



Gambling Education Toolkit

July 2020

This toolkit can be accessed online for free at:

www.fastforward.org.uk/gamblingtoolkit

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Foreword

Guidance notes

Experiencing gambling harms is not a new phenomenon. However, it often goes unrecognised. This Gambling Education Toolkit has been designed for practitioners who work with young people. It provides information and resources to support them addressing the topic of youth gambling and gambling harms. It includes a variety of activities that make it adaptable and suitable for a diverse range of settings, ages, objectives, skills and competences.

Where and by whom:

- This toolkit has been designed to be used in universal education settings.
- Whilst all the activities and materials promote an engaging and interactive approach, these can be adapted and used in a variety of formal and informal settings such as programmes addressing health and wellbeing, risk-taking behaviours, employability or financial education programmes, support services and education projects.
- We encourage all practitioners working with young people to consider using this toolkit. It offers valuable support and information to a wide range of professionals e.g. teachers in high schools and colleges, youth workers and CLD workers in youth and community projects, as well as workers in other support programmes, such as NHS health improvement officers, counsellors, community-based police officers, employability and support workers.

With whom:

- We recommend that the toolkit can be used with young people aged 10 to 25. The activities do not specify the age group or the level of difficulty, as we recognise that practitioners who know the young people are best placed to assess what is most suitable for them.
- Most of the materials have been designed to be used in group settings, however some may be adapted for one-to-one work.
- We believe this toolkit can be used both with a mainstream youth audience and with groups of existing young gamblers, as well as with those who might be at risk of developing issues with their gambling habits. Again, this toolkit doesn't offer more detailed guidance on this, but instead it leaves this with the practitioners' professional expertise.
- Talking with young people about gambling and its potential problems can be helpful as it may already be part of their experience or that of their peers. Indeed, it is legal for children and teenagers to gamble on category D gaming machines, like those found in family entertainment places and pubs¹.

What for:

- The toolkit can be used to deliver a short one-off session or to design a longer programme.
- It provides materials with a strong focus on promoting awareness-raising, prevention and education benefitting a universal audience.
- Some of the content can be selected to provide initial support, early-intervention and harm reduction for young people who might already be engaging in gambling activities.

¹ <http://www.gamblingcommission.gov.uk/for-gambling-businesses/Compliance/Sector-specific-compliance/Arcades-and-machines/Gaming-machine-categories/D-gaming-machines.aspx>

The project behind this Toolkit

The Gambling Education Toolkit has been developed by Fast Forward as part of the activities funded by [GambleAware](#).

Fast Forward's work on gambling education and prevention started with the **Youth Problem Gambling Initiative** (YPGI) in April 2014. This was initially a pilot project for Edinburgh and the Lothians, in partnership with NHS Lothian and the NHS Health Foundation, aiming to prevent the onset of 'at-risk' gambling behaviour among young people. Between April 2014 and December 2015, Fast Forward provided awareness-raising sessions in high schools Edinburgh and the Lothians and engaged with existing service providers to increase access to, and availability of, support and treatment for young people experiencing gambling-related problems.

In autumn 2015 Fast Forward was awarded 2-year funding by GambleAware, ensuring the further development of the project to a national level, starting in January 2016. Therefore, in 2016-2017 Fast Forward delivered free face-to-face training and CPD sessions on the topic of young people experiencing gambling harms, for youth workers, teachers and other practitioners across Scotland who work with young people in the third sector, informal learning sectors, leisure and local authorities.

As part of the project, Fast Forward developed an initial draft toolkit with information and resources to be made available to practitioners. After collecting feedback from training attendees and with further discussion with the funders and the Advisory Group, the Gambling Education Toolkit was launched in autumn 2017. It can be accessed through the Fast Forward website for free: <https://gamblingeducationhub.fastforward.org.uk/gambling-education-toolkit/>

In 2018 the Youth Problem Gambling Initiative became the Gambling Education Hub. The Hub, funded by GambleAware, is Scotland's only national gambling education and prevention programme, offering free training, support and resources to organisations working with young people and families.

Please note that every effort has been made to reference the original sources of the information and activities to the best of our knowledge. However, some games are common shared knowledge across the youth work sector and in previous Fast Forward practice, with no clear traceable initial source. Where referencing the original author has not been possible, we welcome information from toolkit users who feel they may be able to provide further details.

If you wish to offer comments or suggestions regarding this toolkit or have questions and enquiries, please contact Fast Forward at admin@fastforward.org.uk

How to reference Fast Forward, the Gambling Education Hub and other content taken from the Gambling Education Toolkit.

The support and resources provided by Fast Forward are free-of charge and we encourage organisations to use them in their own work, websites and other materials.

However, when using any information from the Fast Forward website and from the Gambling Education Toolkit, we kindly ask you to reference Fast Forward.

Particularly, we would appreciate if you could let people know if you use resources and support from Fast Forward and its Gambling Education Hub.

Here's how:

1. On any **webpage** including information taken from Fast Forward's website and resources, please add a footnote, or other similar reference, to include the following:
 - the key phrase '*Content developed with the support of the Gambling Education Hub, operated by Fast Forward*'
 - the link to the Gambling Education Toolkit:
<https://gamblingeducationhub.fastforward.org.uk/gambling-education-toolkit/>
 - where appropriate, the Fast Forward logo:



2. On any **materials, resources and handouts** developed using information taken from Fast Forward's website and resources, please acknowledge Fast Forward by including the following:
 - the key phrase '*Resource developed with the support of the Gambling Education Hub, operated by Fast Forward*'
 - the link to the Gambling Education Toolkit:
<https://gamblingeducationhub.fastforward.org.uk/gambling-education-toolkit/> when possible (we understand that space may be tight), include the Fast Forward logo:



3. On any **social media post** to announce events, activities or updates made possible by using information from Fast Forward's website and resources, please add the following:
 - the key phrase and Twitter handles '*developed with the support of @GamblingEduHub @fastforwardorg*'
 - the link to the Gambling Education Toolkit:
<https://gamblingeducationhub.fastforward.org.uk/gambling-education-toolkit/>

If you are in any doubt please contact us at 0131 554 4300 or email admin@fastforward.org.uk

Gambling: an overview

This chapter provides some key information and facts regarding gambling and gambling harms. For more details, please consult the websites listed in the sections ‘Support available’ and ‘Useful links and further information’.

What is Gambling?

Gambling is risking money or something of material value on something with an uncertain outcome in the hope of winning additional money or something of material value.

Type of Gambling	Minimum Age Limit ²
Coin pushers, teddy grabbers and some lower stakes fruit machines in family entertainment centres and amusement arcades	No minimum age
National Lottery, lotteries and football pools, as well as some non-commercial gambling, or low stakes and prizes gambling	16
Adult gaming centres, betting shops, bingo halls, bookmakers, casinos, racetracks and online gambling.	18

Changing Terminology - Problem Gambling, Gambling Disorder and Gambling Harms

The term problem gambling has been used widely in literature and websites to describe when a person begins to display problematic patterns with their gambling. Indeed, the Gambling Education Hub started out as the Youth Problem Gambling Initiative. However, we are now endeavouring to avoid using wording such as ‘problem gamblers’ or ‘responsible gambling’ and other terminology that puts the blame for gambling harms on the individual, opting instead for gambling disorder, gambling harms and safer gambling.

Gambling Disorder is identified by the World Health Organisation (WHO) as gambling that causes “distress or interference with personal functions”³. This could include disruption or damage to personal, family or recreational pursuits. People with a gambling disorder may be gamblers who gamble with negative consequences and a possible loss of control.

Gambling harms are the adverse impacts from gambling on the health and wellbeing of individuals, families, communities and society. These harms impact on people’s resources, relationships and health.⁴

² <https://www.begambleaware.org/understanding-gambling/how-is-gambling-regulated/>

³ https://www.who.int/health-topics/addictive-behaviours#tab=tab_3

⁴ <https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Problem-gambling-vs-vs-gambling-related-Harms.aspx>

Factors Influencing Gambling Habits

There are a number of factors which may influence a gambler, these include:

- Affordability
- Acceptability
- Advertisement
- Accessibility
- Age
- Awareness

Other aspects affecting the motivations for gambling include: enjoyment, entertainment, excitement, economic reasons and escapism.

Gambling Harms: a continuum Recreational

Gambling behaviour is usually described as part of a continuum, where gamblers may experience none, some or several gambling-related harms. There are 3 main states of gambling: safer gambling, risk gambling and gambling disorder. People who do gamble can be identified as being somewhere along the continuum.

The figure below illustrated the distribution of gambling behaviour within the UK population in 2017⁵: recreational gamblers account for the majority. When individuals begin to experience harm from gambling (i.e. negatively impacting their work, personal or social life) they would move along this continuum into the at-risk category. Individuals with a gambling disorder are those at the end of the scale, who struggle to control their gambling and can experience difficulties affecting their finances, relationships and mental health.



Figure 1: Distribution of gambling behaviour within the UK population (2017)

Someone practising Safer gambling:

- Occasionally gambles
- Hopes to win but expects to lose
- Gambles for entertainment
- Sets and sticks to limits of time and money
- Knows when to walk away

Person experiencing a problem with their gambling:

- Expects to win
- Chases their losses
- Spends more time gambling and thinking about gambling
- Gambles to earn money or escape problems
- Gambles more than they can afford to lose
- Might borrow or steal to fund their gambling

⁵ https://about.gambleaware.org/media/1869/gambleaware-phase-iii-report_updated-v1.pdf

Identifying those experiencing gambling harms

A person may be at risk of developing a problem with their gambling if they answer yes to any of these questions⁶:

- Have you ever tried to stop, cut down or control your gambling?
- Have you ever lied to your family, friends or others about gambling or how much you spend on gambling?
- Do you spend a lot of time thinking about gambling or future gambling?

The more commonly used questions to identify a person experiencing gambling harms are called Problem Gambling Screens⁷. These are the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) and the Problem Gambling Severity Index (PGSI). These screens have scoring systems assessing the behaviours / actions of a gambler, which may include:

- Being preoccupied with gambling;
- Needing to gamble with increasing sums of money in order to achieve the desired excitement;
- Being restless when attempting to cut down on gambling;
- Gambling as a way of escaping from problems or relieving depression;
- Returning – after losing money gambling – another day in order to get even;
- Lying to family members or others to conceal the extent of involvement with gambling;
- Often spending much more money on gambling than intended;
- Having committed antisocial or illegal acts in order to finance gambling;
- Having fallen out with family, truants from school, or has disrupted schooling because of gambling.

The table below, made available by the RCA Trust (a Paisley-based organisation working closely with Gamcare and GambleAware), illustrates the gambling addiction cycle⁸:



Figure 2: Gambling Addiction Cycle

⁶ Taken from the RCA Trust's Gambling Problem Self Help Quiz - <http://www.rcatrust.org.uk/GamblingSelfHelpQuiz.html>

⁷ <https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Problem-gambling-screens.aspx>

⁸ Gambling Addiction cycle on the RCA Trust's home page - <http://www.rcatrust.org.uk/HomePage.html>

Risk factors associated with gambling harms

There are number of risk factors which may make a person more vulnerable towards experiencing gambling harms and developing problem with their gambling⁹. These include:

- Being male.
- Being young: teens to mid-twenties.
- Having a family history of frequent gambling.
- Being unemployed.
- Being in poor health.
- Binge drinking.
- Having lower educational qualifications.
- Living in a low income household.

Common fallacies

There are a number of fallacies (false beliefs and wrong ideas) that are held by people experiencing a problem with their gambling. These include:

Normalising behaviour: most people experiencing a problem with their gambling overestimate the number of people who behave as they do, thinking “lots of other people gamble just as much as I do, so it can’t be that bad”.

Confusing “often” with “memorable”: wins are memorable because they tend to be larger and more exciting, though less frequent, than the smaller, more regular losses. Most gamblers remember their wins better than their losses, so they often believe that they are ahead when they are actually losing.

Superstitions: many gamblers mistakenly believe they can improve their luck by repeating superstitious habits falsely connected with past wins, e.g. wearing the ‘lucky t-shirt’ or playing their ‘lucky numbers’.

Ignoring the odds: most people ignore that the house edge makes it mathematically impossible to win on the long term. E.g. people might buy lottery tickets because they know of someone who has won, yet they don’t realise that it took 30 *billion* tickets (more than 4 times the earth’s population) to produce 2,000 winners.

Forgetting the law of averages: the more times something happens, the closer the average result will be to its true odds. It’s not unusual to flip a coin twice and to get heads both times. But it’s very unlikely for heads to come up ten times in a row. Although short winning streaks are common, long winning streaks are impossible. People who appear to win more frequently than other people—who seem luckier—have usually just played more often. They’ll also have more frequent losses than other people, but they don’t brag about the losses!

Random events are *not* influenced by past history: in *most* real-life situations, history *does* help us predict the future, so people tend to look for patterns and *expect* events to be predictable. However,

⁹ Scholes-Balog et al. “A prospective study of adolescent risk and protective factors for problem gambling among young adults”, *Journal of Adolescence* 37 (2014) 215–224; Shead et al. “Risk and protective factors associated with youth problem gambling”, *International Journal of Adolescence Medicine Health* (2010):22 1:39-58

dice, roulette wheels, slot machines, bingos and lotteries are all *random* events: thus the outcome of these games cannot be predicted or influenced by the players.

Early wins and occasional rewards encourage false hopes: most commercial gambling enterprises understand this principle, so they offer infrequent large wins and frequent small wins. The player will then keep gambling in the hope of hitting a big win, ignoring the true odds of the game and the presence of the house edge, which will make the player most definitely losing over the long term. Most people experiencing gambling harms had the *misfortune* of a big win when they first started to gamble.

Most people take credit for success and blame failure on things beyond their control: attributing success to skill and failure to bad luck is one of the misleading thought processes of people who have a gambling disorder.

Money does not solve all problems: people who win the lottery tend to be very happy for the first year, and then return to their previous level of happiness. Many gamblers mistakenly believe that if they become rich, their problems will be solved and they will be forever happy.

Understanding Gambling Harms

A gambling disorder is associated with a variety of harms which can have adverse impacts upon the health and wellbeing of the individual. These harms may negatively affect:

- both mental health and physical health, and may lead to alcohol and drug abuse and suicidal thoughts
- relationships with close family and friends, as well as with the wider community, for example family breakdown and homelessness
- employment and finances, including also engagement in antisocial behaviours and criminal activities.

The table below is taken from the Gambling Commission publication “ Measuring Gambling Related Harms”¹⁰. It provides a detailed framework to understand gambling harms:

¹⁰ <https://www.gamblingcommission.gov.uk/PDF/Measuring-gambling-related-harms.pdf>

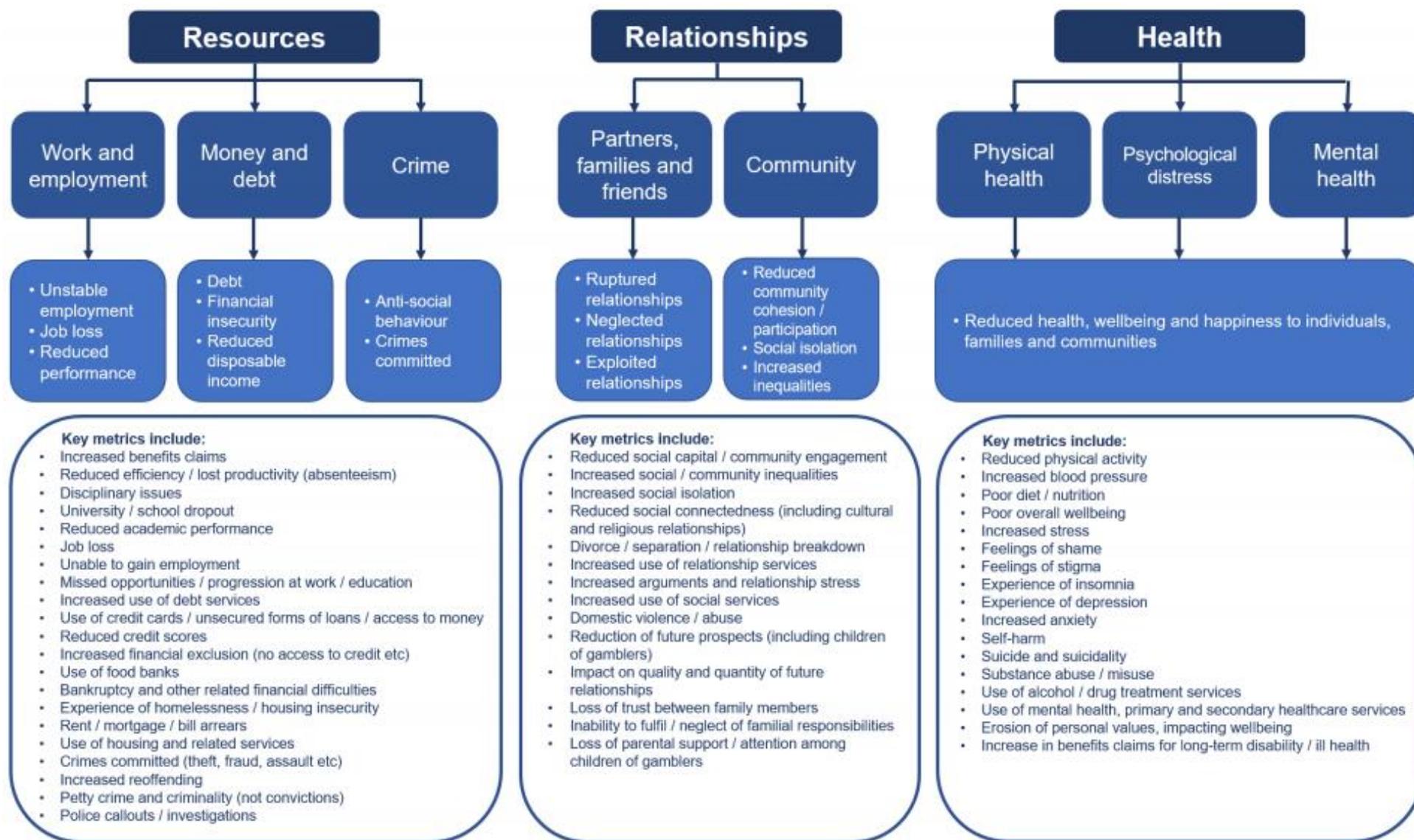


Figure 3: A framework of harms – key metrics relating to gambling-related harms

Gambling Safety Rules

The following Gambling Safety Rules can be followed to help prevent gambling harms.

Set a money limit and stick to it: Decide before you play how much you can afford to lose before quitting, and much you want to spend. Do not change your mind when you lose.

Set a time limit and stick to it: Decide how much of your time you want to allow for gambling. Leave when you reach the time limit, whether you are winning or losing.

Make it a rule not to gamble on credit: Don't borrow to gamble, including writing I.O.U.s or getting cash advances on a credit card.

Consider any losses the cost of playing: Expect to lose and treat any winnings as a bonus.

Do not gamble if you are feeling angry, upset or lonely: Gambling is meant to be entertainment and should not replace coping skills.

Keep a balance in your life: Gambling should never stop you spending time with friends, family, work, or other positive activities.

Avoid trying to win back lost money: Chances are, the more you try to win back your losses, the bigger your losses will be.

Become educated about the warning signs of gambling harms: The more you know, the better choices you can make.

Gambling and Young People: Recent Reports

Please Note: Many of these report will use the terminology 'problem gambler'. As we are providing an overview of this chapter, we have not changed these terms in the following summaries.

Trends in children's gambling 2011 - 2018¹¹

This study was led by Dr Wardie, from the London School of Hygiene and tropical Medicine, and it looked at the gambling behaviours of children aged 11-15. It highlighted that, since 2011, there has been a significant fall in the proportion of 11-15 year olds gambling in the past week, falling from 23% in 2011 to 12% in 2017. However, it remains to be seen whether the new low of 12% in 2017 is the start of new consistently lower pattern or a temporary aberration. The trend is the same for both boys and girls, although boys routinely have higher rates of past week gambling than girls.

Fruit machines, other machines and online gambling were the only activities in which rates of participation did not change significantly between 2011 and 2017. Among past week gamblers, the rate of gambling on fruit machines actually increased from 23% in 2011 to 40% in 2017. By 2017, gambling on fruit machines was, along with private betting, the most prevalent form of gambling activity among 11-15 year olds.

Over half (51%) of past week gamblers in 2017 gambled on activities which they were not supposed to be able to access because of their age and 12% had gambled online. The paper states that it is likely that parents, friends and relatives were helping facilitate this, in some cases.

¹¹ <https://researchonline.lshtm.ac.uk/id/eprint/4648355/1/Trends-in-childrens-gambling-2011-2017.pdf>

In 2017, the estimate percentage of problem gambling among children aged 11-15 was 0.9%. A further 1.3% were considered at risk gamblers. Boys have consistently higher rates of problem gambling than girls; 1.7% for boys in 2017 vs 0.3% for girls in 2017.

‘Young People and Gambling 2019’, a research study among 11-16 year olds in Great Britain (2019)¹²

This 2019 report from the Gambling Commission reveals that gambling participation by 11 to 16 year olds has decreased in the last 12 months. However, the research identified that approximately 55,000 11- 16 year olds are classified as problem gamblers.

The report identifies the most common gambling activities that children are engaging in are often outside of the Gambling Commission's direct regulatory control - such as bets between friends, lottery scratch cards purchased by parents and playing of fruit machines in pubs or family arcades. It highlights the need for a more collaborative proactive approach to protect young people. The report found that 23% of children said their parents had set rules about gambling, an increase from 19% in 2018.

Tim Miller, Executive Director at the Gambling Commission, said: “Protecting children and young people from gambling harms is a collective responsibility and requires us, other regulators, the government, gambling operators, charities, teachers and parents to work together to make progress.”

Key findings:

- 13% of boys and 7% of girls had spent money on gambling in the past week.
- On average, 11% of 11-16 year olds had spent their own money on gambling in the past week, this is down from 14% in 2018.
- In comparison, 16% who had drunk alcohol in the past week, 6% who had smoked cigarettes and 5% who had taken illegal drugs (all of which are increases on 2018 data).
- Young people who have gambled are also more likely than non-gamblers to have engaged in other risk taking behaviours, as illustrated in the table below¹³.

