

You bet!

Gambling education materials for young people aged 11-16 years

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key stage 3
(11-14 year olds)

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Introduction

Who is this for?

You bet! has been written for use with young people aged 11–16 years in a variety of educational settings, such as in secondary schools and Pupil Referral Units (PRUs).

Opportunities for gambling by young people are increasing. Research indicates that young people are more susceptible to problem gambling than adults. It is vital, therefore, to deliver lessons that cover aspects of knowledge and understanding, skill development and the exploration of attitudes in order that effective education about gambling issues may be delivered to young people. *You bet!* aims to raise young people's awareness of gambling issues to help prevent problem gambling among young people.

What is in the pack?

You bet! contains:

- ten lessons for 11–14 year olds
- eight lessons for 14–16 year olds
- twenty-eight photocopiable handouts (PH) for use with students to support the lessons
- three background papers for professionals
- appendices containing further information for both young people and professionals
- photocopiable parents'/carers' sheets on help for young problem gamblers
- a CD Rom containing information about gambling and all the handouts

The materials are linked to current educational guidance to schools provided by the relevant departments. Background Paper 3 provides links between the materials and the curriculum.

How do I use the materials?

Initially it is recommended that you familiarise yourself with the information contained in the Background Papers, which will provide an insight into issues of young people's gambling and problem gambling.

It is not expected that you will be able to use all the lessons with students, due to the pressures of the curriculum. Rather, it is intended that you select the most appropriate lessons to meet the needs of your students at particular stages of their secondary school career and integrate these with the Personal, Social and Health Education/PSE programme currently delivered. Each lesson has been designed for approximately 40–60 minutes, although very much depends upon the young people's interests and needs. Where indicated, some of the lessons may cover several sessions.

Have the materials been trialled?

You bet! has been trialled in a variety of settings, including secondary schools and PRUs.

'*You bet!* is an excellent resource and an essential tool for all secondary schools. Packed full of activities and up to date knowledge, it will help 11–16 year olds learn about gambling issues ... a great way to help them develop a responsible approach to this popular and increasingly available adult leisure activity'

Paul Bellringer, OBE, Director, Responsible Gambling Solutions

'It looks good and follows your tried and tested format, so it will go down well ... it is very comprehensive'

Helen Bird, PSHE and Citizenship Team, Department for Education and Skills

'Very comprehensive pack and a very good range of teaching and learning strategies throughout'

Sue Allerston, PSE Adviser, Pontypridd



'Very useful pack on a growing issue of concern in young people. Useful to have teacher's notes included in activities. Good variety of activities and approaches'

Tony Waclawski, Adviser in Health Promotion, Glasgow City Council

'Very good ... takes a balanced approach. Flexible, with a good variety of activities. Good to have clear learning outcomes. This will be a welcome resource for schools'

Nick Bolton, PSHE Adviser, Wiltshire

'Very impressive ... congratulations on producing such a great resource. Pupils very responsive and all could contribute'

Karen Macleod, Head of Faculty, Plant Hill Arts College, Manchester

'Excellent resource'

Mike Harding, Arnold Senior School, Blackpool

'Very good ... very positive feedback from teachers and students'

Mike Henley, Lavington School, Wiltshire

'Very impressive. There are lots of interesting ideas that are relevant to today's student population. Students found this interesting ... there is a lot here that links brilliantly with other issues for PSHCE'

Mike Dobson, Selby High School, North Yorkshire

'The draft materials were very impressive. They were very comprehensive and dealt with the topic in a lively, varied and enlightened way'

Evelyn Parker, Firrhill High School, Edinburgh

You bet! was written by Martin Buczkiewicz and Helen Lee.

Further additional material was supplied by Professor Mark Griffiths (Nottingham Trent University; NTU), Alison Linley (National Children's Bureau), Debbie Park (Montgomery High School), David Uffindall (North Yorkshire) and Paul Bellringer (Responsible Gambling Solutions).

The Background Papers 1 and 2 were written by Professor Mark Griffiths from the International Gaming Research Unit (NTU). Additional material for Background Paper 1 was provided by Dr Richard Wood (NTU) and Jonathan Parke (NTU). Additional material for Background Paper 2 was provided by Adrian Parke (University of Lincoln). The contributors to Background Paper 3 were Mark Lancett (Wales), David Uffindall (England) and Anne Lee (Scotland).

Appendix 2 was written by Martin Buczkiewicz (Tacade), Professor Mark Griffiths (NTU) and Jane Rigbye (NTU)



What is your attitude towards gambling?

Lesson objective:

To allow the students an opportunity to checkout and challenge attitudes towards gambling

Learning outcomes:

- Students will devise and illustrate images of gamblers and analyse their results and be guided to resolve if there is a 'stereotypical' gambler
- Students will be able to explore attitudes towards gamblers and gambling.

