction?
8. What are goals?
9. What are some alternatives to gambling?
10. Name two places you can get help for gambling addiction?

Discussion:

Tell participants to share the definition they found for goals, please remind them that it should not be related to sports

Facilitators' Notes:

1. Inform the participants that for every activity, no matter how small, our behaviour has to be guided by a goal. For example, the participants had to have a goal of getting to school this morning to be able to arrive. Other simple examples may be used to increase their understanding of the importance of setting goals.

2. Ask each participant to disclose what is their career goal for the future (using the personal goal sheet assignment) participants should share from all sections of the exercise completed.
3. After each participant has shared, ask them how would getting involved with gambling at their age help them to achieve this goal?
4. What would help them?
5. Share with the participants that for goals to be achievable their behaviour and thoughts must be aligned to their ambitions and goals.
6. Tell participants that today's session theme is "Don't Gamble Your Future Away"

Group Work: Alternative to Gambling

1. Divide participants into 4 groups
2. Tell them that in their groups list at least 4 alternatives to being involved in gambling (give each group 5 minutes to prepare and 3 minutes each to present)
3. Share with the participant's alternatives are a positive solution to gambling, some of which can be considered as hobbies.
4. Let the participants know that these alternatives that are anti-gambling activities for adolescents.

Post-Test/Wrap Up:

1. Tell the participants that you are going to administer the post test.
2. Tell them not to share their answers with anyone and do not shout out their answers, also remind them that no names are required for the post-test.
3. collect all post-test and thank participants.

Facilitators' Notes:

Do an assessment via a comparison of both the pre and post test answers. You may enter the data for analysis in a coded format and derive the changes in answers reflective of their hopefully increased knowledge base.

Poster Competition Guide:

- Set up a display of the posters created by the participants.
- This can be at an intra \ inter form level of involvement or have the entire student body view the exhibits.
- Have participants understand that the poster competition does not require them to be artists.

- They may cut pictures from magazines, the internet, draw on their own or have someone draw for them.
- What is crucial is the information that accompanies the pictures.
- This must come from them and must be in their own words. Do not allow the participants to cut and paste the information directly from the internet or from the handouts given.
- The poster competition is also an indicator of what the participants have learned from the entire process.
- Encourage them to put the ideas into their own words please and be as creative as possible as they deliver the message *"Adolescents Should Not Gamble"*

RESOURCES

In this section you will find:

- **Questionnaires**
- **Handouts**
- **Bonus Activity**
- **Homework Assignments**

FOCUS GROUP QUESTIONNAIRE:

Use the questions to check participants' knowledge and awareness before and after the programme, please add participants' reasons at the bottom of the focus group questionnaire.

| Questions | # of Agrees | # of Disagrees |
|---|-------------|----------------|
| 1. An adolescent is anyone 10-19 years old | | |
| 2. Addiction is wanting more and more of something without caring about how it affects your life and family | | |
| 3. Gambling is something fun for everyone | | |
| 4. Gambling can never lead to addiction | | |
| 5. Gambling can never affect my school-work | | |
| 6. Underage Gambling affects the adolescent's family and friends as well | | |
| 7. A goal is something to help you focus on your life | | |
| 8. Playing football/basketball is better than gambling | | |
| 9. There is nowhere in Jamaica to help youths with gambling problems | | |
| 10. My values are very important in decision making | | |

Participants Notes:

Please write down the participants' reasons for choosing their answers and any questions they have. Be sure to clarify any misunderstandings shown in this focus group post activity.

HANDOUTS

THE THREE **C's** OF ADDICTION ARE:

1. COMPULSION

- *feeling and thinking as if they have to gamble.*

- Feeling that if they don't gamble life would be no fun at all and that there is nothing more important than gambling.

2. CONTROL

- *the addiction controls their thinking, feeling and behaviour*

- Every decision about life, family, work, friends, etc is based on gambling

3. CONSEQUENCES

- *continues to gamble despite adverse or negative results*

- Loss of family, car house, job, relationship etc.

Addiction affects many important areas of an individual's life:

1. Family life
2. Social - friendships
3. Occupation - school or work
4. Health- mental and physical
5. Psychological well-being
6. Spirituality - relationship with God

DEFINITION OF GAMBLING AND OTHER INFORMATION

What is gambling?

Gambling refers to an act whereby an individual risks money, possessions, property or something else of value in an activity with an uncertain outcome.