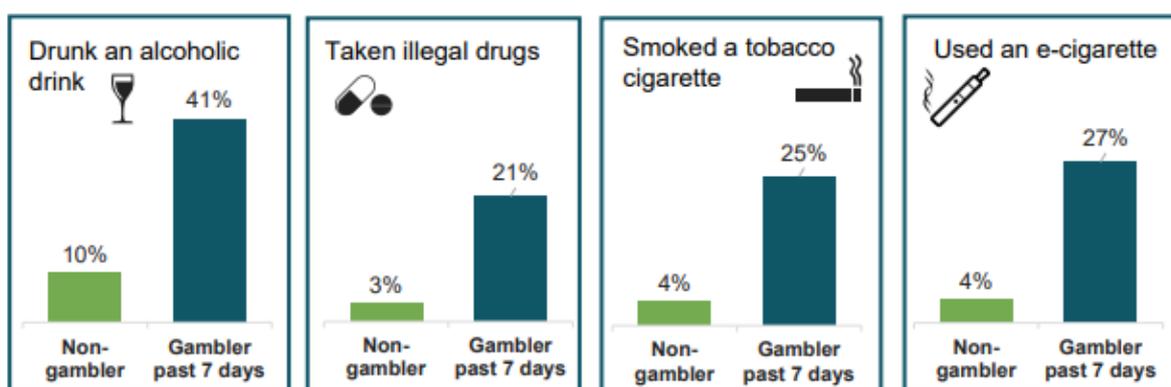


Figure 4: Participation in other activities gamblers vs non gamblers.

- 2% of boys were identified as problem gamblers, compared to 0.7% for girls.
- 1.7% of 11-16 year olds were classified as ‘problem’ gamblers

¹² <https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>

¹³ Infographic taken from Young People and Gambling Survey 2019, by the Gambling Commission
<https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>

- 2.7% of 11-16 year olds were classified as 'at risk': 3.8% of boys and 1.3% girls.
- The principal forms of gambling in the past week are placing a private bet for money with friends (5%), National Lottery scratch cards (3%), fruit/slot machines (4%) and playing cards for money with friends (3%).
- Young people who have gambled in the past week spent an average of £17 on gambling during this period, a £1 increase since 2018.
- Over the past 12 months, 33% of 11-16 year olds have spent their own money on gambling, down from 39% in 2018.
- 6% have gambled online using a parent or guardian's account.
- 52% of young people had heard of in game items, such as loot boxes, with 44% of these having paid money to open them.
- 59% agreed with the statement that gambling is dangerous and only 11% agreed that it is OK for someone their age to gamble, this is down from 14% in 2018.
- 50% of respondents said that someone had spoken to them about the problems that gambling can lead to, with the conversation typically taking place with a parent (34%) or teacher (19%).
- 57% of young people think their parents would prefer them not to gamble at all, however only 14% stated that their parents set strict rules about gambling with no negotiation.
- 34% of parents/guardians have spoken to their child about the potential problems that gambling can lead to and 50 % of young people have not been spoken to about the potential problems that gambling can lead to.
- Young people saw adverts for gambling on TV (58%), social media (49%) and other websites (43%).

YOUNG PEOPLE AND GAMBLING SURVEY 2019

Data source: Ipsos MORI Young People Omnibus 2019.

Sample: 2,943 young people aged 11-16, from 124 academies and maintained secondary, and middle-deemed secondary, schools in Great Britain.

Methodology: Self-completion online survey between 12th February and 19th June 2019.

Context

'Gambling' can relate to both legal and illegal activities. Legal activity reported here includes private bets for money, playing cards for money with friends, 16 year olds playing the National Lottery and gambling that takes place on premises that do not require a gambling licence.

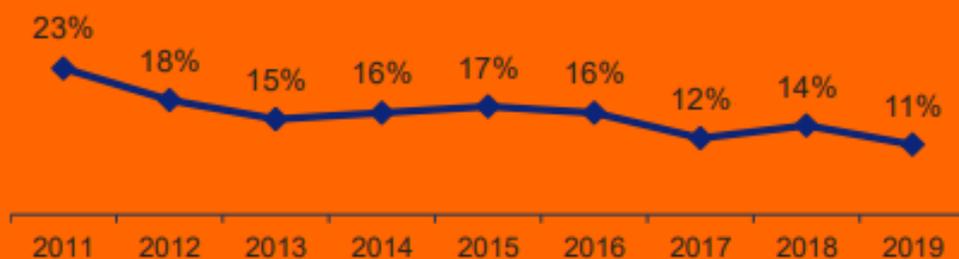
11%

of 11-16 year olds have spent their own money on gambling in the past 7 days.

 **7%**
of girls.

 **13%**
of boys.

Past week gambling participation trend¹



Parents



67%

of 11-16 year olds who gamble are with their parents at the time.

Support



50% of 11-16 year olds say that someone has spoken to them about the potential problems gambling can lead to.

Problem gambling²

1.7%

of 11-16 year olds are classified as 'problem gamblers'.

2.7%

of 11-16 year olds are classified as 'at risk gamblers'.

Online behaviour

7% have ever spent their own money on online gambling.

6% have ever used their parent's account to gamble online.

12% have ever played online gambling-style games.

Of those who have played online gambling-style games, **47%** did so via an app.

In-game items



52% have heard of in-game items.

Of those who have heard of in-game items, **6%** have bet with in-game items on websites outside of the game or privately.

Figure 5: young people and gambling survey 2019 statistics¹⁴

¹⁴ Infographic taken from Young People and Gambling Survey 2019, by the Gambling Commission

<https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>

Gambling among Adults: Recent Reports

Gambling behaviour in Great Britain in 2016: Evidence from England, Scotland and Wales (2018)¹⁵

This survey was produced for the Gambling Commission, using data from the Health Survey for England (HSE) 2016, the Scottish Health Survey (SHeS) 2016 and the Wales Omnibus in 2016. For the purpose of this chapter, we have only included information from the Scottish Health Survey 2016.

The survey showed that:

- 66% of adults in Scotland gambled in 2016 (67.8% in 2015, 65% in 2014).
- 49% of adults in Scotland (excluding those who had only played National Lottery draws) gambled in 2016 (49% in 2015).
- 12% of adults in Scotland (excluding those who had only played National Lottery draws) had gambled online (12% in 2015).

One in 100 Scottish adults (1.0% of the adult population, equivalent to around 45,000 people) were problem gamblers based on either the DSM-V score or on the Problem Gambling Severity Index (PGSI) score (0.7% in 2015, 0.8% in 2014). An additional 3.6% of people in Scotland were at low or moderate risk of developing problems with their gambling (4% in 2015).

Among those who gambled, 1.3% of gamblers in Scotland identified as problem gamblers (1% in 2015), and a further 4.9% were at low or moderate risk of developing problems with their gambling (5.5% in 2015).

This study (part of the Study “Gambling Behaviour in Great Britain in 2016”, by NatCen) also collected data on how gambling participation varied with usual weekly alcohol consumption:

- Gambling was most common among those who drank at a level indicating an increased risk of harm (69%), compared with those who drank at a level with low risk of harm (59%), and non-drinkers, who were much less likely to have gambled (36%).
- A similar pattern was seen when those who gambled on the National Lottery only were excluded (53%, 43% and 25% respectively).
- The same was true for online gambling or betting (16%, 9% and 3%).

It investigated the links between participation in individual activities by weekly alcohol consumption:

- Alcohol consumption was associated with nearly all individual gambling activities; non-drinkers were least likely to participate, followed by those who drank at a level with a low risk of harm, with those drinking at a level with increased risk most likely to participate in gambling activities (were offline bingo and other gambling activities where there was no association with drinking).
- The pattern was evident for betting offline on horse races (16% of those who drank more than 14 units per week, compared with 8% of low risk drinkers and 4% of non-drinkers), online betting with a bookmaker (15%, 7% and 2% respectively), and offline betting on sports events (10%, 5% and 1%).

Note: The Scottish Health Survey 2018 was published in September 2019. However, it does not contain any information relating to gambling. This is due to a change in methodology, whereby the questionnaire will only include gambling (and a number of other topics) every 2 year.

¹⁵ <https://www.gamblingcommission.gov.uk/PDF/survey-data/Gambling-behaviour-in-Great-Britain-2016.pdf>

Participation in gambling and rates of problem gambling – Scotland 2017 (2018)¹⁶

This report, published by the Gambling Commission, looks at gambling participation among people aged 16+ in Scotland, based on headline data tables for 2017 from the Scottish Government. Participation questions asked respondents about whether they have spent money on a range of gambling activities in the past 12 months. Problem gambling status has been defined using both the Problem Gambling Severity Index (PGSI) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV).

Participation

62.8%

Percentage of people who have spent money on at least one gambling activity in the past 12 months

45.5%

Percentage of people who have spent money on at least one gambling activity in the past 12 months, excluding those who had only played the National Lottery draws

Problem gamblers

0.8%

Proportion of respondents who were identified as problem gamblers

According to either the PGSI or the DSM-IV

1.2%

Proportion of gamblers who were identified as problem gamblers

According to either the PGSI or the DSM-IV

Moderate risk

0.9%

Proportion of respondents who were identified as moderate risk gamblers

According to the PGSI

1.3%

Proportion of gamblers who were identified as moderate risk gamblers

According to the PGSI

Low risk

2.7%

Proportion of respondents who were identified as low risk gamblers

According to the PGSI

3.9%

Proportion of gamblers who were identified as low risk gamblers

According to the PGSI

Gambling Participation in Great Britain: Gambling Commission Annual Report (2018)¹⁷

This report, published by the Gambling Commission, looks at gambling participation among people aged 16+ in the four weeks prior to the study. It revealed that:

- 46% of adults participated in any form of gambling (51% of men, 41% of women), up 1% from 2017;
- 32% as the gambling participation once excluding the National Lottery draw, up 1% from 2017;
- 18% people had gambled online;
- 0.8% respondents were identified as problem gamblers, 3.5% as low or moderate risk gamblers;
- 55% online gamblers gambled with a mobile phone or tablet, increased by 4% since 2017;

¹⁶ <https://www.gamblingcommission.gov.uk/PDF/survey-data/Participation-in-gambling-and-rates-of-problem-gambling-Scotland-2017.pdf>

¹⁷ <https://www.gamblingcommission.gov.uk/PDF/survey-data/Gambling-participation-in-2018-behaviour-awareness-and-attitudes.pdf>

- 23% online gamblers have bet in-play, down by 3% on last year’s report;
- 20% of online gamblers aged 18-24 gamble at work, down by 2% on last year’s report;
- 21% of people have played online gambling-style games, down by 3% on last year’s report.

Families living with Problem Gambling: Impacts, Coping Strategies and Help Seeking (2018)¹⁸

This study published by GambleAware documents the experiences of the family members and friends of problem gamblers. It is recognised that gambling harms extends beyond the gambler themselves and can impact those surrounding them.

- 99% of family members noted that their loved ones’ problem gambling had harmed their health.
- 77% of family members typically seek help via online information, support and advice, closely followed by talking to family and friends (70%).
- 38% of family members reported they were not aware of support, while 35% stated they did not know that support was free.

Families highlighted the need for help and support in addressing both the gambling problem of their loved one but also their own needs. Internal and external barriers sometimes prevented access to help. These included embarrassment and shame about their loved ones’ problem gambling, depression and anxiety.

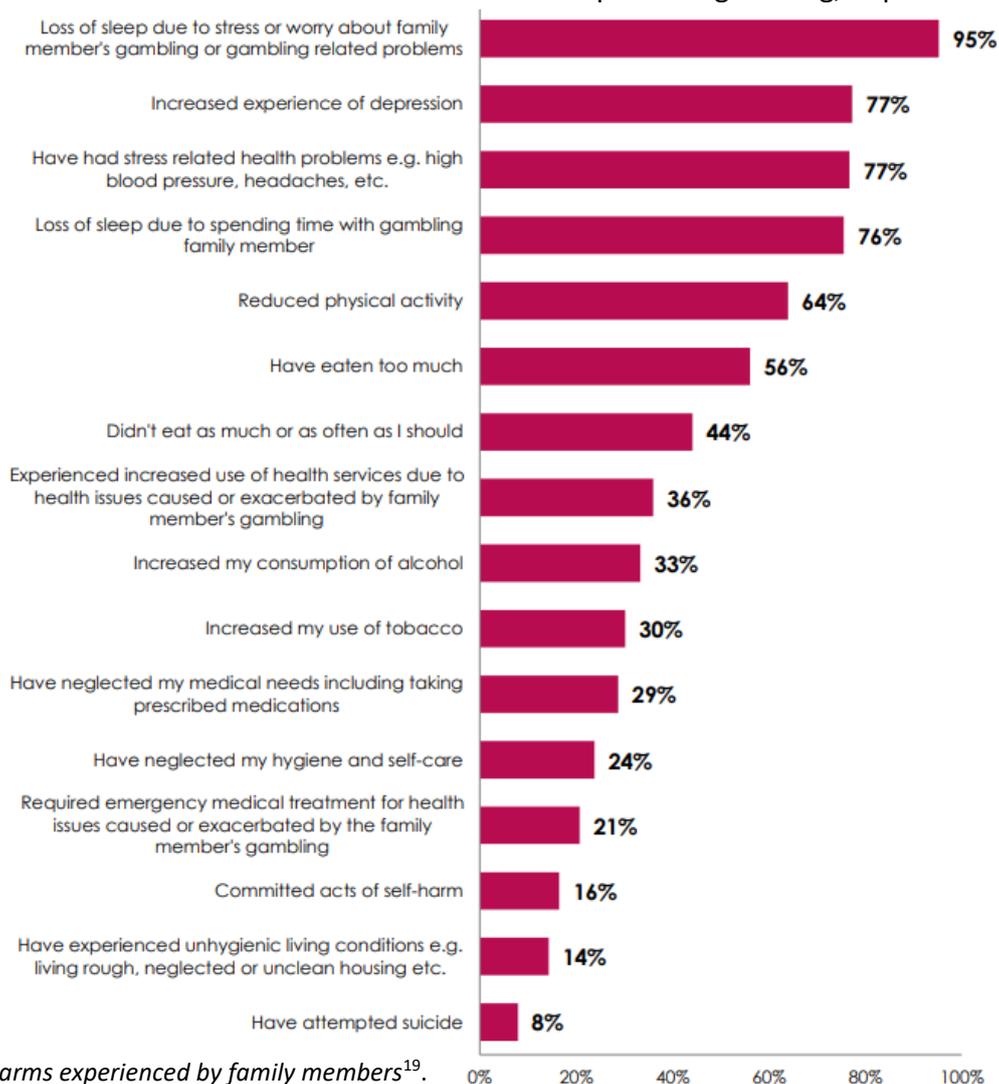


Figure 6: Health Harms experienced by family members¹⁹.

¹⁸ <https://about.gambleaware.org/media/1845/families-living-with-problem-gambling.pdf>

¹⁹ Infographic taken from Families living with Problem Gambling: Impacts, Coping Strategies and Help Seeking – October 2018

Gambling: the young BAME perspective (2019)²⁰

Evidence has shown that Black, Asian and minority ethnic (BAME) communities are less likely to gamble but are more likely to suffer gambling harms if they do. This study, published by GambleAware, looked to explore the experiences of gambling and attitudes of young people and children from these communities.

- 43% of children (aged 9-15) and 43% of young people (aged 16-24) stated they had gambled before. While the majority (85% aged 9-15 and 91% aged 16-24) said they didn't gamble regularly.
- 88% of 9-15 year olds considered gambling to be dangerous and 75% thought it was immoral.
- None of the 9-15 year olds knew where they could get help for themselves or someone they know if gambling was becoming a problem.
- None of the 16-24 year olds could confidently identify where to get help.
- 69% of participants said there was a difference of how gambling is perceived by BAME communities compared to non BAME communities. Those reasons included: religious and parental restrictions, financial limitations, normalisation, perceptions of what gambling is and geographic location.
- 70% of participants consider gambling to be a problem in UK society

The report concludes by stating that “there is clearly a perception that the culture of people from Black, Asian and minority ethnic (BAME) communities plays a large factor in deterring children and young people from these communities from gambling, compared to their white counterparts. (...) Among BAME children and young people there is a serious lack of awareness and knowledge of the topic of gambling.”

Gambling and Gaming

Practitioners addressing the topic of gambling might be interested in gaming, considering that^{21,22}:

- There are psychological and behavioural similarities between gaming and gambling;
- Both activities present similar risks and harms associated with excessive play;
- Gamblers more likely to be gamers, and vice versa.

Many video games now include gambling-like features, such as loot boxes. Loot boxes are items in video games that contain randomised rewards and can be purchased with real-world money. Such items can be, for example, points, equipment, weapons, and skins which the player can then use within the game.

Another example of in-game items associated with gambling-like features in video games is the use of skins. Skins are in-game items that players can win or buy to change the appearance of their characters, avatars or weapons. These skins can be used to do what is called “skins gambling²³”, consisting of players trading, betting or selling their skins, on certain websites, in exchange for cash.

²⁰ <https://about.gambleaware.org/media/2018/gambling-report-bame-0609-screen.pdf>

²¹ Griffiths, M. (2018). “Hot Topics: Gambling blocking apps, loot boxes, and ‘crypto-trading addiction.’” *Online Gambling Lawyer*, 17(7)

²² Griffiths, M. (2018). “Is the buying of loot boxes in video games a form of gambling or gaming?” *Gaming Law Review*, 22

²³ Gambling Commission. Young People & Gambling 2019. Birmingham UK: Gambling Commission; 2019. Available from: www.gamblingcommission.gov.uk/PDF/Young-People-GamblingReport-2019.pdf

The Report “The Rip-Off Games – How the new business model of online games exploits children”²⁴, published by the charity Parent Zone in August 2019, found that 9 in 10 young people reported that there were loot boxes available in the games they play and that 40% had paid to open one.

The Royal Society of Public Health (RSPH) published the report “Skins in the Game”²⁵ in 2019. This document explored the views and attitudes of 1,100 young people aged 11 to 24 towards gambling. Its key findings were:

- Young people consider gambling to be an increasingly normalised presence in their lives, with gambling harms associated with a significantly increased risk of health issues such as depression and anxiety.
- Young people say that they are more likely to gamble at times of low emotional wellbeing, when they are feeling bored, aimless or lonely.
- Young people consider loot boxes and skin betting to be highly addictive forms of gambling.
- Young people aged 11 to 14 are those most likely to be taking part in the forms of gambling and gambling-like activity that young people say are the most addictive.
- Young people feel that the relationships between gambling and gaming, and gambling and sports, are both negative ones for their generation.

In-game purchasing, including loot boxes, is not currently considered to fall under the Gambling Act (2005). However, considering the growing concern about the blurring of lines between video games and gambling, the Young People and Gambling 2019 report²⁶ by the Gambling Commission, for the first time included information on gaming among young people aged 11-16:

- 66% of boys and 37% of girls have heard of in-game items such as loot boxes.
- 52% of 11-16 year olds said that they had heard of in-game items being used to open loot boxes/crates/packs, paying money to open loot boxes/crates/packs or betting with in-game items.
- 13% of 11-16 year olds have heard of betting with in-game items on websites outside of the game or privately, awareness increases with age (6% of 11 year olds, compared with 17% of 16 year olds).

As these reports show, loot boxes have become increasingly common in recent years. For example, the total spend on loot boxes and skins gambling was \$30 billion USD in 2018, with the UK market alone valued at £700 million, and it is estimated to grow to \$50 billion by 2022²⁷²⁸.

Many games that feature loot boxes are played by adolescents. Researches have highlighted the concern that similarities between loot boxes and gambling may lead to increases in problem gambling amongst gamers. However, it is still unclear if purchasing loot boxes acts as a gateway to problem gambling, or whether spending large amounts of money on loot boxes appeals more to problem gamblers.

Research showed that gamers bought loot boxes for a variety of reasons, and several of these motivations were similar to common reasons for engaging in gambling. Overall, the concern shared through these studies is that loot boxes might either cause problem gambling among older adolescents, allow game

²⁴ Parent Zone. The Rip-Off Games – How the new business model of online games exploits children. London UK: Parent Zone; 2019. Available from: <https://parentzone.org.uk/the-rip-off-games>

²⁵ <https://www.rsph.org.uk/our-work/policy/gambling/skins-in-the-game.html>

²⁶ Gambling Commission. Young People & Gambling 2019. Birmingham UK: Gambling Commission; 2019. Available from: <https://www.gamblingcommission.gov.uk/PDF/Young-People-GamblingReport-2019.pdf>

²⁷ Juniper Research (2018). “In-game gambling: The next cash cow for publishers.” Available at: <https://www.juniperresearch.com/document-library/white-papers/in-game-gambling-the-next-cash-cow>

²⁸ The Telegraph [online]. 2018 April 18. Available from: <https://www.telegraph.co.uk/technology/2018/04/17/video-gamers-will-spending-50-billion-gambling-like-loot-box/>

companies to profit from adolescents with gambling problems for massive monetary rewards, or both. In either case, recent studies on gaming have identified as a potential risk to children and young people, pointing in the direction of arguing in favour of regulating loot boxes in games²⁹.

Additional Reports and Updates

The Gambling Education hub is committed to keeping this Toolkit regularly updated. However, we recommend that interested parties sign up to our monthly Newsletter and consult the GambleAware website (<https://about.gambleaware.org/research/research-publications/>), in order to receive updates on emerging gambling research.

²⁹ Zendle D, Meyer R, Over H. 2019 Adolescents and loot boxes: links with problem gambling and motivations for purchase. *R. Soc. open sci.* 6: 190049 <http://dx.doi.org/10.1098/rsos.190049>
Fast Forward www.fastforward.org.uk/gamblingtoolkit

Support available

This toolkit provides key facts and information about gambling, gambling harms and gambling disorders, as well as a few activities and resources to address the topic within formal and informal education settings. These have been designed to support practitioners in their capacity to raise awareness on young people experiencing a problem with their gambling and to provide initial support to at-risk young people.