Resources:

- Large sheets of paper and marker pens
- One copy of PH5: *What is your attitude?* for each student
- Space for the 'continuum activity' (optional)

Process:

- Divide the students into small groups. Provide each group with a large sheet of paper and some marker pens
- Ask them to discuss the question '*What do you think about people who gamble?*' then to draw a picture of what they think a 'typical' gambler looks like, then add comments about what they think that person is like, for example some characteristics, around their picture
- Display all the drawings and ask each small group, in turn to select their three key comments about what they think about people who gamble (and add in any from the Teacher's note below)

Teacher's note: '*What do you think about people who gamble?*'

responses taken from a Tacade questionnaire completed by over 2,500 young people across the UK (see Appendix 2) included:

It's their own choice; who am I to judge?; they're normal people; legends; cool; daring; they rock; I'm not fussed, it's their life; I think that they are sometimes nice people with just a passion for spending money...they like the feeling of winning; if that's what they want to do, let them; some are very talented, brave; because they love it so much; everyday people who like playing a game; my daddy gambles, so I don't have a problem; good4them; they just enjoy a bit of fun; most of them are alright; I believe that they are optimistic people who believe the best will happen and they will win lots of money ...

... but also ...

No self discipline; rich and stuck up; weak; bad boys; silly; unhappy; idiots; not very smart; desperate; sad; loners; dossers; vulnerable/arrogant; foolish; worthless; nothing better to do; gangsters; greedy people; in need of

quick money; Homer Simpson personality; self indulgent; throwing money away; liars sometimes cheaters; bandit freaks; they are not straight in the head; they have issues; a fool is soon departed from his money; addicted hypocrites; money wasters; probably heavy drinkers or tourists; they are stupid, drunk and should get a life!

[Source: Tacade, 2006]

- Ask the students what they understand by the term 'stereotyping', and if they think that there really is such a thing as a stereotypical gambler? Draw out, and explain to the students that people who gamble come from all walks of life: gender; age; culture; creed; religion; nationality. It is impossible to 'spot' the gambler in the crowd!

Teacher's note: a dictionary definition of '*stereotype*' is '*a fixed conventionalised representation; fixed, unchangeable, as opinions*'.

- Give each student a copy of PH5: *What is your attitude?* Ask them to complete this as quickly as possible on their own (without looking at what their mates have put!), then to share what they have put down with a partner to compare and discuss their answers to the questions. As a whole class, discuss some of the answers that the students have given
- (Optional) If the group works well together, do a 'continuum' activity. For this particular activity, it is essential that the group establish and agree to work to a set of ground rules, such as 'respect each other's opinions; listen to each other; 'put downs' are not acceptable (these would normally be in place anyway, but a reminder of them would be essential before the start of this activity)

- Place five sheets of paper, labelled separately 1, 2, 3, 4 and 5, in a row ('continuum') down the middle of the room. Read out one of the questions from ph5 and ask the students to stand on/near the number that they have answered for that particular question. When all have stood on their respective spot, ask for some of the students at one end of the continuum to give their reasons for standing where they are, and then some of the students at the other end of the continuum to do the same. Ask the rest of the group for any challenges to what has been said? Ask if, on the basis of the reasons given, anyone would like to change position on the continuum? Repeat the activity for some more questions, or until the group are exhausted!

Teacher's note: always try to end with most of the students on or near the same spot on the continuum, so that the group is brought back together again. In addition, make sure that any student who may have stood out with an opinion that was contrary to most of the other students is welcomed back into the group and not left isolated (the ground rules would be particularly useful in a situation such as this).

Reflection/review:

Ask the students: have any of your attitudes towards gambling changed as a result of this particular lesson?

Extension activities:

- Students to research how gambling activities are portrayed in the media: on television, in newspapers, in films etc. Volunteers then to prepare for a class debate either for or against the motion that 'Gambling is glamourised by the media!'

What is your attitude?

Read each question and then put a tick in the column that you think is what your attitude is to that question

1 = strongly agree; 2 = agree; 3 = not sure; 4 = disagree; 5 = strongly disagree

	1	2	3	4	5
1 People who gamble need help	<input type="checkbox"/>				
2 Gambling is ok if you limit what you lose	<input type="checkbox"/>				
3 It's ok for kids to play on fruit machines at the seaside	<input type="checkbox"/>				
4 Gambling should be banned	<input type="checkbox"/>				
5 Gambling is great fun for the family	<input type="checkbox"/>				
6 More of the National Lottery takings should go to charities and 'good causes' rather than to individual winners	<input type="checkbox"/>				
7 Gambling helps some people to make friends	<input type="checkbox"/>				
8 Internet gambling must be policed to stop young people gambling on it	<input type="checkbox"/>				
9 I would try to stop my mate from gambling if he had a problem	<input type="checkbox"/>				
10 Bingo is for grannies	<input type="checkbox"/>				
11 All new computers should have a built-in device to ban 'pop-ups' advertising gambling	<input type="checkbox"/>				
12 Gambling is for mugs	<input type="checkbox"/>				
13 The National Lottery is a rip off	<input type="checkbox"/>				
14 The new 'super casino' will be a great place for entertainment	<input type="checkbox"/>				