What is a gambling disorder?

This refers to a situation where an individual develops a persistent and recurrent negative gambling relationship and continues to gamble despite serious adverse consequences, evidenced by difficulties in the life functioning areas of work, school, social activities, family life and personal development. The individual loses a sense of control and is totally preoccupied with the activities of gambling. The intensity or level of the gambling related issue is ranked mild, moderate and severe.

What are the different forms of gambling activities?

Gambling activities come in many different forms including: picking numbers, horse racing, gaming/slot machines, scratch & win, video lottery games, bingo, card games, lottery and sports betting etc.

Is anybody who gambles have a gambling problem?

Certainly not! People gamble at various levels of involvement. For example, casual social gamblers engage in gambling activity occasionally and do so for mainly entertainment purposes. This group is able to set limits and walk away when they have reached said limits. They do not stay around and feel compelled to “chase” their losses in an effort to recover.

What is it that keeps the disordered gambler controlled by gambling?

It may be a combination of factors, but certainly the euphoria (high or rush) that is experienced during the “action” is certainly a significant contributor. Another possible factor is the experience of a big win early in the career of a person with a gambling disorder; this may also drive the compulsive behaviour. It may lead the gambler to believe that he/she has a special talent and skill in manipulating these games of chance (distorted thinking). There are also individuals who gamble problematically to escape painful emotional situations and others who lack the ability to control their impulses once they start to gamble.

What are some of the consequences of having a gambling problem?

They range from loss of family relationships, loss of job, expulsion from school, medical issues from stress, development of other addictions as coping mechanisms, low self-esteem, being broke and in debt, possible suicidal thoughts/attempts and others. Family members & significant others also suffer emotional distress as a consequence of the behaviour of the problem gambler.

Underage Gambling Prevention Education

RANDOMNESS

Randomness means that each possible outcome has the same chance or probability of occurring.

For example: When rolling dice, the probability of rolling 1 is the same as the probability of rolling 2, which is the same probability of rolling any of the possible numbers (i.e. $1/6$ or "one out of 6")

When flipping a coin, the probability of landing heads up, is the same as landing tails up (i.e. $1/2$ or 50%).

The reason all possible outcomes of events like these are equally likely is that the outcomes are determined by chance: there is no reason to believe that one result should occur more often than the other result. Since the outcome on a single die is unknown and unpredictable, we can say the outcome of any one roll is random.

Youth Gambling:

Who gambles and why?

According to research, money is not the main reason that adolescents gamble, at least initially. They gamble:

- To relax
- To make quick/easy money
- To gain attention
- Because it's fun, exciting, entertaining
- Because they thrive on adventure
- Because friends or family members gamble
- To avoid negative feelings, escape life's problems, i.e. sadness, anxiety, anger

Gambling is seen as a gateway behaviour, leading to other youth behaviour problems such as alcohol and drug use, delinquency, and home and school problems. In addition, those who begin gambling before the age of 18 are more likely to become adults with a gambling problem.

There is growing concern about youth gambling in this country. Adolescents are at particular risk of developing problems with gambling, leading to behaviour that disrupts their families, friendships, mental and physical health and school performance.

The Impact of Internal and External Influences

Analysing influence means “*knowing what influences you and how you are influenced when you make certain health choices.*” As students we demonstrate appropriate application of this skill when we can show different ways that health choices are affected, including internal feelings and external things that influence health choices, and that we have considered why different things affect health choices. Health choices here refer to choosing what we eat, drug and alcohol use as well as engaging in gambling activity.

Influence on Decisions

The skill category of analysing internal and external influences helps develop our ability to analyse the influence of internal and external elements on health behaviour. Unfortunately, many young people do not recognize the role internal and external factors play in their decisions regarding personal, family and community health. These decisions are more likely to result in risky behaviour. As students we must learn to appreciate the complexity of these influences and be able to determine how these factors can positively or negatively affect health decisions.

There are two major types of influences-internal and external.

Internal Influences:

- Knowledge/factual information/what I know
- Curiosity
- Interests, likes/dislikes
- Desires (to feel accepted, loved, powerful, competent, etc.)
- Fears/Feelings

External Influences:

- Media/advertising
- Legal restrictions (speed limit, drinking age laws, driver’s license, no smoking signs)
- Setting/location
- Culture
- Parents/ family/ relatives
- Peers/friends/other teens
- Role models outside the family (celebrities, athletes, singers, leaders)

Underage Gambling: Don't Be Influenced

Directions: for each situation below, analyse the influences on the behaviour. Then list ways other than gambling to get desired result.