However, if faced with a situation where more professional help is needed, you can consult with the local GP practice or with the guidance teacher at the young person's school. If requiring sign-posting to other specialised services, please consider the following options:

RCA Trust

Counselling service for young people displaying problematic behaviours, including gambling, across Scotland.

- Website: www.rcatrust.org.uk
- Tel: 0141 887 0880
- Email: info@rcatrust.org.uk

GamCare

Support, information and advice to anyone suffering due to gambling harms

- Website: www.gamcare.org.uk
- Website designed with young people in mind: www.bigdeal.org.uk
- Netline, an online chat service <http://www.gamcare.org.uk/support-and-counselling/frontline-services/netline#.Vs2LofmLTct>
- Forum and Chatroom <http://www.gamcare.org.uk/forum>
- Free counselling service, for anyone experiencing difficulties resulting from a gambling harms – e.g. gamblers, partners and family members - across the UK. <https://www.gamcare.org.uk/support-and-treatment/free-treatment>

beGambleAware

Information, advice and online resources relating to gambling harms.

- Website: www.begambleaware.co.uk
- List of organisations that provide help directed at managing the consequences of gambling disorders and gambling harms: <https://www.begambleaware.org/confidential-help/>

National Gambling Treatment Service

Run by GamCare in collaboration with beGambleAware

- National Gambling Helpline: [0808 8020 133](tel:08088020133), open 24 hours, 7 days a week.
- Netline, an online chat: <https://aurapp01.mplaurora.net/chatapp/JoinChat.aspx>
- Website: www.begambleaware.org/ngts

Gamblers Anonymous Scotland

Help for people experiencing gambling harms and runs Gamblers Anonymous Meetings across Scotland.

- Website: www.gascotland.org
- Helpline 0370 050 8881 Open 24 hours

Gam-Anon Scotland

Support and encouragement for the families and friends of those with a gambling disorder, helping them to understand the problem and to help overcome it.

- Website: <http://www.gamanonscotland.org/>
- Helpline 0370 050 8881 Open 24 hours

Gambling Therapy

Service offering free practical advice and emotional support to anyone affected by gambling harms.

- Website: gamblingtherapy.org
- Easy-to-use free app, providing a collection of tools and information to help you identify and overcome gambling harms, including live text support: www.gamblingtherapy.org/en/gambling-therapy-presents-gt-app
- Online support groups: www.gamblingtherapy.org/en/support-groups
- Online forums available 24/7: www.gamblingtherapy.org/en/forum
- Email support: www.gamblingtherapy.org/en/email-support-gambling-therapy

Blocking Software

Gamban

Gamban blocks the device from accessing gambling websites and apps.

- gamban.com
- Gamban is available at no cost to people getting help from treatment services funded by GambleAware.

GamStop

Free Online Self Exclusion Service

- www.gamstop.co.uk/
- It currently includes a large number of online gambling websites, but not all.

Curriculum for Excellence

The approach and objectives of the Gambling Education Toolkit fit within the Curriculum for Excellence³⁰ framework. Using the session plans and activities listed in the next chapters, practitioners will enable young people to increase their own knowledge of gambling and gambling harms and to strengthen their capacity to make informed choices.

Health and Wellbeing

Teachers may find it useful to link the contents of this toolkit to the benchmarks for personal and social education released by Education Scotland in March 2017³¹. These can be particularly helpful when addressing the fact that awareness about gambling and its consequences can further develop young people's skills in dealing with risk taking behaviours.

Gambling is mentioned in the **benchmarks for assessment** for the Health and Wellbeing curriculum, where it is stated that the young person “weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling” (HBW 3).

When addressing gambling within a wider risk-taking behaviours programme, raising awareness of the potential problematic consequences of gambling can be tied into the benchmarks in HWB 2, where it is stated that the young person “identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, (...) family”.

Similarly, benchmarks in HWB 3 indicate that the person “identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness” and he/she “gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to friend / adult, physical activity”. Likewise, in the benchmarks for HWB 4 it is also stated that the young person “demonstrates the skills / qualities required to access and manage risk, for example, self-awareness, self-confidence, composure”. Again, in line with such benchmarks, a gambling education session could provide a relevant opportunity to look at coping skills and ways for young people to identify and deal with gambling-related harm.

While the experiences and outcomes in the Health and Wellbeing curriculum do not specifically address gambling, it is crucial to recognise that gambling is a risk-taking behaviour and that it can sit alongside other risk-taking behaviours, affecting young people's health and wellbeing. As such, we recommend that gambling education is included in the Health and Wellbeing curriculum. This can support young people in developing their critical thinking and problem solving skills, as well as their ability to make informed choices and to manage risk.

Substance Misuse

Teachers interested in including gambling education in the HWB curriculum could consider linking it to the learning outcomes of other risk taking behaviours, such as substance misuse. Indeed, the Substance Misuse

³⁰ [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

³¹ You can read the entire document at

<https://education.gov.scot/improvement/Documents/HWBPersonalSocial%20EducationBenchmarksPDF.pdf>

section of the Health and Wellbeing curriculum says that “learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.” Given that gambling too can become addictive and present similarities and connections with substance misuse, it may be relevant to address gambling when working towards these experiences and outcomes.

- **HWB 3-40a / HWB 4-40a** (...) I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.
- **HWB 3-41a / HWB 4-41a** After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

Another link to the Health and Wellbeing curriculum can be found where it highlights that “the mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect.” Within this context, gambling education may represent a valuable addition to the curriculum as it could include supporting young people in understanding how gambling may affect people’s emotions, relationships and mental health.

Mental and Emotional Wellbeing

- **HWB 0-01a / 1-01a / 2-01a / 3-01a / 4-01a** I am aware of and able to express my feelings and I am developing the ability to talk about them.
- **HWB 0-02a / 1-02a / 2-02a / 3-02a / 4-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
- **HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a** I understand that there are people I can talk to and that there are a number of ways I can access practical and emotional support to help me.
- **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a** I understand that my feelings and reactions can change depending upon what is happening within me and around me. This helps me to understand my own behaviour and the ways others behave.
- **HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a** I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
- **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a** I am learning how to give appropriate support.

Social wellbeing

- **HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a** I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- **HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a** Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

- **HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a** I value the opportunities I am given to make friends and be part of a group in a range of situations.

Physical wellbeing

- **HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Relationships

- **HWB 0-44b / HWB 1-44b** I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.
- **HWB 2-44b** I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
- **HWB 3-44a / HWB 4-44a** I understand the importance of being cared for and caring for others in relationships, and can explain why.
- **HWB 3-45a / HWB 4-45a** I recognise that power can exist within relationships and can be used positively as well as negatively.

Planning for choices and changes

Considering the risks and consequences of gambling on a person's academic achievements and employability, gambling may be linked to the planning for choices and changes section of the curriculum, as it states that "learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school."

- **HWB 3-19a** I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.
- **HWB 4-19a** Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

Numeracy and Mathematics

Gambling education is linked to the Numeracy and Mathematics curriculum, particularly regarding topics such as credit and debit, probability and chance.

Money

- **MNU 2-09b** I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.
- **MNU 2-09c** I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.
- **MNU 3-09b** I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses.
- **MNU 4-09a** I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle.

Ideas of chance and uncertainty

- **MNU 1-22a** Ideas of chance and uncertainty I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me.
- **MNU 2-22a** I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.
- **MNU 3-22a** I can find the probability of a simple event happening and explain why the consequences of the event, as well as its probability, should be considered when making choices.
- **MNU 4-22a** By applying my understanding of probability, I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions.

Technologies

The topic of gambling, and its links to gaming, can also be linked to the section of the Curriculum for Excellence promoting cyber resilience and internet safety.

Digital literacy

- **TCH 0-03a** I can explore, play and communicate using digital technologies safely and securely.
- **TCH 1-03a** I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.
- **TCH 2-03a** I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.
- **TCH 3-03a** I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others.

The Four Capacities

Overall, by using this toolkit to create your own gambling awareness session, you support young people in developing the **four capacities of the Curriculum for Excellence**:

Successful learners

with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Confident individuals

with

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs

and able to

- relate to others and manage ourselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become

Responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective contributions

with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Youth Work Outcomes

When using this toolkit within a youth work project, you will support the implementation of the National Youth Work Strategy.

Practitioners delivering sessions to promote awareness and harm reduction of gambling behaviours can positively contribute to the Youth Work Outcome stating that “young people consider risk, make reasoned decisions and take control”.

In addition to that, using the toolkit may also be associated with promoting these other Youth Work Outcomes:

- young people are confident, resilient and optimistic for the future;
- young people manage personal, social and formal relationships;
- young people create, describe and apply their learning and skills;
- young people participate safely and effectively in groups;
- young people express their voice and demonstrate social commitment;
- young people’s perspectives are broadened through new experiences and thinking.

Moreover, the Gambling Education Toolkit contributes to the ambitions and outcomes of the Strategy:

- ensuring Scotland is the best place to be young and grow up in: young people are well informed and encouraged to make positive choices and contribute to civic society;
- putting young people at the heart of policy: youth work continues to make a positive contribution to young people’s health and wellbeing;
- recognising the value of youth work: youth work will be firmly embedded within the Curriculum for Excellence and its contribution understood, acknowledged and valued by all key partners;
- building workforce capacity: Scotland will have well-motivated, well-trained and supported practitioners;
- ensuring we measure our impact: young people are supported to record and articulate their own learning through youth work practice.

The characteristics of the session plans, activities and resources of this toolkit are strongly linked to the purpose of youth work, particularly regarding:

- building self-esteem and self-confidence;
- creating learning and developing new skills;
- building the capacity of young people to consider risk, make reasoned decisions and take control.

Sample session plans

Developing an appropriate programme is essential to ensure a positive and effective learning experience. In this chapter you can find a general outline of how Fast Forward would develop a gambling session: this is a structure you can use to generate your own session plan.

This suggested framework breaks a session down in different stages, sustaining an optimal progression of the learning process. Indeed, this outline will help you create a session that supports young people to reflect on their current knowledge and thoughts as well as to learn new information about gambling. Also, with room for discussing and exploring the consequences of gambling, participants will further develop their problem solving skills and become better able to make healthy choices for themselves. The table on the next page outlines the stages of a session plan and it also gives you a few ideas regarding which activities could fit in well. The full description for each activity can then be found in the chapter 'Activities and Templates'.

When creating your own gambling awareness session or programme for young people, it is advised you keep in mind:

- the length of time for your session(s);
- the age, circumstances and number of participants;
- the overall aim and learning objectives of your session;
- if there is any specific focus you may wish to have when discussing gambling issues;
- if you need to adapt the session outline provided in this chapter, e.g. by changing or excluding some of its elements;
- if you have only a limited time available, you may find it necessary to merge together in your plan the 'information gathering' and the 'exploring attitudes' stages; alternatively, you could leave the discussion of people's opinions till the 'making choices' stage of your session;
- some of the activities in this toolkit could be used with more than one purpose or at different stages of your session.

Session Outline

	Stage	Description & Aims	Activities
1	Energiser & Icebreaker	A general 'get to know people' activity, this could be combined with an introduction to the topic for your session. At the beginning of the session you will also want to set an agreement of ground rules and confidentiality, to address wherever there may be personal opinions expressed, and wherever there may be a possibility that personal experience will be divulged.	<ul style="list-style-type: none"> - Gambling Brainstorm & Name Game - Gambling Harms Brainstorm - Stand Up If - Sunshine On
2	Information gathering	This is to gauge where participants are at in their knowledge.	<ul style="list-style-type: none"> - A-Z of Gambling - Bingo Game - Coin Game - Definitions' Bingo Game - Gambling Crossword Puzzle - Gambling Tree - Logo Game - Gambling Harms Brainstorm
3	Exploring attitudes	Exploring young people's attitudes and thoughts on the topic.	<ul style="list-style-type: none"> - Agree / Disagree - Community Map - Empathy Map - Gambling Adverts - Ripple Effect - Risky Behaviour Ladder - Underage Participation - Risky Behaviour Ladders
4	Passing on information: New knowledge	This could be seen as the central purpose of your session: supporting young people in discovering and learning correct facts and information on the topic. Be careful not to make it the only purpose. Bombarding people with information for an hour is likely to result in not much going in! By mixing up the activities you can make a bigger overall impact, which will help to meet your overall session aim.	<ul style="list-style-type: none"> - Coin Game - Consequences of Gambling - Dice Game - Empathy Map - Events' Odds Game - Gambling Quiz - Gambling Quiz Cards - Gambling Tree - Gambling Harms Brainstorm
5	Making choices & Problem solving	This part of the session allows young people to discuss how the new information they just gained can help them in making healthier choices and in staying safe when gambling. These activities could also challenge possible misconceptions they might have expressed in the stages 2 and 3 of the session. This could include risk taking scenarios and talking about how people can resolve them and looking at ways of changing personal behaviour.	<ul style="list-style-type: none"> - Agree / Disagree - Decisional Balance - Do's and Don'ts - Gambling Adverts - Gambling Tree - Last Man Standing - What Would You Do If...?
6	Consolidation & Ending	End the session with an activity that allows the group to recap what has been learned, highlighting the key points young people are going away with. Make some time for any final question, then consider doing a short evaluation to gather feedback on the session.	<ul style="list-style-type: none"> - Gambling Crossword Puzzle - Stand Up If - Sunshine On - The Ultimate Quiz

Creating your own session plan

In order to illustrate how to use the session framework outlined on the previous page, see below for:

- an example of two consecutive short sessions;
- an example of a long one-off session.

These session examples are designed to be used primarily with S3 to S6 pupils / 14-17 years old students, in school and youth work settings, although they may be adapted to be suitable also in other contexts. Please consider adapting these examples to your own session plan, according to what you think might be more suitable for your group of young people.

When designing your own session and selecting specific activities, please remember to consider:

- the needs of the young people you work with;
- the learning outcomes you wish to achieve;
- the aims of the Curriculum for Excellence and/or the Youth Work Outcomes that you wish to work towards.

Moreover, as mentioned in the Session Outline, it is important to start any session with the group agreeing on ground rules. This should include confidentiality, in order to create a safe environment for everyone to take part in.

We recommend you design your session with SMART objectives: specific, measurable, achievable, relevant and time-bound. To help you do so, please refer to the tables in the next two pages, which illustrate the overall outcomes for each stage of the suggested session plan and for the relevant activities.

In the Activities and Templates section you will find a few examples of learning objectives. However, we recommend that practitioners identify the specific learning objectives of the individuals they work with and adapt these to the specific settings, needs and circumstances.

For example, the session plans in the next few pages help pursuit the following learning objectives:

- understand more about how gambling works, and how chance and the law of averages affect one's likelihood of winning;
- explore misconceptions that people commonly have about gambling;
- discuss how advertising might influence attitudes towards gambling.
- understand what experiencing a problem with gambling is and its consequences;
- discuss risk-taking behaviours in relation to gambling;
- identify ways to stay safe if they are gambling, and become aware of sources of support;
- consolidate the knowledge gained through the previous activities.

Finally, including an evaluation at the end of your session will help you assess the impact and effectiveness of the work done. Please consider that, particularly with short inputs, a gambling awareness session is more likely to achieve a change in attitudes and an increase in knowledge and awareness rather than an immediate change in behaviours.

An introductory session: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information Gathering	Definition with post-it notes	10 min	Ask participants to discuss with their partner a suitable definition for 'Gambling'. Highlight key words that come up from different definitions and write a suitable definition up on the board. "Gambling is risking money or anything of material value on something with an uncertain outcome in the hope of winning additional money or anything of material value." Now ask participants to discuss in pairs a suitable definition for gambling harms or harmful gambling and follow the same process. "Gambling harms are the adverse impacts from gambling on the health and wellbeing of individuals, families, communities and society."
3	Exploring Existing Attitudes	Risky Behaviour Ladder: Gambling	5 min	Split into groups. Hand-out 5 cards. Ask groups to order 5 cards from least problematic gambling behaviour to most problematic gambling behaviour. Discuss each card starting with the least problematic, asking why it was more problematic than the previous card.
4	Making choices	Discussion with flipchart or whiteboard	5 min	Ask class to identify behaviours related to gambling that would be considered safe/recreational/responsible (eg. spends only what they can afford to lose). Then, ask the group to identify behaviours related to gambling that would be considered problematic/dangerous (eg. Doesn't know when to stop)
5	New Knowledge	Harmful effects of Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each groups writes as many harmful effects of gambling as they can in 2 minutes then rotate.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

An introductory webinar: Gambling Awareness (1 hour)

	Stage	Activity/Tools	Time	Key talking points
1	Introduction	Introductions and keep safe tips for the webinar	5 min	Remind participants that if the content of the session gives rise to any concerns, anxieties or worries they can approach a teacher/youth worker/member of staff you feel comfortable talking to if you need help or advice. This session will also provide information about organisations that can provide specialist advice in these areas.
2	Information Gathering	A-Z Game	5 mins	Ask group to think of something to do with gambling that begins with the first letter of their name (eg Amy – Addiction; Brian – Betting; Charlie - Casino etc), once they have picked they can choose the person to go next. If anyone is struggling, ask the rest of the group before giving an answer.
2 - 3	Information Gathering & Exploring Existing Attitudes	Chat function on the video conferencing platform (if possible)	10 min	Share a definition of gambling with the group (eg. Gambling is risking money or something of monetary value, in order to win money or a prize.) Using the chat function on the video conferencing platform (if possible), ask the group to suggest different ways in which people can gamble (bookies, casino, fruit machines, private bets with friends, bingo, lotteries, scratch cards, raffles, arcade games). Discuss how the risk of harm is not equal and depends on many factors, such as the impulsivity of the individual or addictive characteristics embedded in the game. Discuss how all of the above can be done easily online , where there is a high potential risk of harm.
4	New Knowledge	Gambling Education Toolkit: Overview	5 min	The ‘house edge’ is a term used to describe the mathematical advantage that the gambling game, has over you (the player) as you play over time. This advantage means that the player is always more likely to lose than they are to win (eg “ <i>the house always wins</i> ”) One approach might be to compare the profit/loss over time between flipping a coin (50/50) and gambling games (25-49%/51-75%)
3	Exploring Existing Attitudes	Brainstorm or chat function on the video conferencing platform (if possible)	5 min	“Young people don’t gamble though, do they?” Ask the group, using the chat box, guess what percentage of each age group gambled in the past year. 11-16s – 36% (1 in 3); 17s – 54% (over half); 20s – 68% (2 in 3)

3	Exploring Existing Attitudes	Brainstorm or chat function on the video conferencing platform (if possible)	5 min	<p>“So we know that young people gamble, but why do they gamble?”</p> <p>Ask the group to consider different reasons why a young person might gamble? (eg for fun, to make money, peer pressure, family influence) Ask the group which motivations they consider to be riskier.</p>
4	New Knowledge	Gambling Education Toolkit: Overview	5 min	<p>Explain that most people that gambling, do so safely. But, all gambling involves risk and for some, it can become a problem and cause harm to themselves and those around them.</p> <p>Ask the group to identify behaviours related to gambling that would be considered riskier/more dangerous (e.g. Can't stop, betting till nothing left, chasing losses).</p>
5	Making choices	Risky Behaviour Ladder: Gambling	10 min	<p>Explain that behaviour should be viewed as a scale, from safer gambling to 'at-risk gambling' to gambling disorder.</p> <p>Show 5 gamblers on the screen. Ask groups to order the gamblers in order of risk, from the least risky gambling behaviour to the riskiest gambling behaviour. Prompt discussion and ask the group to justify their decisions. Consider the stake (amount bet), frequency and motivation of each gambler as well as any possible risk factors (age?).</p> <p>Ask the group what advice they could give each gambler to keep safer.</p>
5	Making choices	Gambling Education Toolkit: Overview	5 min	<p>Provide safety tips to consider when gambling. (eg Set limits with time and money; track your spending; only gamble with what you can afford to lose; never try to win back lost money ('chasing losses'); consider your losses the cost of playing; never borrow money to gamble; be aware of the signs of at-risk gambling and gambling disorder</p>
6	Consolidation & Ending	Support available	5 min	<p>Signpost where to find support.</p>

An introductory session: Gambling Awareness (1.5 hours)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro A-Z game	5 min 5 min	Introducing the session.
2 - 3	Information Gathering & Exploring Existing Attitudes	Gambling brainstorm	10 min	What do we think of when we think of gambling? Touch on the words used in the A-Z game Touch on what is gambling (money/something of material value, uncertain outcome) What types of gambling do they know?
4a	New Knowledge	Dice Game	15 min	Highlight, through discussion during the activity, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
5a	Making choices	Adverts	10 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts.
	Break	(Energiser)	10 min	Please consider having a break half-way through the session, possibly followed by a short energiser once the group gathers again.
4b	New Knowledge	Harmful effects of Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each group writes as many harmful effects of gambling as they can in 2 minutes then rotate.
5b	Making choices	Do's and Don'ts	10 min	How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

An introductory session: Gambling and gambling harms (2.5 hours)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session.
		Icebreaker: Sunshine On or Name Game	10 min	Getting to know each other.
2	Information Gathering	Definitions' Bingo Game or Bingo Game	15 min	Key information about gambling: how much do the young people know already? At the end of the game make sure that any new information is clear to everyone in the group. You could also ask them if there's anything they find surprising or that they would like to add.
3	Exploring Existing Attitudes	Gambling Brainstorm or Tree Game	10-15 min	What do participants think about gambling? And what are their opinions about people who gamble? What reasons can they identify?
4a	New Knowledge	Dice Game	15 min	Highlight, through discussion during these activities, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
		Events' Odds Game	10 min	
	Break	(Energiser)	15 min	Please consider having a break half-way through the session, possibly followed by a short energiser once the group gathers again.
4b	New Knowledge	Harmful effects of Gambling	15-20 min	Discuss when gambling could become problematic, and what consequences could raise from it. You could link this to the Tree Game activity, if you included it in stage 3.
5	Making choices	Adverts	15 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts.
		Do's and Don'ts	10 min	How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
6	Consolidation & Ending	Recap discussion or Stand Up If Questions Evaluation	10 min 5 min	Summarise the main learning points to take away from the session Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/

Session 1 of 2: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information Gathering	A-Z of Gambling Game Definition with post-it notes	10 min	Ask the group to write down anything to do with gambling that begins with the first letter of their name (e.g. Amy – Addiction; Brian – Betting etc.) Now, ask participants to discuss with their partner a suitable definition for ‘Gambling’. Highlight key words that come up from different definitions. “Gambling is risking money or anything of material value on something with an uncertain outcome in the hope of winning additional money or anything of material value.”
3	Exploring Existing Knowledge	Discussion / Brainstorm	5 min	Ask the group to come up with as many different places to gamble / ways to gamble with money that they can think off. Eg. Bookies, Casino, Fruit Machines, Private bets with friends, Bingo, Lottery, Scratch Cards, Raffles, Arcade games, Loot boxes Discuss age limits and common demographics that play each game. Discuss how the risk of harm is not equal and depends on many factors, such as the impulsivity of the individual. Mention how all of the above can be done easily online , where there is a high potential risk of harm.
4	New knowledge	Discussion: “The House Always Wins”	5 min	Regarding official forms of gambling, are the odds ever 50:50? Why not? So the industry makes profit. Discuss how the gambling industry is an extremely profitable industry. Ask the class where profit comes from in the gambling industry? Answer: People losing. Explain that this is not by chance. The odds are calculated so that <i>the house always wins</i> .
5	New Knowledge	Dice Game	15 min	See Gambling Education Toolkit (using coins or counters help make the game more visual) Discuss important messages following the game.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

Session 2 of 2: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information gathering	Gambling Brainstorm	10 min	Discuss how the majority of people that gamble, do so safely and without harm; however, a small number of people develop an addiction to gambling. This is known as problem gambling. Ask participants to discuss with their partner a suitable definition for gambling harms or harmful gambling and follow the same process. “Gambling harms are the adverse impacts from gambling on the health and wellbeing of individuals, families, communities and society.”
3	Exploring Existing Attitudes	Risky Behaviour Ladder: Gambling	5 min	Explain that gambling behaviour is more of a scale than simple categorising. Split into groups. Hand-out 5 cards. Ask groups to order 5 cards from least problematic gambling behaviour to most problematic gambling behaviour. Discuss each card starting with the least problematic, asking why it was more problematic than the previous card.
4	New Knowledge	Harmful effects of Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each group writes as many potential harmful effects that gambling may cause as they can in 2 minutes then rotate.
5	Making Choices	Do's and Don'ts	10 min	How to stay safe / reduce harm if someone wanted to gamble. Although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble https://begambleaware.org/safer-gambling/tips-for-gambling-safely/
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit).

Session 1 of 2: Introduction to gambling (1 hour)

	Stage	Activity	Time	Key talking points
1	Introduction	Programme / session info Name Game / Gambling Brainstorm	5 min 5 min	Introduce the session. Get to know the group and give participants the opportunity to express the ideas and associations they have about gambling.
2 - 3	Information Gathering & Exploring Existing Attitudes	Short Bingo Quiz	10 min	Key information about gambling: how much do the young people know already? At the end of the game make sure that any new information is clear to everyone in the group. You could also ask them if there's anything they find surprising or that they would like to add.
4	New Knowledge	Dice Game Events' Odds Game	10 min 5 min	Highlight, through discussion during these activities, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
5	Making choices	Gambling Adverts	10 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts.
6	Consolidation & Ending	Recap discussion & Questions Link to the second session	5 min	Summarise the main learning points to take away from the session. Mention what the next session will be about.

Session 2 of 2: Young people and gambling harms (1 hour)

	Stage	Activity	Time	Key talking points
1	Introduction	General information	5 min	Introduce the session.
		Recap: Stand Up If	5 min	Refresh participants' memory on what was done in the previous session, creating a connection with the topic of this new one.
2 - 3	Information Gathering Exploring Existing Attitudes	Risky Behaviour Ladder	10 min	Introduce the concept of risk: how does the group understand it? What ideas do they have?
4	New Knowledge	Gambling Harms Brainstorm	5 min	Discuss when gambling could become problematic, and what consequences could arise from it.
		Harmful effects of Gambling	10 min	Encourage participants to put themselves into someone else's shoes.
5	Making choices	Do's and Don'ts to Stay Safe or Last Man Standing	5-10 min	How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
		Discussion: Where to find help	5 mins	Do young people know where they could go to for support? (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/)
6	Consolidation & Ending	Gambling Crossword Puzzle	10 min	Summarise the main learning points to take away from the two sessions.
		Recap discussion & Questions	5 min	
		Evaluation	5 min	

Activities and Templates

In this chapter you will find several games and activities that can be used with young people when addressing the topic of gambling and gambling harms. They are characterised by being fun and educational, and they are particularly suitable for group settings.

These interactive and engaging activities will support young people to learn more about this topic, whilst at the same time further developing their problem-solving skills and critical thinking.

Each activity in this chapter comes with a full description and all handouts needed to deliver it, including any answer sheets and suggestions for talking points and further discussions. Please note that all descriptions also include an indication of what stage(s) of a session each activity might suit best. For more details on this, please refer to the Sample Session Plans chapter.

However, each activity description does not include an indication of the level of difficulty (e.g. literacy, numeracy or analytical skills required) or reference to a specific age group. This was reckoned to be best left to the scrutiny of each practitioner's professional judgement in relation to the specific group they are going to use this toolkit with. So please apply appropriate care when selecting activities in order to choose those that best match the skills and abilities of your group of young people.

We encourage practitioners using this toolkit to deviate from the suggested format at any point they feel it would be helpful. Whilst in some cases the activity description itself already offers alternative options for the delivery, practitioners may want to vary - where they judge appropriate – its timings, format or content, e.g. it may be possible to alter the suggested structure or emphasis to help it address a particular need or focus.

We also encourage practitioners to take ideas from the toolkit and fashion them into completely new and different activities, as well as take activities they may have used with other themes and adapt them to the topic of youth gambling and gambling harms. When personalising and adapting these activities, practitioners may find it helpful to also involve young people in generating their own scenarios.

Please note that every effort was made to reference the original sources of these activities to the best of our knowledge, even where such activities have been partially modified to be adapted to the aims of this toolkit. However, some games appear to be common shared knowledge across the youth work sector and in previous Fast Forward practice, with no clear initial source. Where referencing the original author has not been possible, we welcome information from toolkit users who might be able to provide further details.

Learning Objectives

In this page you can find examples of learning objectives you may want to work towards when talking about gambling and gambling harms with young people. You can also find suggested activities to support each of them. However, we recommend that practitioners identify the specific learning objectives of the individuals they work with and adapt these to the specific settings, needs and circumstances.

I understand the meaning of gambling-related vocabulary.

- A-Z of Gambling
- Bingo game
- Definitions' Bingo Game
- The Ultimate Quiz
- Gambling Brainstorm & Name Game
- Gambling Crossword Puzzle

I can discuss and analyse the positive and negative aspects of gambling.

- Agree / Disagree
- Community Map
- Decisional Balance
- Empathy Map
- Gambling Tree
- Gambling Harms Brainstorm
- Ripple Effect
- Risky Behaviour Ladders

I understand the concepts of chance and probability in connection to gambling.

- Coin Game
- Dice Game
- Event's Odds Game
- The Ultimate Quiz

I understand the risks connected to gambling, its consequences and that it can become problematic.

- Empathy Map
- Gambling Tree
- Gambling Quiz
- Gambling Quiz Cards
- Harmful Effects of Gambling
- Ripple Effect
- Risky Behaviour Ladder
- Stand Up If
- Underage Participation
- What Would You Do If...?

I understand the influences of the gambling industry and its adverts.

- Dice Game
- Events' Odds Game
- Gambling Adverts
- Logo Game
- Sunshine On

I understand ways to reduce the risk and harm of gambling if I play.

- Do's and Don'ts
- Decisional Balance
- The Ultimate Quiz
- Last Man Standing
- Stand Up If
- Sunshine On
- Risky Behaviour Ladders

A-Z of Gambling

This activity, developed around the letters of the alphabet, helps young people share and explore the information and opinions they have about gambling, while learning some of the terminology related to gambling.

Lesson Plan Stage: Information gathering.

Time: 10 min

Resources: flip-chart, felt-tip pens.

Method:

1. Write down on some flip-chart sheets the letters of the alphabet.
2. Ask the group to write down next to each letter any word related to gambling they can think of.
3. Once they have finished, help them to discuss what they have written and clarify any terminology they haven't met before. This should give you an overview of their knowledge and thoughts about gambling. Encourage them to say what they think of gambling - some may be keener than others who, perhaps, think it's rather a waste of money. Be ready to introduce terms they haven't thought of, and that you judge relevant to their needs and stage of understanding, explaining each.

Alternative options:

With bigger groups, you can split participants in 3 teams, with a flip-chart paper each (A-H; I-O; P-Z) and with 1 felt-tip pen each (3 different colours). Rotate the flip-charts every 3 minutes, so that all the groups have a chance to add their ideas on the whole alphabet. At the end, the different colours on the flip-chart should let you identify which team wrote what: this might be helpful if you are focusing the discussion on their views and opinions of gambling.

Agree / Disagree³²

This activity encourages discussion and creates an opportunity to look at different opinions and attitudes towards gambling and gambling harms, supporting young people will develop critical thinking skills.

Lesson Plan Stage: Exploring attitudes; Making choices & problem solving.

Time: 15-20 min

Resources: statements, agree / disagree signs.

Method:

1. Put the signs on opposite walls in the room.
2. Read the first statement, and ask participants to move to the sign that represents their opinion, or alternatively to stay in between the two if they are unsure.
3. Ask some of the participants to explain the reasons for which they agree or disagree with the statement, facilitating a discussion between the two sides. If appropriate (e.g. when all participants appear to be of the same opinion) challenge them by being 'the devil's advocate' and supporting them in thinking outside the box and in other people's shoes.
4. Repeat with another statement.

Alternative options:

You could make this more fun by gluing the statements around an inflatable ball and asking the group to pass it around.

Before starting the game, you could also split the group into teams and ask them to generate statements they would like explored.

You could also get the young people to generate their own statements before beginning the activity.

³² Activity created by the Addiction Recovery Agency (ARA), based in Bristol.
Fast Forward www.fastforward.org.uk/gamblingtoolkit

Materials

Please create your own statements, based on the characteristics of the group and on the specific focus you may wish to have in this activity. Examples could be:

"Gambling is a kind of entertainment"

"Some people are naturally luckier than others"

"People have to gamble for years to get addicted"

"You are more likely to win the lottery by thinking positively"

"Borrowing money to gamble with is okay"

"Gambling is a waste of time and money"

"You have to lose a lot of money to experience a problem with your gambling"

"Gambling is a quick way of making lots of money if you know what you're doing."

"Gambling on a 'free' internet site is harmless because no money is used"

"People gamble to escape from their problems"

"If I buy a lottery ticket, the best place to buy it is a place that has sold few previous winning tickets"

"Having a positive attitude increases your likelihood of winning money at bingo"

"People who win the lottery are happy for the rest of their lives."

"I lost £60 gambling during the weekend: I should try again next weekend to win that money back"

"Going to the bingo weekly is a bit of harmless fun."

"Teenagers should be allowed into the bookies to bet."

Bingo Game

This activity is a good icebreaker to help participants to get to know others in the groups and talk to each other while learning some facts and information about gambling.

Lesson Plan Stage: Information gathering.

Time: 10-15 min

Resources: handouts, pens.

Method:

1. Give out a handout to each participant.
2. Explain the game, as described also on the handout. Remind them that they can use each name only twice and their own only once, first to finish shouts Bingo!
3. People mingle to ask the questions on the handouts to other people in the group, writing down for each only the name of who knows the answer (not the answer itself).
4. Sit down and discuss the answers all together.

Alternative options:

You could change and adapt the questions in the handout.

BINGO

Find someone who knows the answers!

- Write down the name of the person in the box (not their answer!)
- REMEMBER - You can only use each name twice, and yours only once!
- Shout **BINGO!** When you've filled them all in!

<p>What is the minimum legal age for buying a lottery ticket?</p>	<p>What is a risk associated with gambling?</p>	<p>What word is used to describe the probability, expressed as a ratio (e.g. "10-to-1")?</p>
<p>Can you name three bookies?</p>	<p>What is the minimum legal age for going to a casino?</p>	<p>What is the gambling game more common amongst women than men?</p>
<p>How much money is spent in the UK on gambling every week?</p>	<p>Do you like ceilidh and Scottish country dancing?</p>	<p>Where could you go for help if you were concerned about your gambling or about a relative's or friends' gambling behaviour?</p>
<p>How many clocks are there in total in Las Vegas gambling casinos?</p>	<p>What strategy could you use to increase your chances to win at the roulette?</p>	<p>How much does a lottery ticket cost?</p>

Bingo Game - Practitioner's Answer Sheet

Find someone who knows the answers!

- Write down the name of the person in the box (not their answer!)
- REMEMBER - You can only use each name twice, and yours only once!
- Shout **BINGO!** When you've filled them all in!

<p>What is the minimum legal age for buying a lottery ticket?</p> <p style="text-align: center;"><i>16</i></p>	<p>What is a risk associated with gambling?</p> <p style="text-align: center;"><i>e.g. Relationship and family breakdown, debts, anxiety, anti-social behaviours</i></p>	<p>What word is used to describe the probability, expressed as a ratio (e.g. "10-to-1")?</p> <p style="text-align: center;"><i>Odds</i></p>
<p>Can you name three bookies?</p> <p style="text-align: center;"><i>e.g. Paddy Power, Coral, Ladbrokes, Betfred, William Hill</i></p>	<p>What is the minimum legal age for going to a casino?</p> <p style="text-align: center;"><i>18</i></p>	<p>What is the gambling game more common amongst women than men?</p> <p style="text-align: center;"><i>Bingo</i></p>
<p>How much money is spent in the UK on gambling every week?</p> <p style="text-align: center;"><i>Over £1 billion</i></p>	<p>Do you like ceilidh and Scottish country dancing?</p> <p style="text-align: center;"><i>:)</i></p>	<p>Where could you go for help if you were concerned about your gambling or about a relative's or friends' gambling behaviour?</p> <p style="text-align: center;"><i>Guidance teachers, GPs, websites and helpline listed on the 'Support Available' chapter.</i></p>
<p>How many clocks are there in total in Las Vegas gambling casinos?</p> <p style="text-align: center;"><i>Zero</i></p>	<p>What strategy could you use to increase your chances to win at the roulette?</p> <p style="text-align: center;"><i>No strategy will help you to win!</i></p>	<p>How much does a lottery ticket cost?</p> <p style="text-align: center;"><i>£2</i></p>

Coin Game

This activity supports young people learn the meaning of odds, chance and probability so to enable them to develop a better understanding of probability through a visual and practical example.

Lesson Plan Stage: Information gathering; Passing on information: new knowledge.

Time: 5-10 min

Resources: a coin, flip-chart, a felt-tip pen.

Method:

1. Take a coin and show it to the group.
2. Ask: what are the chances of getting heads? And tails? Ans: 50%
3. Then ask: so what are the odds? Ans: 1:2 (just a different way of writing 50%)
4. If I toss the coin 3 times only, could I get 3 heads in a row? Ans: Yes.
5. If I toss the coin 300 times, could I get 300 heads in a row? Ans: Almost certainly no (e.g. flipping 12 heads in a row has 1:4,096 odds, so 300 heads in a row is extremely unlikely!)
6. So, if I toss the coin 300 times, what will my results be, most likely? Ans: 50% heads and 50% tails, so about 150 heads and 150 tails.
7. Highlight that on the short term (e.g. flipping the coin 3 times only) we could get a result that does not show the odds behind the game, but the more we play the more the results will actually show the odds of the game. In other words, the more time we flip the coin the more the overall results will be 50% heads and 50% tails, as the odds for every coin are 1:2. In math this is called the 'law of averages'.
8. Explain that this applies to all gambling games in casinos, bookmaker shops, lotteries, bingos etc.
 - Do such places do have fair games? No! Their games never give the player 50% (or higher) chances of winning. Why? Because the gambling industry is a business, so to keep running it needs an income, and the income comes from people who play and lose their money.
 - It is in the interest of the gambling business to make the player have more losses than wins. This is ensured by creating games with odds that make players more likely to lose. So, gambling businesses always have an advantage against players, and this advantage is called 'the house edge'.
 - In other words, gambling games give the player only between the 25% and 49% chances of winning, which means that gamblers have between 51% and 75% chances of losing!
 - As for the coin, when playing on a gambling game I could win at the beginning (e.g. in the short term), but as the odds are against me (the player), then the more I play the more the results will show those odds, so the more I play the more I am going to lose (e.g. it's impossible to win in the long term).
 - This means that on the short term people may experience some winnings, but on the long term they are going to lose and there's nothing they can do to change that.
 - So, as it is not possible to win in the long term, chasing losses is a strategy that never works.

Alternative options:

Between steps 6 and 7: to make this concept more visual, pass the coin around the group and ask each participant to toss it once or twice (or more if it's a small group, ideally you want the coin to be tossed approximately 30 times in total):

- take a note on the flip-chart of how many heads and tails participants get, and of their order;
- count the results: it should show that at times they got a few heads or a few tails in a row, but overall the totality of the results should have a quite even split of heads and tails - the results are showing the 1:2 odds of the coin game, 50% heads and 50% tails.

Additional notes:

Please remember that the house edge and the impossibility of winning in the long term are present in all games where there is a house (e.g. in casinos, bookmaker shops, lotteries, bingos etc). Only in games of skills (e.g. at the pool table) the player could have a real chance of winning.

Community Map

This activity will encourage participants to discuss the presence and availability of gambling opportunities in their local community, supporting young people will develop their critical thinking.

Lesson Plan Stage: Exploring attitudes.

Time: 10-15 min

Resources: flip-chart, felt-tip pens.

Method:

1. Ask the group to draw the map of the town/neighbourhood where they live, with the main streets and the places they go to most often (e.g. schools, parks, leisure centres, their homes).
2. Then ask them to locate on that map the places where someone could gamble: bookmakers, casinos, bingo halls, shops selling scratch cards and lottery tickets.
3. You may also want to consider asking the group to identify pubs and cash points nearby.
4. Look together at the completed map they have created: discuss how they think the number and location of gambling opportunities may influence people's gambling behaviour, and how it might also be affected by other factors such as the presence of cashpoints and pubs.

Consequences of Gambling

This activity challenges young people to explore a number of potential negative consequences that gambling could lead to, supporting them in gaining a better awareness of how gambling harms affect people's health and well-being.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 15-20 min

Resources: big sheets of paper, pens, handouts of scenarios.

Method:

1. Divide the group in small teams.
2. Give each team a paper with the outline of a body and ask them to brainstorm and write down how gambling could negatively impact people's lives³³, both on the short and long term. To do so, encourage them to think about the effects on each of these different areas:
 - emotions and relationships;
 - physical and mental health;
 - achievements at school and work;
 - police records and travelling opportunities;
 - financial situation.
3. After they have discussed their initial thoughts, you could give them some short scenarios to help them brainstorm some more ideas. Encourage participants to think outside the box, beyond just "they'll lose their money and be sad".
4. Ask the teams to share their thoughts and ideas with the whole group and discuss all together.
5. Consider asking the group(s) to imagine what might happen next in those scenarios, leading to a range of possible conclusions, some positive, others less so, for each. Questions for discussion might include: How might the principal character(s) feel at each point? What might help them manage the situation more competently? etc.
6. Highlight the key points of the discussion, and how experiencing a problem with gambling is linked to other issues and risk-taking behaviours (e.g. from short-term stress to long-term relationship problems and even suicide).

Alternative options:

Instead of giving the same scenarios to all the teams, you could give different scenarios to each one of them.

In some cases it may be beneficial to get the young people to generate their own scenarios.

It may be useful to combine this activity with the Gambling Harms Brainstorm game.

At the end of this activity you could facilitate a discussion on where young people could go for help and support.

³³ Practitioners might find it helpful to read this document: <https://www.gamblingcommission.gov.uk/PDF/Measuring-gambling-related-harms.pdf>

Richard, 15 years old, used his parents' card details to gamble online every time he feels bored. Now he is gambling 3-4 times a week, on his laptop and smartphone.

Julie, who is 17 and going to college, has a weekend job. She uses part of her wage to daily buy scratch cards.

Some friends are playing cards for money. Jay, who is 16 years old, would like to join in but he is broke. He decides to borrow £5 from one of the players hoping to win more.

Simon, who is 14 years old, constantly challenges his friends at the local youth club to Winner Takes All at the pool table.

Laura is 15 years old and every week she spends her pocket money and her lunch money on gambling. She lies about it when a relative asks her where all her money has gone.

Decisional Balance³⁴

This activity, suited mostly for 1-to-1 work with those starting experiencing issues with their gambling behaviour, can support young people discuss the advantages and disadvantages of gambling and not gambling. It also supports them develop better awareness and decision-making skills regarding reducing their own gambling.

Lesson Plan Stage: Making choices & problem solving.