Example: Cyreena wants money to buy an outfit for the school dance. On the way home from school, she stops where some kids are gambling with cards and decides to get involved.

Influence: need to make quick/easy money

Better choices: use savings, do odd jobs for money, borrow money from a parent, wear a dress she already has, borrow a dress from a friend.

1. "There's nothing to do in this boring community," Raheem sighs. "Let's get some of the guys together and play dominos for \$500 per game."

Influence:

Better choices:

2. Michaela is depressed about her parents' recent divorce. She spends hours alone in her room, playing gambling games on the internet as it makes her feel better

Influence:

Better choices:

3. Jabari is attracting a lot of attention in the schoolyard, winning at dice. "This is great," he says. "I'm unbeatable!"

Influence:

Better choices:

4. Paul is invited to Andy's house to watch a movie. When he gets there, a group of classmates are playing a game of pool for money.

Influence:

Better choices:

Online Resources:

Youth Gambling Prevention Information

www.youthbet.com

- Youthbet – Promoting healthy and informed choices.
A fun, interactive site for youth about gambling.

www.youthgambling.com

- This site provides information for adolescents with regard to gambling prevention and education. It has some very practical applications that simulate and teach youth about the issues that follow underage gambling.

<https://www.responsiblegambling.org/for-youth-and-young-adults/for-youth/> For Youth (responsiblegambling.org)

- For Youth And Young Adults | Responsible Gambling Council
Curious about gambling? Here's all the stuff you need to know if you're 12 to 18.

Bonus Activity

Online Gambling and Media Influence

Discussion:

We live an era of super technology. For adolescents apps such as Facebook, Instagram, Tic-Toc, WhatsApp and Twitter to name a few are all tremendously attractive and entertaining. When you add all of those together with the information superhighway, the internet, being online can have a very positive impact on their lives but if engaged in the wrong manner can also be very destructive. Let's explore the importance of engaging in activities in a safe manner as it relates to avoiding sites that offer opportunities to gamble.

As technology evolves so do the apps that encourage gaming and gambling type of activities. This therefore increases the participant's exposure to gambling activity and may alter their perception of the activity. Misinterpretation of gambling adverts meant for adults may have adolescents develop false beliefs about your ability to win as well as the flashy lifestyle that accompanies gambling. Adolescents are vulnerable to gambling activities appearing normal due to the frequency of advertisements and greater social acceptance as well as an increase in the opportunities for adults to gamble.

Ask the participants if they have ever come across gambling sites while surfing on the internet? If yes, ask what did they do? Explore with the participant's other solutions.

Explore with the participants the youth friendly underage gambling prevention sites listed. Have the participants share their interpretation of the sites and anything new that was learned.

The more time young people spend on social media and playing video games increases the likelihood of them being exposed to gambling opportunities and actually engaging in these.

TIPS for Youth - Be Safe, No Gambling

1. Research and gather information about new games and sites.
2. Never give out your personal information
3. Check if sites have ratings and follow the rules. Ratings must be on safety and not game difficulty.
4. Don't allow peer pressure and the desire to look cool drive you to inappropriate sites that promote you gambling
5. Seek assistance from an adult if you are confused or suspicious about a request from a site or app.
6. Skins are in-game digital items often used in popular video games. They allow players to exchange equipment, characters and weapons and of significant value based how popular they are. Some websites use skins as currency for illegal gambling therefore children are at risk.

Be careful of opportunities to gamble while you are gaming!

HOMEWORK ASSIGNMENTS

Underage Gambling Prevention Education

HOMEWORK ASSIGNMENT #1

Find the definition of:

1. GAMBLING

2. ADDICTION

Underage Gambling Prevention Education

HOMEWORK ASSIGNMENT #2

Find the definition of:

1. Risk

2. Probability

3. Skill

4. Chance

5. Luck

Underage Gambling Prevention Education

HOMEWORK ASSIGNMENT #3

1. What are **values**?

2. List some of your **values**

3. Why are your **Values** important?

Personal Career Goal Worksheet

HOMEWORK ASSIGNMENT #4

Name _____

Date _____

1. This is my goal regarding my career - I want to become a:

2. Here are some important reasons for my goal:

3. The steps I plan to take to achieve my goal are:




NOTES

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