Time: 10-15 min

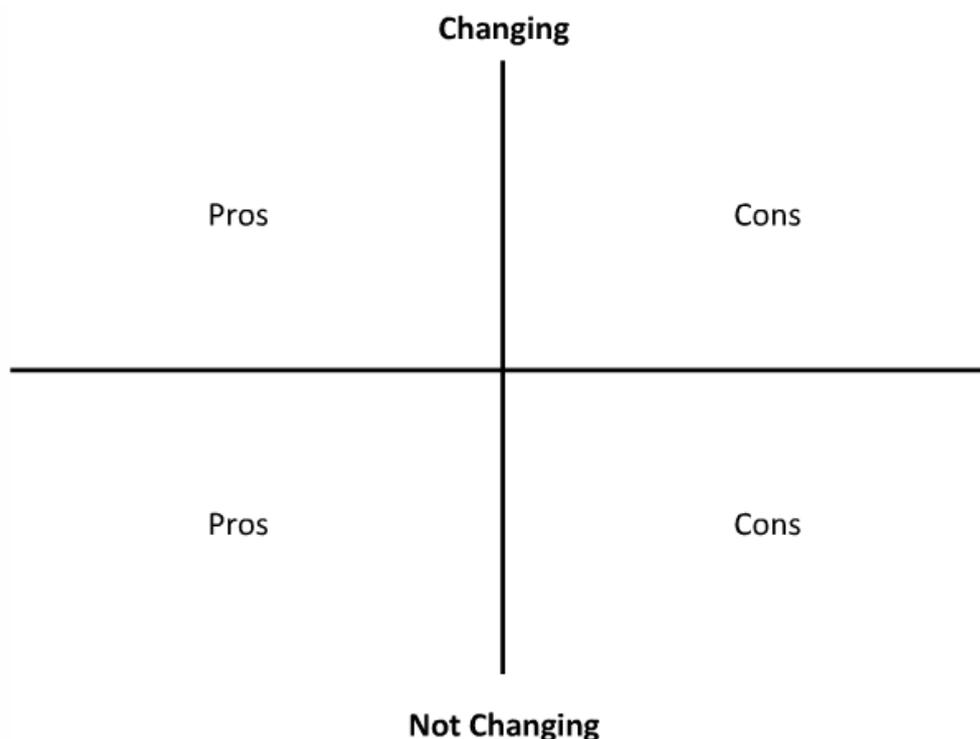
Resources: handout, a pen.

Method:

1. Please note that this activity is best suited to be used with young people who have already started gambling in a potentially problematic manner.
2. Using the graphic below as a visual aid, ask participants to write on the bottom half the pros and cons of not changing their current gambling habits: what could happen if they were to maintain the same behaviour? How would it affect them and others around them?
3. On the top half, ask participants to write down the pros and cons of decreasing their gambling: what could change? And in what way?
4. Discuss what they have written: they should come to see that there are more advantages and less disadvantages in decreasing their gambling habit than not, and that there are more disadvantages and less advantages in keeping gambling as much as they are currently doing.
5. You could then continue with a discussion on possible action points to make such changes happen.

Alternative options:

This game can be done individually, or if appropriate in pairs or in small groups.



³⁴ Activity created by RCA Trust, based in Paisley.

Definitions' Bingo Game

This activity helps young people collaboratively learn some terminology, facts and information related to gambling, including better understanding of concepts that could otherwise be challenging e.g. house edge, chasing losses.

Lesson Plan Stage: Information gathering.

Time: 10 min

Resources: Definitions' Bingo Game handouts, pens, practitioner's answer sheet.

Method:

1. Distribute the handouts.
2. Explain the game using the example on the handout, and that participants have to shout "bingo!" as soon as they have completed the game (first to do so will be the winner).
3. Once completed, go through the game with the entire group and check the correct answers.
4. Highlight some of the key information, and if necessary give some additional clarification. For example, you may want to bring the group's attention to the following:
 - the minimum legal ages for gambling;
 - it is possible to gamble with anything that has some value, not just money, and it's never possible to predict the outcome of a gambling game (not even in games of skill);
 - the similarities and differences between 'odds' and 'chances' (both express the likelihood of an event, but the first shows it as a ratio whilst the second as a percentage);
 - the meaning of 'chasing losses';
 - the meaning and implications of 'the house edge'.

Alternative options:

This game can be done individually, in pairs or in small groups.

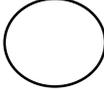
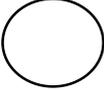
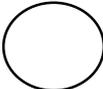
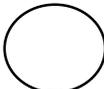
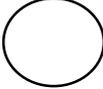
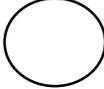
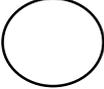
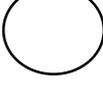
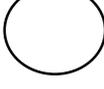
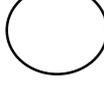
You could write all the definitions and key words on individual strips of paper. Place the key words around the room, then give 1 definition to each person (or to each pair of people) and ask them to move around the room searching for the corresponding word. Then proceed from step 3.

DEFINITIONS BINGO GAME

Match each definition with the correct word (as in the example number 1).

Say "Bingo!" once you have matched them all.

1	<i>Example: To play a game of chance for money or property.</i>
2	Age at which young people are allowed to buy a lottery ticket.
3	The person who distributes card in a game.
4	Legal minimum age in UK for betting on gaming machines.
5	Trying to win back money you've already lost by gambling more.
6	Main or biggest prize in a game or contest.
7	A possibility or probability of anything happening; likelihood.
8	The money or property risked in a bet.
9	The probability, expressed as a ratio (e.g. "10-to-1"), that a certain event will take place.
10	The casino or gambling machine will always win more often than the person who is gambling.
11	The outcome / competitor considered most likely to win.
12	Someone who accepts and pays off bets e.g. horse racing.

GAMBLING 	JACKPOT 	BOOKMAKER 
ODDS 	SIXTEEN 	HOUSE EDGE 
DEALER 	STAKE 	CHANCE 
CHASING LOSSES 	FAVOURITE 	EIGHTEEN 

Materials - Practitioner's Answer Sheet - Definitions' Bingo Game

Match each definition with the correct word (as in the example number 1).

Say "Bingo!" once you have matched them all.

1	Example: To play a game of chance for money or property.	Gambling
2	Age at which young people are allowed to buy a lottery ticket.	16
3	The person who distributes card in a game.	Dealer
4	Legal minimum age in UK for betting on gaming machines.	18
5	Trying to win back money you've already lost by gambling more.	Chasing losses
6	Main or biggest prize in a game or contest.	Jackpot
7	A possibility or probability of anything happening; likelihood.	Chance
8	The money or property risked in a bet.	Stake
9	The probability, expressed as a ratio (e.g. "10-to-1"), that a certain event will take place.	Odds
10	The casino or gambling machine will always win more often than the person who is gambling.	House Edge
11	The outcome / competitor considered most likely to win.	Favourite
12	Someone who accepts and pays off bets e.g. horse racing.	Bookmaker

GAMBLING 1	JACKPOT 6	BOOKMAKER 12
ODDS 9	SIXTEEN 2	HOUSE EDGE 10
DEALER 3	STAKE 8	CHANCE 7
CHASING LOSSES 5	FAVOURITE 11	EIGHTEEN 4

Dice Game³⁵

This activity recreates a gambling experience, allowing young people to explore the feelings and perceptions around gambling wins and losses. It also provides a practical example for participants to understand the meaning and implications of concepts such as the house edge and chasing losses, and to learn how probability affects one's chances of winning and losing.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 15-20 min

Resources: betting slips, pens, a dice, flip-chart, a felt-tip pen.

Method:

1. Distribute a betting slip to each participant.
2. Tell participants that you are going to play a dice game to see what really happens when we gamble against the house e.g. the gambling business behind the gambling game (make sure they have an understanding of the concept of 'house edge', e.g. by doing first the Definitions Bingo Game).
3. Explain the rules of the game:
 - In order to play, each person pays a 'virtual' £1 for every guess they will make in the game, so each participant has to pay £10 for the entire 10 guesses betting slip.
 - The casino (yourself in this game) will "pay back" £3 for each correct guess.
4. Participants now have to guess a number from 1 to 6 for each roll, and write their guesses on the *Guess* column of the betting slip. Allow them to fill out the entire guess column before the game starts.
5. Before starting rolling the dice, tell them that – as a rule of the game – every time they get a correct guess they have to shout out loud something like "Yeah!", whilst they have to stay silent every time they have a wrong guess.
6. Roll the dice 10 times in total. After each roll, participants record what the actual result was in the *Result* column. Play the game once through according to the rules.
7. After 10 rolls, ask participants:
 - To write in £3 in the *Won* column for each time they guessed correctly.
 - To add up their winnings.
8. Ask how many participants had 0 correct guesses, take a note on the flip-chart and remind them that they won nothing. Then ask how many had only 1 correct guess, again make a note on the flip-chart and write down how much they won individually (e.g. 1 correct guess – 3 people – won £3 each). Repeat the process asking how many participants had 2, 3, 4 ... 10 correct guesses (e.g. 3 correct guesses – 4 people – won £9 each).
9. Look at the figures now on the flip-chart and highlight that it looks like the majority of the group has actually won some money. Ask participants what they think people do after winning some money. Ans: usually they spend it immediately gambling again, because of the excitement etc.

³⁵ Activity from 'Stack Deck: a programme to prevent problem gambling' by R. Williams, R. Wood (Hazelden 2012).

10. Ask participants to remember how much they paid at the beginning to participate in the game (£10 each) and to subtract that amount from the sum they thought they had won. Again, take a note on the flip-chart adding the new information to what you wrote during stage 8 (e.g. 2 correct guesses – 3 people – won £6 each – actually lost £4 each).
11. Look at the new figures on the flip-chart: comparing how much participants spent to gamble and how much they won back, now it looks like the majority of the group has actually lost money. Highlight this by making the young people reflect on what those numbers mean. E.g. you could ask:
 - How many people actually lost money?
 - How many people won money?
 - Did you initially think you could win back those initial £10?
 - How many people won something but actually lost money anyway, given the initial £10 fee?
 - What did it feel like to win?
12. Ask the group who the real winner is. Ans: It's yourself (the activity leader), as you were the house managing the game (if you want, you can also calculate your profit for this game).
13. Ask participants to think about any casino / bookmaker shop they might have seen (in real life or movies):
 - What kind of lights and sounds do those places have? (Ans: Happy sounds, for winnings only! No natural light, no windows so that people lose track of time and keep gambling.)
 - What expectations do such kind of settings create? (Ans: People feel like other gamblers are winning, so they tend to think they can win as well.)
14. Explain that, in this dice game as in real gambling games, even though players think they hear constant sounds of other people winning, only the house is really making money. Gambling games don't usually have any sound for losing. Similarly, during this dice game there were loads of people saying "yeah" when they had a correct guess giving the impression most people were able to win, whilst it turned out to be the contrary!
15. Ask participants whether, when choosing their numbers, they used any strategies or looked out for any pattern to predict what the winning numbers would be, and discuss their ideas. Then explain that:
 - The odds were 1:6 for each number, each time, regardless of the outcome of previous rolls.
 - There are no strategies that a person can use to be sure of winning, because the odds are against the player and/or the pay-back for wins is low.

Alternative options:

For a shorter version, you can do this game for a total of 6 rolls instead of 10. If so, participants will virtually pay a total of £6 each to take part in the game and the pay-out will be of £2 for each correct bet.

Materials – Dice game betting slips

Long version

Roll	Guess	Result	Won (£3 for each correct guess)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
			Total won £

Short version

Roll	Guess	Result	Won (£2 for each correct guess)
1			
2			
3			
4			
5			
6			
			Total won £

Do's and Don'ts³⁶

This activity supports young people to develop better awareness of how they can stay safe (i.e. minimising risk and harm) if they decide to gamble.

Lesson Plan Stage: Making choices & problem solving.

Time: 10-15 min

Resources: Traffic light handout, set of cards.

Method:

1. Divide the group into teams.
2. Give each group a set of statements and the picture of the traffic lights.
3. Highlight that this is not to stop someone from gambling, but to look at simple ways to reduce the harm and stay safe (i.e. minimising risk and harm) if deciding to still engage in gambling activities.
4. Ask each group to divide the cards between the green light ("Do's"), the red light ("Don'ts") and the amber light ("maybe/unsure").
5. Compare the answers and discuss strategies that young people could use for good decision-making.

Alternative options:

You could do this as a whole-group activity, giving one card to each participant and placing 3 circles (a red, an amber and a green one) on the floor. Then ask each participant to move to the circle according to what they think of the advice on their card. Proceed from step 3.

³⁶ Activity created by the Addiction Recovery Agency (ARA), based in Bristol.
Fast Forward www.fastforward.org.uk/gamblingtoolkit

<p>"Setting a money limit and sticking to it."</p>	<p>"Borrowing money to gamble."</p>
<p>"Setting a time limit and sticking to it."</p>	<p>"Expecting to lose and treating any winnings as a bonus."</p>
<p>"Considering any losses the cost of playing."</p>	<p>"Gambling as a way to cope with bad feelings."</p>
<p>"Having other hobbies and interests."</p>	<p>"Trying to win back lost money."</p>

<p>"Keeping playing until you get lucky."</p>	<p>"Telling the truth about your gambling."</p>
<p>"Making it a rule not to gamble on credit."</p>	<p>"Drinking plenty of alcohol when you are gambling to stay relaxed."</p>
<p>"Understanding the game."</p>	<p>"Believing you will win."</p>
<p>"Only using cash."</p>	<p>"Becoming educated about the warning signs of gambling harms."</p>

<p>"Gambling for as long as you can without a break."</p>	<p>"Watching out for slot machines that are about to pay out."</p>
<p>"Not gambling alone."</p>	<p>"Keeping a balance in your life."</p>
<p>"Paying attention to your winning and losing streaks."</p>	<p>"Practicing gambling strategies on free websites."</p>
<p>"Gambling if you are feeling angry, upset or lonely."</p>	

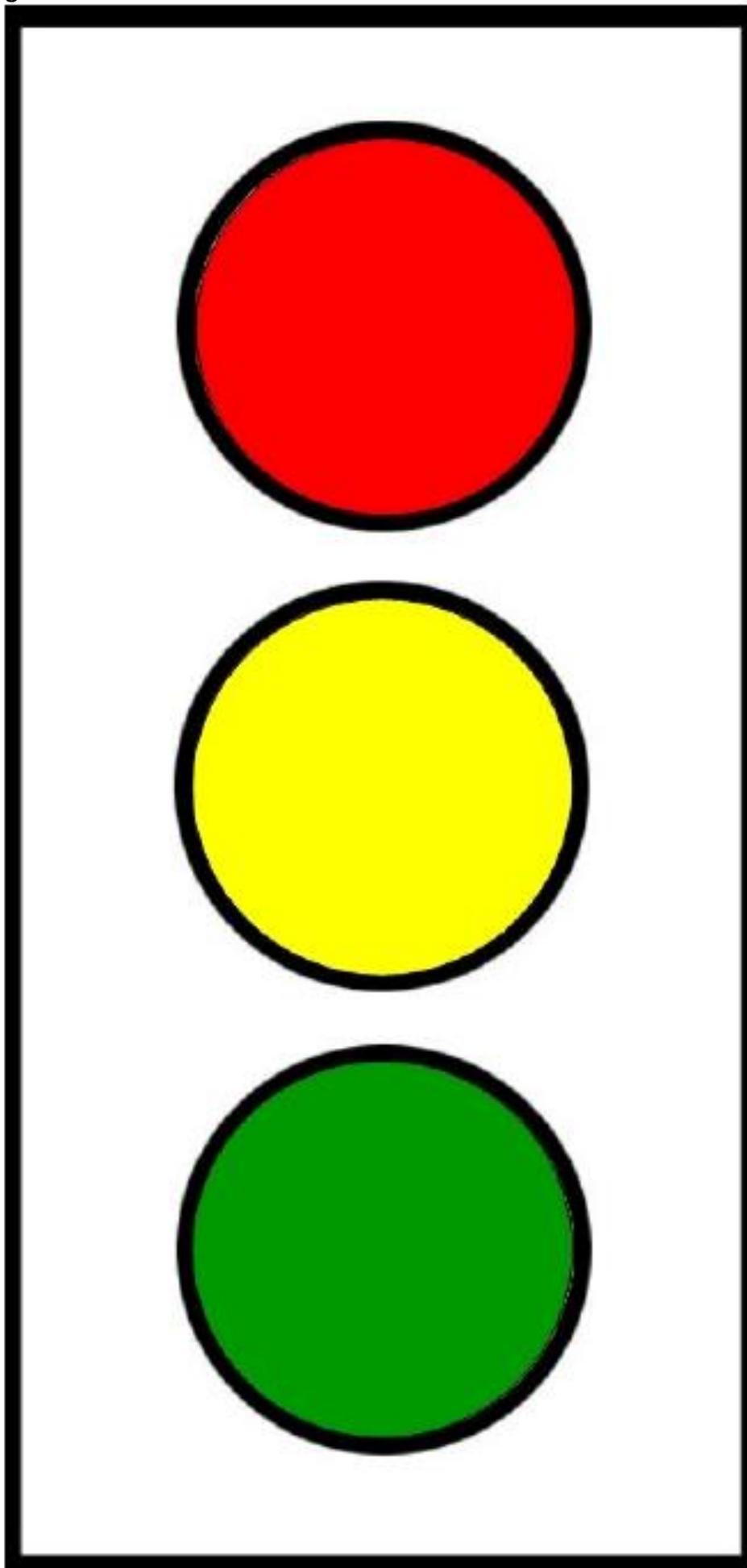
Materials – Practitioner’s notes

Just a few suggestions you could take into account when discussing the cards:

- *"Setting a money limit and sticking to it."* – Green: being able to stick to the set money limits is essential.
- *"Setting a time limit and sticking to it."* – Green: being able to stick to the set time limits is essential.
- *"Becoming educated about the warning signs of gambling harms."* – Green: it would be helpful to realise when someone may need to ask for help and support.
- *"Expecting to lose and treating any winnings as a bonus."* – Green: remember you're more likely to lose than winning if you're playing against a house (e.g. gambling business behind lottery tickets, bookmaker shops, casinos). Also, when paying money to gamble, it is best to see such money as the cost of playing, not as an investment to get back by winning more.
- *"Considering any losses the cost of playing."* – Green: when paying money to gamble, it is best to see such money as the cost of playing, not as an investment to get back by winning more. In other words, people shouldn't expect to win back the money they spend to gamble in the same way they wouldn't expect to get back the cost of a cinema ticket if they didn't like the movie!
- *"Having other hobbies and interests."* – Green: gambling can be isolating, so it's important to maintain other positive social activities.
- *"Telling the truth about your gambling."* – Green: lying about your gambling is a sign of experiencing a problem with your gambling, it's important to tell trusted others if your gambling behaviour is causing you concerns or other issues.
- *"Only using cash."* – Green: this is definitely better than using cards, as once the cash is gone the player cannot play more, so it helps with sticking to limits.
- *"Keeping a balance in your life."* – Green: gambling can be isolating, so it's important to maintain other positive social activities.
- *"Not gambling alone."* – Amber: gambling with someone you trust could help you take a break or know when to stop, however it could be negative to gamble with people who'll encourage you to gamble more.
- *"Understanding the Game."* – Amber: this is OK if read as understanding that gambling games are built to ensure that players lose more often than winning (because of the house edge). However, it is not OK if people interpret this as understanding the rules of the game in order to become more likely to win (e.g. trying to understand when a fruit machine is "due to pay out").
- *"Paying attention to your winning and losing streaks."* – Amber: it's OK if used to realise that actually the money lost is way more than what has been won back, however this is not OK if it is used to calculate how soon you are "due to win again".
- *"Borrowing money to gamble."* – Red: it's best not to gamble if you cannot afford it, and gamble only with money one can afford to lose. Moreover, given that losing is more likely than winning, the gambler would be at risk of finding themselves struggling to pay back the borrowed money.
- *"Gambling as a way to cope with bad feelings."* – Red: those feelings could actually exacerbate one's gambling behaviour and make it harder to stop. You could discuss healthier ways to deal with negative feelings.
- *"Trying to win back lost money."* – Red: chasing losses is not an effective strategy, as actually the more you play the more likely you are to lose, as the odds of gambling games are usually set against the player. It's best to stop playing when you can still cope with the amount of money you lost.

- *"Keeping playing until you get lucky."* – Red: similarly to chasing your losses, relying on luck is not an effective strategy, as the more you play the more likely you are to lose, because the odds of gambling games are usually set against the player. It's best to stop playing when you can still cope with the amount of money you lost.
- *"Drinking plenty of alcohol when you are gambling to stay relaxed."* – Red: you could link to this a short discussion about the effects alcohol has on people's decision making and risk taking behaviours.
- *"Believing you will win."* – Red: everyone hopes to win, however it is best to approach any gambling game understanding that the player is more likely to lose (because of the house edge).
- *"Gambling for as long as you can without a break."* – Red: it's very important to take breaks.
- *"Watching out for slot machines that are about to pay out."* – Red: it is actually not possible to predict this based on previous outcomes.
- *"Practicing gambling strategies on free websites."* – Red: free gambling websites present games where odds are in favour of the player, so they give a false perception of "being good at gambling".
- *"Gambling if you are feeling angry, upset or lonely."* – Red: those feelings could actually exacerbate one's gambling behaviour and make it harder to stop. You could discuss healthier ways to deal with negative feelings.

Materials – Traffic light model



Empathy Map³⁷

This activity further develops the capacity of young people to put themselves in other people shoes and understand the point of view and experience of a young gambler. This also creates an opportunity to discuss some of the factors that might influence a young person's gambling behaviour.

Lesson Plan Stage: Exploring attitudes; Passing on information: new knowledge.

Time: 15-30 min

Resources: flip-chart, case scenarios, felt-tip pens.

Method:

1. Divide the group into small teams (suggested 2 or 3 teams).
2. Give each team one empathy map titled "Young people & Gambling: the Empathy Map".
3. Explain they will receive a scenario of a young gambler (true story) and they will have to brainstorm and write down what they think his/her experience is with regard to these 6 categories:
 - Hearing: what is it (e.g. messages, comments etc.) that this young person could be hearing from family members, friends, social media that influence them?
 - Thinking: what are their opinions, thoughts and priorities?
 - Seeing: what kind of problems and barriers, and what offers and opportunities does this person see around?
 - Saying: what are their attitudes? Is there any difference between what they think and what they say when with family or friends?
 - Doing: what is their behaviour like? Is there any difference between what they think and what they do when with family or friends?
 - Feeling: what are their aspirations, hopes and worries?
4. Hand out a copy of one short case study to each team.
5. Ask participants to read it and to put themselves into that person's shoes, writing down their ideas and thoughts. Set a time to do this.
6. Each team discusses and brainstorms the experience of the young person in their case study.
7. Whole-group feedback and discussion: what are the similarities amongst those different case studies? How does this inform their understanding of what influences a young person's gambling behaviour?
8. Consider asking the group(s) to imagine what might happen next in those scenarios, leading to a range of possible conclusions, some positive, others less so, for each. Questions for discussion might include: How might the principal character(s) feel at each point? What might help them manage the situation more competently? etc.
9. If you wish, you can then use the full versions of the case scenarios to discuss further how gambling affected those young people's lives as they grew up.

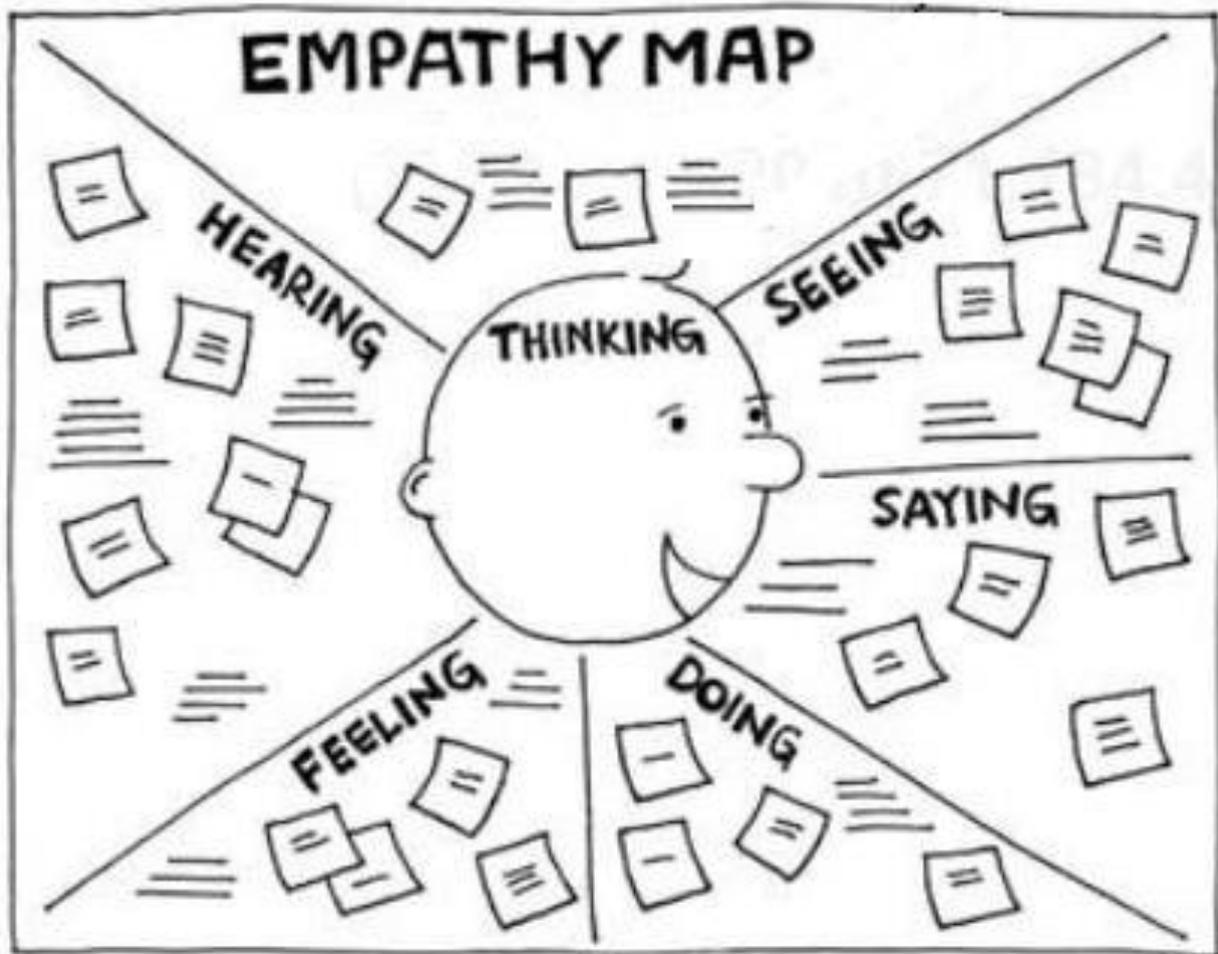
³⁷ Activity from 'Game Storming' by D. Gray, S. Brown, J. Macanuso (O'Reilly Media Inc. 2005).

Alternative options:

In some cases it may be beneficial to get the young people to generate their own scenarios. You could also lead a discussion on a case study/scenario without using the empathy map.

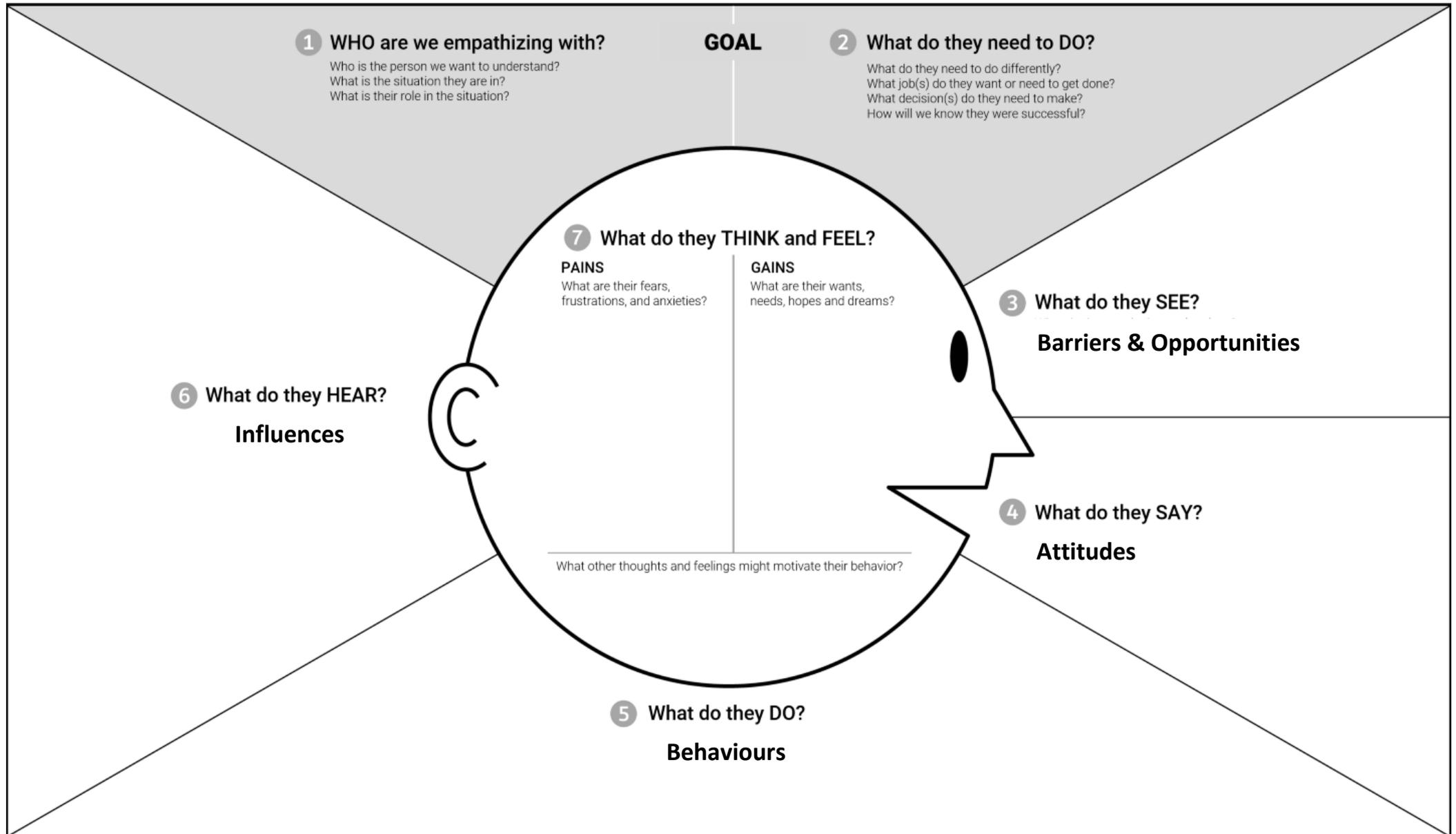
Materials

You can create your own Empathy Map on a flip chart, by drawing (as illustrated below) a face in the middle and then divide the area around it in 6 parts. Add the respective headings (Hearing, Thinking, Seeing, Saying, Doing, Feeling).



Alternatively, please print the image on the next page

Empathy Map



Case Study 1 – Paul

Paul is a 22 year old male from the Glasgow area. He is unemployed at present. He started gambling when he was 14. He was introduced to it by his grandmother, who would allow him to pick horses with her on a Saturday. He would get to keep any winnings.

Paul lived with his mother and step-father. He is an only child. Paul always looked older than he really was, so when he turned 16 he was able to gain access to the local Bookmakers, who were only 5 minutes’ walk from where he lived. Paul would go in after school and at the weekend. He would use any money that he had to gamble.

Case Study 2 – Julie

Julie is a 20 year old female, who is employed and lives at home with her family. She has 2 younger siblings. She left school to attend college where she obtained an HND in Travel and Tourism. She started gambling when she was 18 years of age on the lottery. She stated that up until this time she had no interest in gambling.

She had a limited social life due to work commitments. She would go to the bingo with her mother twice a month where she would spend around £20 per evening; she would occasionally play the fruit machines and did win some money from them.

Case Study 3 – Jason

At the age of seven Jason’s parents went through a nasty divorce and soon after his mother married a violent, domineering man. Jason received regular beatings and was routinely punished.

His only respite was occasional visits to his paternal grandmother where they all enjoyed watching horseracing. One Saturday Jason’s grandfather put a bet on the Grand National for him; the horse won and the memory of winning was one of the fondest of his childhood. Jason spent years of his childhood with his violent, jealous stepfather and became increasingly anxious for his mother’s attention.

³⁸ These case studies come from RCA Trust and GamCare. For more examples please consult the GamCare website at: <http://www.gamcare.org.uk/support-and-counselling/people-weve-helped>

Case Study – Paul

Paul is a 22 year old male from the Glasgow area. He is unemployed at present. He started gambling when he was 14. He was introduced to it by his grandmother, who would allow him to pick horses with her on a Saturday. He would get to keep any winnings.

Paul lived with his mother and step-father. He is an only child. Paul always looked older than he really was, so when he turned 16 he was able to gain access to the local Bookmakers, who were only 5 minutes’ walk from where he lived. Paul would go in after school and at the weekend. He would use any money that he had to gamble. The consequences of his gambling at this time were mood swings, becoming isolated, and truancy from school and when he did attend he was disruptive. Different strategies were implemented to support Paul and his family, however, gambling was never considered.

Paul’s gambling got worse as he moved in young adulthood. He would regularly spend all his benefit money in the bookies on fixed odds betting terminals. He would borrow money from friends and family. He regularly pawned his games console and television. Paul won a lot of money, around £600 but gambled it all back, as he was chasing the bigger win.

Paul took money from his grandmother. This was only £40 and if he had won he was going to put the money back. He lost it. His family found out and he was asked to leave and not come back. He was made homeless. Paul is currently getting help for his gambling issues. He has not gambled for over 5 months. However, he remains estranged from his family.

Case Study 2 – Julie

Julie is a 20 year old female, who is employed and lives at home with her family. She has 2 younger siblings. She left school to attend college where she obtained an HND in Travel and Tourism. She started gambling when she was 18 years of age on the lottery. She stated that up until this time she had no interest in gambling.

She had a limited social life due to work commitments. She would go to the bingo with her mother twice a month where she would spend around £20 per evening; she would occasionally play the fruit machines and did win some money from them. When she did win, she felt great and the buzz was brilliant. She never thought that she would develop a problem with gambling.

Julie felt comfortable in the bingo hall, she began to know people to talk to and they would take an interest in her life. If her mother was not going Julie started to go alone. She would go twice a week. She continued to win a little, but lost more. However, this was all very manageable.

In late 2013, Julie lost all her monthly wages gambling on online slots. She had done this before and had promised to her parents that she would not do this again. In her distress she had accessed 2 pay day lenders for loans. She gambled some and spent the rest on presents for Christmas. After missing 2 payments to the loan company she told her parents who had to bail her out for £2,000. She continued to gamble all during this time. While having good support from her family they do not trust her. She has missed days from work due to anxiety. She feels that she does not have a gambling problem. This all happened in 18 months. Julie reckons she has lost around £10,000.

³⁹ These case studies come from RCA Trust and GamCare. For more examples please consult the GamCare website at:

<http://www.gamcare.org.uk/support-and-counselling/people-weve-helped>

Fast Forward www.fastforward.org.uk/gamblingtoolkit

Case Study 3 – Jason

At the age of seven Jason's parents went through a nasty divorce and soon after his mother married a violent, domineering man. Jason received regular beatings and was routinely punished. His only respite was occasional visits to his paternal grandmother where they all enjoyed watching horseracing. One Saturday Jason's grandfather put a bet on the Grand National for him; the horse won and the memory of winning was one of the fondest of his childhood.

Jason spent years of his childhood with his violent, jealous stepfather and became increasingly anxious for his mother's attention. It was his gambling that activated a response from her. Jason visited the betting shop several times a day in moments snatched from work. He would back a horse, turn to the FOBT (Fixed Odds Betting Terminal) and 'before he knew it' would have 'fed' £250 into it. Chasing his losses, Jason would dash to the cashpoint for more funds, resulting in further financial loss.

Jason came to GamCare for counselling at the request of his wife who felt their marriage was in jeopardy. A particularly unmotivated client, during his first session Jason described the frenzied nature of his gambling.

Determined to change, after several counselling sessions Jason decided to try not to gamble. At the end of therapy Jason had learned to control his gambling. Most importantly, he described an increasing ability to manage difficult feelings and to tolerate and reflect upon challenging situations without recourse to gambling as a means of avoiding them.

Events' Odds Game⁴⁰

This activity reveals the odds of winning the Lottery and of other events. It gives the opportunity to discuss the differences between the perception and the reality of winning the National Lottery.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 10-15 min

Resources: 1 set of 'events cards', 1 set of 'odds cards' (optional), practitioner's answer sheet.

Method:

1. Provide the group with a set of 'Events cards'.
2. Ask the group to put the cards in order from the most likely event to the least likely event, asking them to consider the likelihood for the UK only.
3. Go through the order they have chosen, asking them to guess what are the odds for each event.
4. Provide feedback by giving the correct odds for each event, so that the young people can rearrange their cards in the correct order (as you do so, you could hand them out the 'odds cards' to be matched to each event, as a visual aid).
5. Encourage discussion of the correct likelihood for each event and how perception might affect one's choices of gambling. Particularly, reflect on the implications of 1:97 chances of winning £30 with a lottery ticket (minimum cash win at the national lottery, when matching 3 main numbers):
 - this is of course much more likely than winning the jackpot (1:45 million);
 - 1:97 means that on an average every 97 tickets there is one winning ticket for £30 (yet it's an average, so sometimes there could be none and in other cases there could be more than one £30 winning ticket);
 - given that 1 lottery ticket costs £2, even if I win £30 once, the reality is that every 97 tickets I will have spent £194 to get £30 back, so I will be still in a loss of £164;
 - on an average, every 97 people who buy 1 lottery ticket each, there will be just 1 person winning £30, yet this winner will usually tell other people about the £30 win, whilst all those who have lost will stay quiet. This may change people's perceptions, who might not realise how much common losing is.

Alternative options:

If it's a big group, you could divide it into teams and use multiple sets of cards.

You could give 1 card to each person and then ask the group to stand up forming a line from the person with the most likely event to the one with the least likely event. Then proceed from step 3.

⁴⁰ Activity created by the Addiction Recovery Agency (ARA), Bristol.
Fast Forward www.fastforward.org.uk/gamblingtoolkit

<p>Rolling a double 6 with 2 dice</p>	<p>Winning £30 in the National Lottery</p>
<p>Flipping 12 heads in a row with a coin</p>	<p>Having an accident on a UK fairground ride</p>
<p>Dying in a plane crash</p>	<p>Getting all 6 numbers in the National Lottery</p>

**Drawing an ace
from a full deck of
cards**

**Finding a four-leaf
clover on the first try**

**Being killed
by lightning**

1 in 10 million

1 in 13

1 in 45 million

1 in 11 million

1 in 2 million

1 in 10,000

1 in 4,096

1 in 97

1 in 36

Materials – Practitioner’s answer sheet

Drawing an ace from a full deck of cards
1:13

Rolling a double 6 with 2 dice
1:36

Winning £30 in the National Lottery
1:97

Flipping 12 heads in a row with a coin
1:4,096

Finding a four-leaf clover on the first try
1:10,000

Having an accident on a UK fairground ride
1:2 million

Being killed by lightning
1:10 million

Dying in a plane crash
1:11 million

Getting all 6 numbers in the National Lottery
1:45 million

Materials – Practitioner’s notes: recent changes to the National Lottery

Since October 2015, players can pick 6 numbers from a total of 59 numbers, instead of the 49 numbers played in the old National Lottery. **Adding 10 numbers has made winning a cash prize less likely than before:**

	Old rules (49 numbers)	New rules (59 numbers)
Matching 3 numbers (winning £30)	1:57	1:97
Matching 4 numbers (winning estimated £140)	1:1,033	1:2,180
Matching 5 numbers (winning estimated £1,750)	1:55,491	1:114,415
Matching 5 numbers + Bonus Ball (winning estimated £1,000,000)	1:2.3 million	1:7.5 million
Matching 6 numbers (winning the Jackpot, usually over £2 million)	1:14 million	1:45 million

To compensate this change, a new prize has been added. Now, when matching two numbers, the player wins a “Free Lotto Lucky Dip”, meaning a new lottery ticket – it's not possible to take the money instead.

A National Lottery Ticket costs £2.

The odds of winning any prize playing EuroMillions are one in 13. The odds of winning the EuroMillions jackpot is much higher, at 1 in 139,838,160.

Gambling Adverts

This activity looks at the messages and characteristics of gambling adverts. The discussion supports young people to better understand how the gambling industry portrays gambling in its adverts. It also help them to develop a stronger awareness of how gambling adverts can affect people's thoughts and perceptions regarding gambling.

Lesson Plan Stage: Exploring attitudes; Making choices & problem solving.

Time: 10-15 min

Resources: laptop or tablet (with internet connection), projector (optional), printed copies of adverts.

Method:

1. Show two (or more) TV gambling adverts.
2. Facilitate a group discussion (target audience, message, feelings, etc).
3. Distribute printed copies of various gambling adverts (e.g. adverts that can be found on newspapers, online, on billboards) and get participants to work in pairs/threes to look and discuss some of them.
4. Each group then chooses one or two adverts to share with the rest of the group, highlighting how the message can be misleading and what elements they can see that are different from the truth of gambling as discussed so far in your session.
5. Group discussion e.g. ask them what they think the gambling company is trying to portray (e.g. gambling appears easy and suitable for all, it is linked to fun, happiness, success, sexual attractiveness, etc).
6. Encourage participants to notice the differences between what is being portrayed in the advert and reality.

Materials

You can find and select a few gambling adverts by searching on Google Images for key words such as 'gambling advert', 'lottery advert', 'bookmaker advert', 'bingo advert'.

For TV adverts, you can find many on YouTube, e.g.:

- Foxy Bingo <https://www.youtube.com/watch?v=VQey-AuYDo>
- Paddy Power <https://www.youtube.com/watch?v=cBlkxsbtlgw>
- Ladbrokes <https://www.youtube.com/watch?v=OKwQuIlNaI8>
- National Lottery: extended version adverts https://www.youtube.com/watch?v=gL_SD7hOVuQ
- National Lottery: short version adverts <https://www.youtube.com/watch?v=uulEMS6UyOo> or <https://www.youtube.com/watch?v=9vmUPtnMp6o>

Gambling Brainstorm & Name Game

This activity is an icebreaker that allows young people to get to know other group members while having an initial opportunity to be introduced to the topic of the session and to explore some of their ideas about gambling.

Lesson Plan Stage: Energiser & icebreaker.

Time: 10 min

Resources: Flip-chart, felt-tip pen, practitioner's notes (optional).

Method:

1. Ask each participant to say their name and one word related to gambling, starting with the first letter of their name.
2. Take note on the flip-chart of the words they choose.
3. You can use those words to summarise what your session is going to cover.
4. You can then encourage the group to articulate a bit more around those initial words, so to better gauge what they think about gambling.
5. Explain what gambling is by making references to the words the students thought of (*"Gambling is risking money or something of material value on something with an uncertain outcome in hope of winning additional money or something of material value"*).

Alternative options:

For a shorter version, just ask the group to brainstorm 'gambling'. You can make the brainstorm more exciting by giving participants some fun tasks to do at the same time, e.g. with balloons they have to pass around while managing a team strategy to write their ideas on the board with only one pen available. Then proceed from step 3.

Practitioner's notes

Some ideas for A-Z words about gambling:

A addiction, addicted, adrenaline, All in, Ante

B bookies, bingo, broke, betting shop, Bet 365, Bet Fred

C chance, casino, cost, coupon, chips

D dealer, debt, dog racing, dice

E expensive, excitement

F fixed odds terminals, fruit machines, football, Foxy Bingo

G greedy, gambling GG's

H high risk, horse racing, house, hope

I internet, infectious, In-game

J jackpot, joker

K kiosk, kick on! king

L losing, lottery, loan shark, Ladbrokes, Las Vegas, lucky

M money, machines, millionaire

N naïve, nervous, no winners

O odds, online gambling, organised crime

P poker, problem, Paddy Power

Q questions, quitting, quality of life

R risk, racing, raffle, roulette

S stake, scratch card, slot machines, sports, stealing, Sky Bet, Suicide

T ticket, Tombola

U unseen, underling issues, unfair

V value for money, vulnerable people

W winning, William Hill, wager

X x' rated (= over 18), x-factor imitation

Y young people

Z zeno's paradox, zone (in the zone) Zeros (000,000)

Gambling Crossword Puzzle

This activity challenges young people to use and consolidate some of the key information and terminology regarding gambling that they might have previously learnt during a session.

Lesson Plan Stage: Information gathering; Consolidation.

Time: 15-30 min

Resources: handouts, practitioner's answer sheet.

Method:

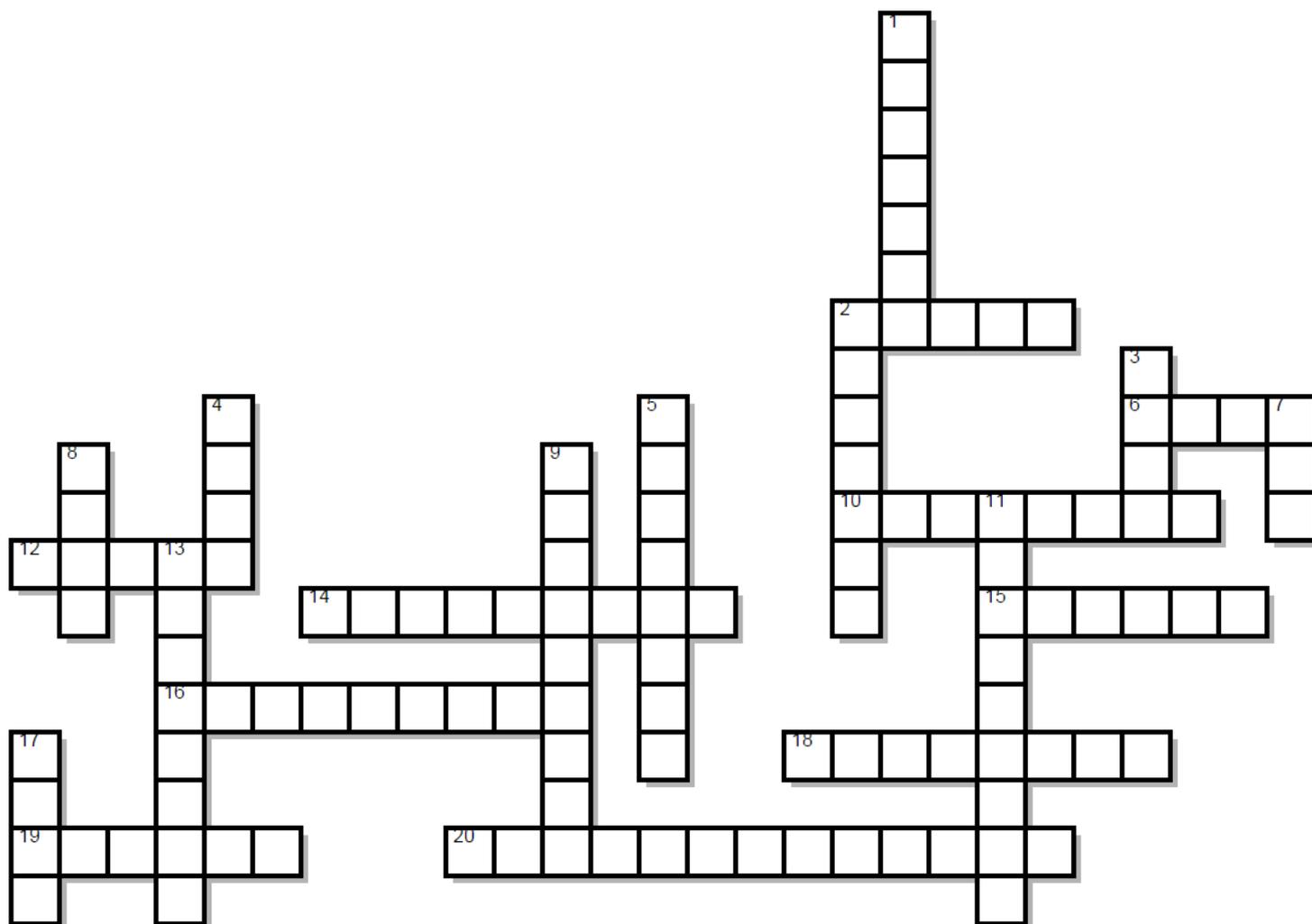
1. Distribute the handouts, explain that this is a crossword puzzle about gambling.
2. Divide the group into small teams, as this activity is better suited for working together rather than individually.
3. Once everyone has finished, go through the answers with the entire group.
5. Encourage discussion, highlight some of the key information, and if necessary give some additional clarification. For example, you may want to bring the group's attention to the following:
 - the age restrictions for gambling;
 - the similarities and differences between 'odds' and 'chances' (both express the likelihood of an event, but the first shows it as a ratio whilst the second as a percentage).

Additional notes:

This game presents a higher level of difficulty (e.g. requiring stronger literacy skills) compared to activities such as the Bingo Game, as there is no word bank for participants to choose their answers from.

If using this game at the beginning of a session, it'll help you gauge what knowledge participants already have on the topic. If using it at the end of a session, it'll be useful for reviewing and consolidating some of the information learned during previous activities.

GAMBLING CROSSWORD PUZZLE



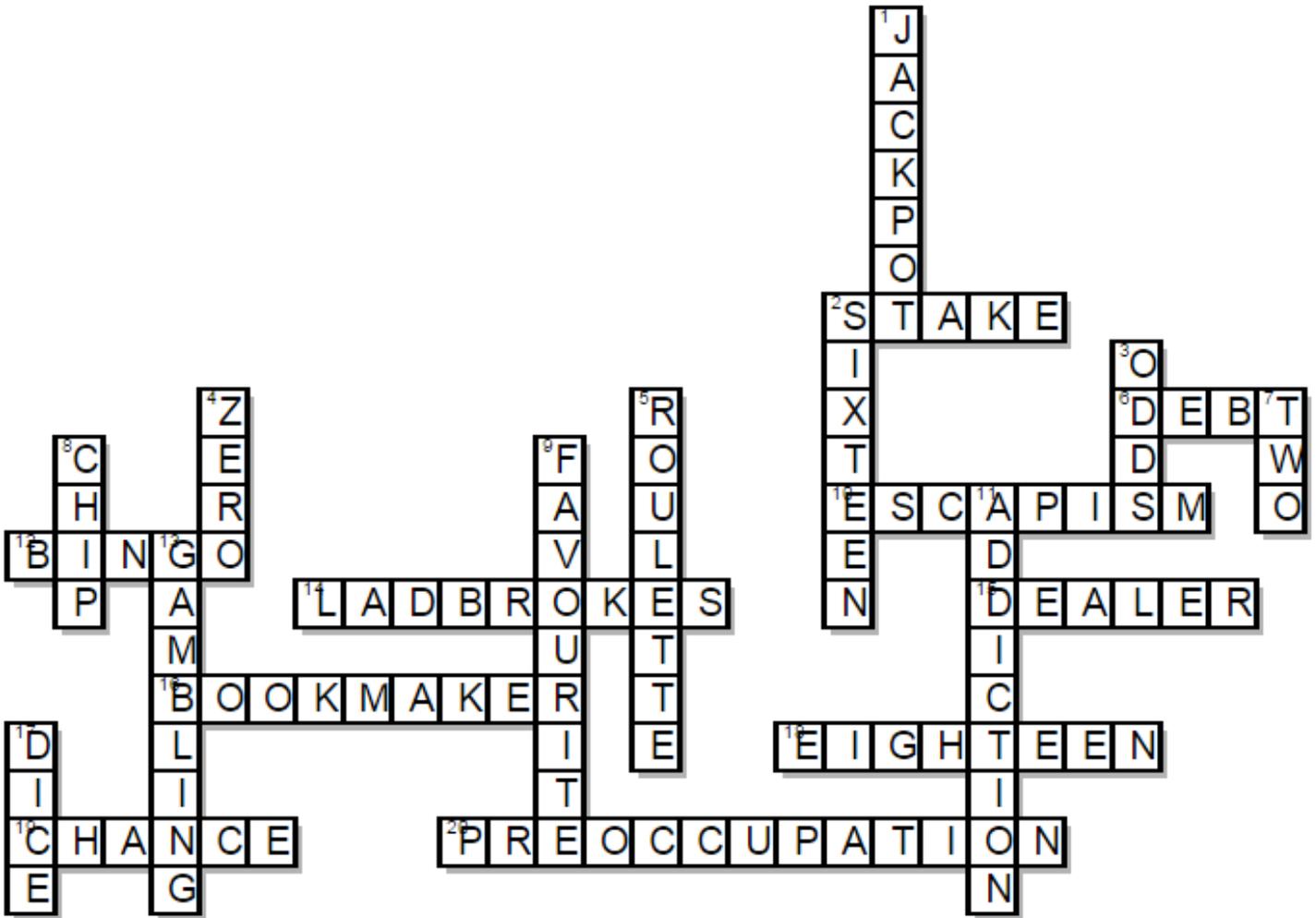
ACROSS

- 2 The money or property risked in a bet.
- 6 Something that is owed or that one should pay back to another person.
- 10 The avoidance of reality by absorption of the mind in entertainment etc., one of the factors influencing someone's gambling behaviour.
- 12 A game of chance in which each player has a card with rows of numbers, a caller announces numbers drawn at random, and a game is won when a player can match and cover five numbers in a row.
- 14 A common bookmaker shop in the UK.
- 15 The person who distributes card in a game.
- 16 Someone who accepts and pays off bets e.g. horse racing.
- 18 Legal minimum age in UK for betting on gaming machines.
- 19 A possibility or probability of anything happening; likelihood.
- 20 The state of being worried.

DOWN

- 1 Main or biggest prize in a game or contest.
- 2 Age at which young people are allowed to buy a lottery ticket.
- 3 The probability, expressed as a ratio (e.g. "10-to-1"), that a certain event will take place.
- 4 Total number of clocks in Las Vegas gambling casinos.
- 5 A game of chance in which a small ball is spun on a dishlike device, with players betting on which of the slots the ball will rest.
- 7 Pounds to buy one National Lottery ticket.
- 8 A small round disk, used as a token for money in roulette, poker, etc.
- 9 The outcome / competitor considered most likely to win.
- 11 The state of being enslaved to a habit or practice or to something that is psychologically or physically habit-forming.
- 13 To play a game of chance for money or property.
- 17 Small cubes, marked on each side with one to six spots, used in games or gambling.

Materials – Practitioner’s answer sheet – Gambling Crossword Puzzle



ACROSS

- 2 The money or property risked in a bet.
- 6 Something that is owed or that one should pay back to another person.
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- 17 Small cubes, marked on each side with one to six spots, used in games or gambling.

Gambling Harms Brainstorm

This activity helps introducing the concept of gambling and gambling harms, providing an opportunity for young people to share and explore their ideas about gambling and the harms it could lead to.

Lesson Plan Stage: Information gathering; Passing on information: new knowledge.

Time: 5-15 min

Resources: flip-chart, felt-tip pens.

Method:

1. Explain that not all gambling is problematic, however it is possible to develop a problem.
2. Brainstorm with the group what they think gambling harms are.
3. Recap what participants said and discuss⁴¹.
4. Give them the full definition and discuss (*“gambling harms are the adverse impacts from gambling on the health and wellbeing of individuals, families, communities and society”*).
5. Explain that gambling can be as addictive as drugs and alcohol.

Alternative options:

You can make the brainstorm more exciting by giving them some fun tasks to do at the same time, e.g. with balloons that participants have to pass around while managing a team strategy to write their ideas on the board, using only one pen.

It may be useful to combine this activity with the Consequences of Gambling game.

⁴¹ Practitioners might find it helpful to refer to this document: <https://www.gamblingcommission.gov.uk/PDF/Measuring-gambling-related-harms.pdf>

Gambling Quiz

This activity supports young people learning some facts and information about gambling. It can also be used to help them develop their critical thinking skills, by discussing how common gambling is in our society.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 15-30 min

Resources: Gambling Quiz handouts, pens, practitioner's answer sheet.

Method:

1. Distribute the handouts and set the time for people to do the quiz.
2. Once completed, go through the questions with the entire group and give the correct answers.
3. Highlight some of the key information. For example, you may want to encourage discussion about:
 - any information or fact that has surprised the group;
 - any similarity between experiencing a problem with gambling and other risk-taking behaviours;
 - how society perceives gambling.

Alternative options:

This game can be done individually, in pairs or in small groups.

Additional notes:

This game is better suited for 16+ years old young people. Please use this activity keeping in mind that, as any other content of this Gambling Education Toolkit, its core message is not to encourage gambling e.g. 'so many people gamble, so you too may want to consider gambling'.

Please use this activity to encourage discussion and support participants in...

- seeing how pervasive gambling is in our society,
- understanding its links with other risk-taking behaviours
- realising how little information young people are usually taught about gambling, compared to activities such as smoking.

Quiz – Facts & Figures

- 1. At what age can you buy National Lottery tickets?**
 - 16
 - 18
 - 21
- 2. At what age can someone play on roulette, slot machines, etc?**
 - 16
 - 18
 - 21
- 3. The gambling industry's income was £8.36 billion in the year beginning April 2008. How much was it in 2019?**
 - between £7bn and £8bn
 - around £10 billion
 - more than £14 billion
- 4. Which of the following factors are associated with low/moderate risk gambling? (tick all that apply)**
 - being a current cigarette smoker
 - drinking over 10 units of alcohol on the heaviest drinking day in the week
 - having lower educational qualifications
 - living in areas of multiple deprivation.
- 5. What percentage of adults in Scotland gambled in 2017?**
 - 43%
 - 53%
 - 63%
- 6. How many adults in Scotland identified were estimated to have a problem with their gambling in 2017?**
 - 10,000 to 15,000
 - Around 40,000
 - More than 60,000
- 7. In Scotland in 2017, how many adults in total were identified as low risk or moderate risk gamblers, and thus experiencing some kind of difficulty with their gambling behaviour?**
 - 3.6%
 - 6.3%
 - 12.6%
- 8. What percentage of 11-16 year olds parents are present at the time they gamble?**
 - 27%
 - 47%
 - 67%
- 9. What was the percentage of problem gambling among children aged 11-15 in 2019 in Great Britain?**
 - 1.7%
 - 5%
 - 9%
- 10. According to the Gambling Commission report on gambling participation in Great Britain in 2017, what percentage of 18-24 year olds gambled at work?**
 - 12%
 - 17%
 - 22%
- 11. In 2019, among past week gamblers, which was the most prevalent form of gambling activity among 11-15 year olds in Great Britain?**
 - fruit machines
 - private bets
 - scratch cards
- 12. Young people who gamble in childhood are more likely to gamble in adulthood**
 - True
 - False
- 13. Of the young men that have heard of in-game items, what percentage have actually used them?**
 - 46%
 - 66%
 - 86%
- 14. In Great Britain in 2019, what percentage of 11-16 year olds said that their parents had set out rules on gambling?**
 - 23%
 - 32%
 - 48%

Materials – Practitioners’ Answers Sheet – Quiz: Facts & Figures

1. At what age can you buy National Lottery tickets?

- 16

2. At what age can someone play on roulette, slot machines, etc?

- 18

3. The gambling industry’s income was was £8.36bn in the year beginning April 2008. How much was it in 2019?

- **Over £14 Billion (>£14,000,000,000)**

Approx. £14.4 billion.

4. Which of the following factors are associated with low/moderate risk gambling? (tick all that apply)

- being a current cigarette smoker
- drinking over 10 units of alcohol on the heaviest drinking day in the week
- having lower educational qualifications
- living in areas of multiple deprivation

All of them. *Those living in Scotland’s most deprived areas (SIMD quintile 1) were around 7 times (odds ratio of 6.9) more likely to develop a problem with their gambling than those in the least deprived areas.*

5. What percentage of adults in Scotland gambled in 2017?

- **63%**

If we exclude those who had only played National Lottery draws, the figure is 46%

6. How many adults in Scotland identified as having a problem with their gambling in 2017?

- **Around 40,000**

Scotland (Scottish Health Survey, 2017), 0.8% of adults in Scotland were problem gamblers. Among those who gambled, 1.3% of gamblers in Scotland identified as problem gamblers.

7. In Scotland in 2017, how many adults in total were identified as low risk or moderate risk gamblers, and thus experiencing some kind of difficulty with their gambling behaviour?

- **3.6%**

Overall, in 2017 3.6% of adults in Scotland were identified as experiencing some kind of difficulty with their gambling behaviour. Among those who gamble, 4.9% of gamblers were at low or moderate risk of developing problems with their gambling.

Putting together this 3.6% of at-risk gamblers and the 0.8% problem gamblers, we get that in 2016 approx. 4.4% of the adult population in Scotland already had a problem with their gambling behavior or were at risk of developing a gambling problem. This equates to almost. 1 in 20 adults.

8. What percentage of 11-16 year olds parents are present at the time they gamble?

- **67%**

When asked about their parents’/guardians’ approach to setting rules about gambling, nearly one quarter (23%) of young people say they have rules in place. For the most part these rules are strict and set without negotiation (for 14% of young people), but some (9%) discuss and agree these rules together.

9. What was the percentage of problem gambling among children aged 11-15 in 2019 in Great Britain?

- **1.7%**

That is approx. 55,000 young people aged 11-15. A further 2.2% of those in that age group were considered at-risk gamblers. Boys have higher rates of problem gambling than girls.

To be noted: Moodie & Finningam in their 2016 study among 11-15 year olds in Scotland found that 9% were problem gamblers. However, please highlight that there is room for arguing that this figure might not be representative for the whole of Scotland as the study was done in Greater Glasgow and Clyde. This was also the only study done so far in Scotland on young people and gambling.

10. According to the Gambling Commission report on gambling participation in Great Britain in 2017, what percentage of 18-24 year olds gambled at work?

- **22%**

Rates of online gambling in the home is consistent across all age groups. However, it can be seen that the younger age groups also gamble in additional locations. Outside of the home, online gambling at work or on a commute to work are popular amongst the 18-24 and 25-34 age groups. Data showed that 22% of 18-24 year olds and 20% of 25-34 year olds had gambled at work.

11. In 2019, among past week gamblers, which was the most prevalent form of gambling activity among 11-15 year olds in Great Britain?

- **Private Bets**

However, among past week gamblers, the rate of gambling on fruit machines increased from 23% in 2011 to 40% in 2017. By 2017, gambling on fruit machines was, along with private betting, the most prevalent form of gambling activity among 11-15 year olds.

Over half (51%) of past week gamblers in 2017 gambled on activities which they were not supposed to be able to access because of their age and 12% had gambled online. The paper states that it is likely that parents, friends and relatives were helping facilitate this, in some cases.

12. Young people who gamble in childhood are more likely to gamble in adulthood

- **True**

As for other risk-taking behaviours.

13. Of the young men that have heard of in-game items, what percentage have actually used them?

- **86%**

Differences by gender reflect levels of awareness:

Boys are more likely to have used in-game items to open loot boxes, than girls (64%, compared with 37%)

Boys are also more likely to have paid money to open loot boxes, than girls (57%, compared with 20%)

Betting with in-games items on websites outside of the game is also more common amongst boys (8%, compared with 3% of girls).

However, the starkest difference is in terms of their overall usage: 86% of boys who have heard of in-game items have used them, compared with 48% of girls.

14. In Great Britain in 2018, what percentage of 11-16 year olds said that their parents had set out rules on gambling?

- **23%**

A similar question can be found in The British Survey of Children, the National Lottery and Gambling 2008-'09, which provided an interesting starting point for discussing how little young people are usually taught about the true facts and risks of gambling, compared to other risk-taking behaviours. Results across the survey indicated that parental influence and behaviour plays a key role in underage participation in gambling but that parents may be less likely to discuss gambling with their children than other potentially risky behaviours. For example, those who said their parents gambled were also more likely to gamble themselves (25%, compared with 12% of those who said their parents do not gamble). However, when asked to indicate how their parents would feel about children engaging in a number of potentially risky behaviours – such as smoking, taking drugs, drinking

and gambling – children were less likely to know how their parents would feel about gambling on the National Lottery or fruit machines than other behaviours (23% and 20% respectively did not know what their parents would think, compared with 5% who were unaware of their parents' views on cigarettes).

Gambling Quiz Cards

This activity supports young people learning some facts and information about gambling.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 10-15 minutes

Resources: Gambling Quiz handouts, pens, practitioner's answer sheet.

Method:

1. Print and cut individual question cards.
2. Lay out the questions cards on the floor, table or stick them up on the board.
3. Allow group to read through questions and pick questions they want to answer.
4. Highlight some of the key information. For example, you may want to facilitate discussion about any information or fact that has surprised the group or that they find particularly interesting.

Alternative options:

This game can be done in pairs or in small groups.

Instead of reading from the answer sheet, you may want to write the answers on the back of each card once printed.

Additional notes:

This game is intended to allow flexibility to the practitioner and/or give autonomy to the participants by giving them the power to choose what questions they want to answer.

Practitioners may want to select a smaller number of questions to allow for a longer discussion, or withdraw questions that they feel are not relevant to their group.

<p>1.</p> <p>What is the age limit for category D fruit machines?</p>	<p>2.</p> <p>In 2008, the UK gambling industry income was 8 billion but what was it in 2018?</p>
<p>3.</p> <p>What % of 11-16s are using loot boxes?</p>	<p>4.</p> <p>What percentage of adults gambled in Scotland in 2016?</p>

<p>5.</p> <p>In 2018, how many 11-16s in the UK were identified as problem gamblers?</p>	<p>6.</p> <p>What % of parents have set strict rules on gambling?</p>
<p>7.</p> <p>What % of 11-16s follow a gambling company on social media?</p>	<p>8.</p> <p>What % of 11-16s have gambled in the last year?</p>

<p>9.</p> <p>In what employment sector is gambling most common?</p>	<p>10.</p> <p>40% of unemployed people gamble. What is the percentage for those in employment?</p>
<p>11.</p> <p>During the 2018 FIFA World Cup. On average, how many gambling adverts did young people aged 14-18 see each day?</p>	<p>12.</p> <p>How many teams in the Scottish Premier League are sponsored by Gambling companies?</p>

<p>13.</p> <p>By what percentage did online gambling participation increase between 2012 and 2017?</p>	<p>14.</p> <p>What % of gambling marketing costs are spent on online advertising?</p>
<p>15.</p> <p>What % of 11-16s have seen gambling advertising on social media?</p>	<p>16.</p> <p>What is the most common form of gambling among young people aged 11-16?</p>

Materials - Practitioner's Answer Sheet

1. There is no legal age restriction
2. £14.4 billion
3. 31%
4. 66%
5. 55,000
6. 19%
7. 12%
8. 39%
9. Retail (Education is the lowest)
10. 48%
11. 3.8 adverts per day
12. 4 out of 12 teams (as well as the 'Ladbrokes Premiership' and the 'William Hill Scottish Cup')
13. 71%
14. 80%
15. 59%
16. Private bets

Gambling Tree⁴²

This activity gives young people the opportunity to explore and discuss the causes, effects and consequences of gambling, with a particular attention to youth gambling. It also provides the option of discussing what could be done to limit the risk factors connected to gambling and to reduce its negative consequences, raising young people's awareness and developing their problem-solving skills.

Lesson Plan Stage: Exploring attitudes; Passing on information: new knowledge, Making choices & problem solving.

Time: 15-30 min

Resources: flip-chart, felt-tip pens, post-its (optional).

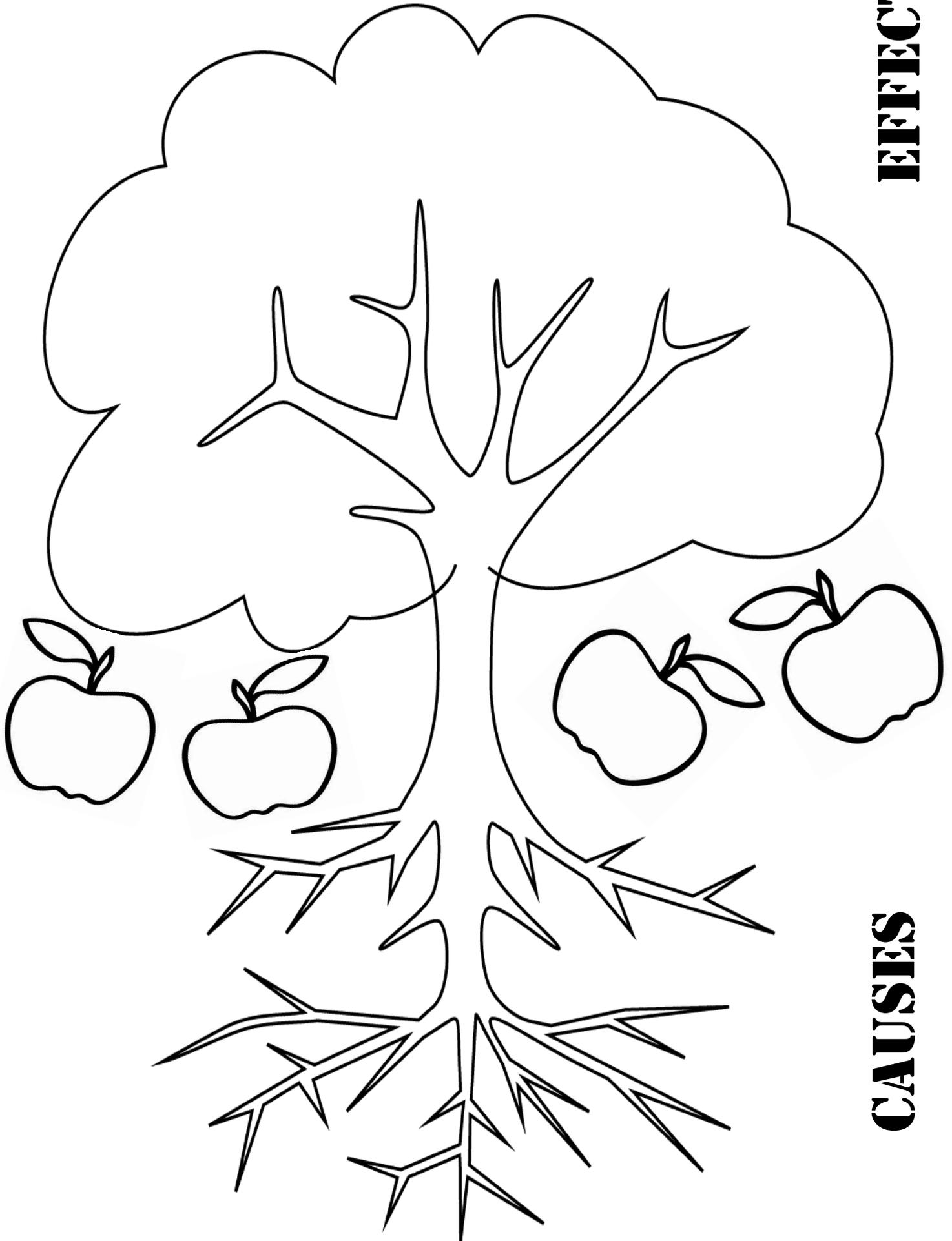
Method:

1. Draw a tree on a flip-chart, writing "young people's gambling" on the middle of the trunk.
2. Facilitate a group discussion about the causes and factors behind young people's gambling behaviours: write these on the roots of the tree.
3. Then discuss the possible consequences of youth gambling, writing them on the branches of the tree.
4. Finally, draw apples falling from the branches towards the roots: explain that these are potential actions that could be taken to address the causes of gambling, and encourage the group to think and discuss about what those actions could be.

Alternative options:

You could introduce each section of the tree with a brainstorm, giving participants the opportunity to write their ideas on post-it notes. Once everyone has put theirs on the tree, ask the group to look at them and to try and categorise them so as to find common ideas or patterns. Then proceed with a group discussion. To encourage more discussion at points 2 and 3, you could use the short scenarios from the Consequences of Gambling activity.

⁴² Activity created by 'Work in progress: young people taking action for themselves', PEST Project.



Harm Reduction follow-up activity for Risky Behaviour Ladders

This activity is meant to be done after either the Risky Behaviour Ladder – Gambling or the Risky Behaviour Ladder – Gaming exercise. The aim is to help young people develop their understanding of harm reduction and gain better awareness of how they can stay safe if they decide to gamble or play video games.

Lesson Plan Stage: Making choices & problem solving.

Time: 10-15 min

Resources: Risk Ladders Gaming and/or Gambling cards, Post-its, pens.

Method:

1. Place each of the Risky Behaviour Ladder cards around the room.
2. In pairs or small groups, ask the participants to write a relevant harm reduction tip on a post-it note and stick it to the card it relates to.
3. Ask the group to share and discuss the tips they came up with and suggest any tips they may not have considered.

Last Man Standing

This activity helps young people develop their understanding of harm reduction and gain better awareness of how they can stay safe if they decide to gamble.

Lesson Plan Stage: Making choices & problem solving.

Time: 10-15 min

Resources: none

Method:

1. Ask all participants to stand up in a circle.
2. Explain that, in turn, everyone will have to say something that a person could do in order to stay safe when gambling (i.e. minimising risk and harm if deciding to still engaging in gambling activities). If a person can't think of a suggestion or says something inappropriate or repeats something that had already been said, then he/she has to sit down.
3. Go round the circle again and again, until only one person is left standing (the winner).
4. Summarise the key harm-reduction points that were mentioned during the game.

Logo Game

This activity gives the opportunity to explore how much gambling is promoted in the media and how common gambling is in the society.

Lesson Plan Stage: Information gathering.

Time: 10-15 min

Resources: handouts, practitioner's answer sheet.

Method:

1. Distribute the handouts, explain that participants have to guess the logo/business pictured in each square, and set a time.
2. Once everyone has finished, go through the answers with the entire group.
3. Encourage discussion about where participants have seen those logos (e.g. if they aren't old enough yet to gamble, how do they already know those logos? Ans: seeing adults who gamble, adverts, shops around their town, etc.), how often we see those logos in our daily lives, who they think is it that usually gambles in those places, etc. Discussion can also include what impact the group thinks the existence of these "high-visibility" (and expensively designed!) logos have on their communities.

Alternative options:

This game can be done individually, in pairs or in small groups.

You could link this activity with the 'Gambling Adverts' game.

The Logo Game

1



2



3



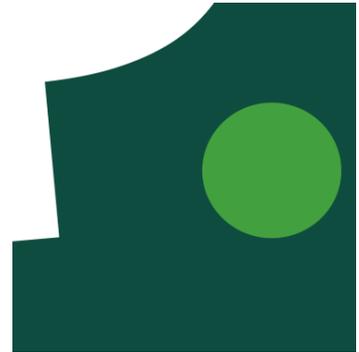
4



5



6



7



8



9



Materials - Practitioner's handout - The Logo Game

1



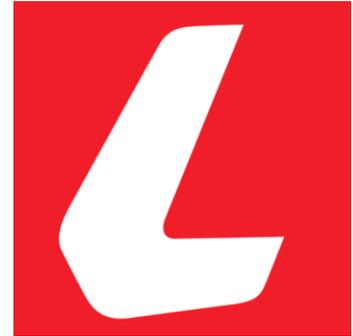
Coral

2



The Big Lottery

3



Ladbrokes

4



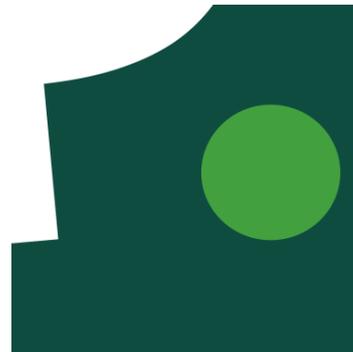
William Hill

5



Foxy Bingo

6



Paddy Power

7



Bet 365

8



Bet Fred

9



Sky Bet

Pros vs Cons of Gaming

This activity explores the effects of gaming, both beneficial and detrimental. It gives the opportunity to discuss the impact that gaming may have on the health and wellbeing of young people from the perspective of stakeholders with conflicting interests. Participants will have the opportunity to challenge their own and opposing beliefs and develop their understanding of how gaming can affect young people.

Lesson Plan Stage: Exploring attitudes

Time: 10-15 min

Resources: Flip-chart paper, marker pens

Method:

1. Split the participants into an even number of groups.
2. Provide each group with a sheet of flip-chart paper and marker pens.
3. Ask half of the groups to act as employees in the gambling industry. As it is in their 'professional interest', ask this group to write down all of the reasons why gaming may be beneficial to young people.
4. Ask the other half of the groups to act as public health professionals that are concerned about gaming. As it is in their 'professional interest', ask this group to write down all of the reasons why gaming may be detrimental to young people.
5. Once completed, ask each group to share their ideas. The facilitator should challenge ideas and encourage healthy debate to test the strength of the opposing arguments. Questions may include:
 - Do video games improve or decrease problem solving skills? Why?
 - What effect would video games have on players' ability to concentrate?
 - Do video games ease or increase anxiety and depression?
 - What effect would video games have on players' memory and decision making abilities?
 - Are video games addictive? How?
6. Ensure participants are aware that gaming can be positive when part of a balanced, healthy lifestyle; however, excessive gaming can be harmful.

Ripple Effect

This activity introduces the concept of gambling-related harms, supporting participants in exploring the negative consequences that may be associated with gambling.

Lesson Plan Stage: Exploring attitudes.

Time: 10-15 min

Resources: flip-chart, post-it notes, pens.

Method:

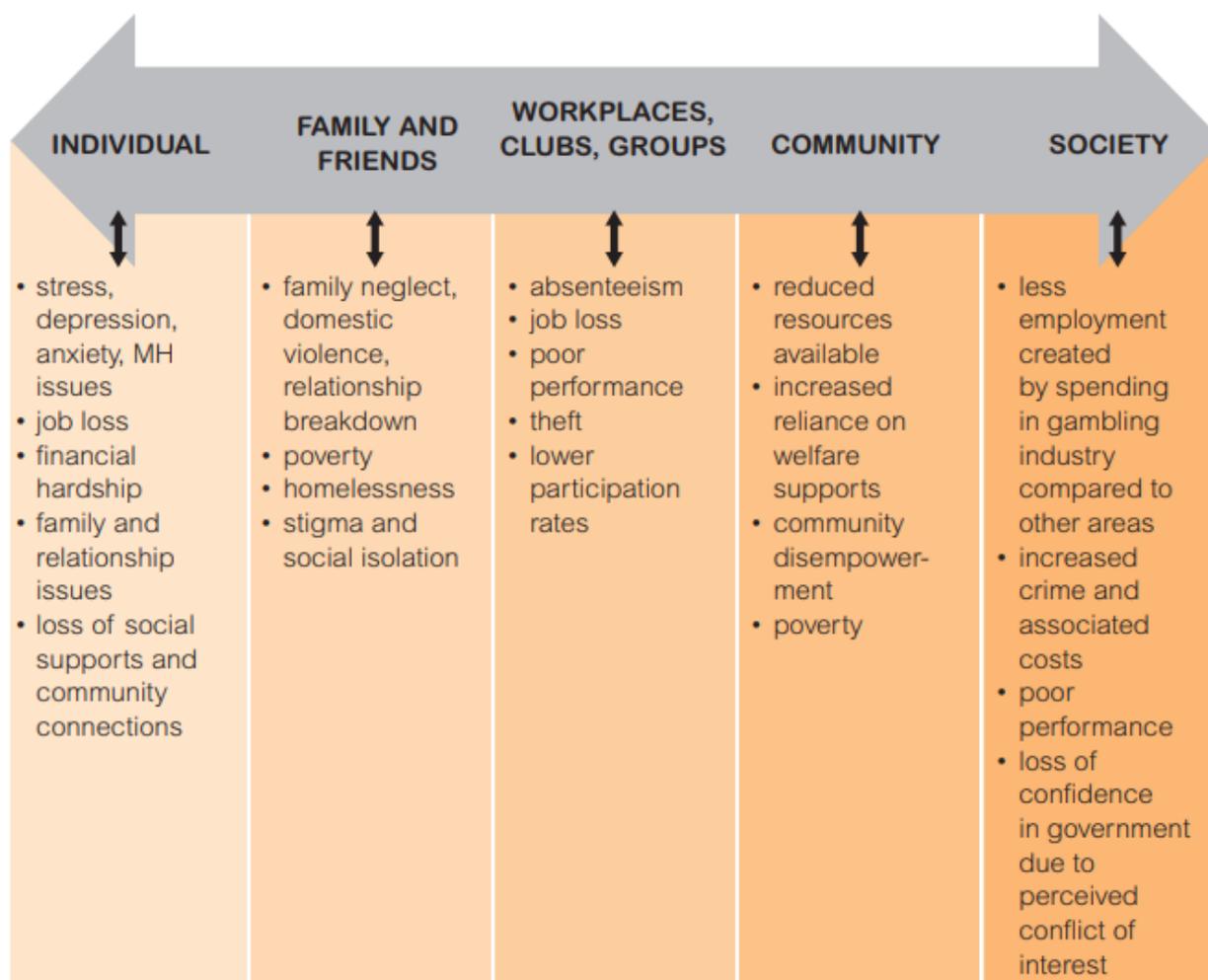
1. Draw on the flip-chart three concentric areas, resembling a ripple-effect diagram.
2. Write on the inner area the title *Individual*, on the second *Family, friends, school and work*, the on the third *Community and society*.
3. Divide participants in three groups, giving each a block of post-it notes (preferably a different colour for each group).
4. Assign to each group one of the three areas of the ripple effect diagram, and ask them to brainstorm the consequences that gambling could have for that area.
5. Participants can write one consequence per post-it and then stick them all on the flip-chart.
6. Once the brainstorm is complete, ask each group to explain to the others which consequences they have identified.
7. Support the conversation by discussing the various gambling-related harms and the links between the three areas. For example, you may want to highlight that gambling may negatively impact also the people and community around the gambler, both on the short term and the long term.
8. Conclude bringing participants' attention to any gambling-related harm that you think is missing, using the Practitioner's Answer Sheet.

Alternative options:

If it's a small group, you could do this activity without splitting participants in teams.

A different brainstorm could focus on consequences affecting Health, Relationships and Resources, as in described in the Practitioner's Answer Sheet.

Levels of Harm



Health	Relationship	Social and financial resources
<ul style="list-style-type: none"> • unexplained joint / muscle pains • heart palpitations • breathing difficulties • sleep disturbances/ insomnia • Increased blood pressure • headaches • anxiety / depression • narcissistic presentations • self harm and suicidality • confusion • substance misuse • feelings of stigma/shame 	<ul style="list-style-type: none"> • domestic violence/ abuse • relationship difficulties and breakdown • loss of trust • loneliness • Social isolation • neglect / abandonment • anti-social behaviour 	<ul style="list-style-type: none"> • poor concentration • money/debts • housing issues • work / school problems • reduced productivity • criminality • use of food banks

⁴³ Charts from the ‘Tackling gambling related harm A whole council approach’ by Public Health England and Local Government Association, November 2018.

Risky Behaviour Ladder⁴⁴

This activity introduces the concept of risk and explores it in relation to gambling, enabling young people to develop a better understanding of various risk-taking behaviours and their consequences.

Lesson Plan Stage: Exploring attitudes.

Time: 10-15 min

Resources: print-outs of cards.

Method:

1. Give the set of cards to the group, explaining they all portray risk-taking behaviours.
2. Ask participants to look at the pictures and identify each activity.
3. Ask the group to place the cards in order from the least risky to the most risky. At this stage, don't give them any more detailed explanation of what kind of risk they should consider, just ask them to think broadly about risk and see which kind of risks they can identify for each card.
4. Once the group has come to an agreement on the order, let them present their chosen line of cards.
5. Support the group in analysing and explaining which risks they see in each card. Give participants the option of rearranging their cards if the discussion changes some of their opinions.
6. Highlight the various kinds of risk (affecting mental health, physical health, job opportunities, travel opportunities, police records, with consequences for other people, with immediate consequences of with long-term effects, etc).
7. Conclude bringing participants' attention to the risks linked to gambling.

Alternative options:

If it's a big group, you could divide it into teams and use multiple sets of cards.

If appropriate, you could give 1 card to each person and then ask the group to stand up forming a line from the person with the riskiest activity to the one with the least risky activity. Then proceed from step 3.

⁴⁴ Activity created by the Addiction Recovery Agency (ARA), based in Bristol.

Materials

You can use the pictures below or download more from Google Images.













Risky Behaviour Ladder: Gambling⁴⁵

This activity considers the scale of 'recreational gambling' to 'problem gambling'. It gives the opportunity to discuss the differences in behaviours between different forms of gambling and illustrates how gambling behaviour should be considered on a continuum, not simply placed into categories.

Lesson Plan Stage: Exploring attitudes.

Time: 10-15 min

Resources: 1 set of Risky Behaviour Ladder: Gambling cards

Method:

1. Provide the group with a set of Risky Behaviour Ladder cards.
2. Ask the group to put the cards in order from what they consider least harmful to what they consider the most harmful gambling behaviour. Emphasise that there is no right or wrong answer.
3. Go through the order they have chosen, starting from the least problematic, asking students to justify their answers. Discuss what factors they considered and why they think some behaviours are more problematic than others.
4. Encourage discussion about the reasons people gamble (entertainment vs desperation), the frequency, the amount spent. Discuss at what point each of these behaviours would become problematic if they do not think the character already had a problem. Mention that although not all of these examples are examples of harmful gambling, they are all realistic and illustrate how normal gambling is in our culture.
5. If you want, you can then continue with the Harm Reduction follow-up activity for Risky Behaviour Ladder, which you can also find in this toolkit.

Alternative options:

If it's a big group, you could divide it into teams and use multiple sets of cards. You could give 1 card to each person and then ask the group to stand up forming a line from the person.

⁴⁵ Activity created by PSHE Association

Olivia put £1 into the World Cup sweepstake at work to raise money for a local charity.

Jack bets his chocolate Easter egg on whether or not his mate will be able to score a penalty.

Lewis won a prize at the amusement arcade last week so he has gone back again with more money this time, hoping to win big on the slot machines.

Ryan stole money out of his flatmate's purse to repay a loan he took out to play online poker.

Janice puts £2 a week on the lottery when she does the weekly shop, even though she is currently struggling to pay her bills.

Risky Behaviour Ladder: Gaming

This activity considers the scale of risky gaming behaviour when purchasing in-game items in video/mobile games. It gives the opportunity to discuss the differences in behaviours among gamers and illustrates how spending money on in-game items can be harmful but should be considered on a continuum, not simply placed into categories.

Lesson Plan Stage: Exploring attitudes

Time: 10-15 min

Resources: 1 set of Risky Behaviour Ladder: Gaming cards.

Method:

1. Provide the group with a set of Risky Behaviour Ladder – Gaming cards.
2. Ask the group to put the character cards in order from what they consider the least harmful/risky behaviour to the most. Emphasise that there is no right or wrong answer.
3. Go through the order they have chosen, starting from the least harmful, asking participants to justify their answers. Discuss what factors they considered and why they think some behaviours are riskier or more harmful than others.
4. Encourage discussion about the reasons young people spend money in games and with what money. Discuss at what point each of these behaviours would become harmful if it is not already.
5. If you want, you can then continue with the Harm Reduction follow-up activity for Risky Behaviour Ladder, which you can also find in this toolkit.

Alternative options:

If it's a big group, you could divide it into teams and use multiple sets of cards.

You could give 1 card to each person and then ask the group to stand up forming a line from the person.

Beth saved up her pocket money to pay for a new downloadable map in her favourite strategy game.

Alex saw a limited edition item that was only available to purchase for 1 hour. They'd already spent their weekly limit but decided to buy it anyway as it wouldn't be available again.

Danielle stayed up the night before an exam playing her favourite mobile game, eventually she ran out of lives so made an in-app purchase on her account so she could keep playing.

Eric borrowed money from his friend to purchase several loot boxes, in the hope that he would get a rare item that he could sell for more money.

Theo spent the money his grandparents gave him on loot boxes, hoping to get a special item in his favourite game. He didn't get the item he wanted so decided to spend some of his savings thinking he was bound to get the special item eventually.

Stand Up If

This activity helps exploring some of the information and concepts related to gambling, creating an opportunity to share and review previous learning on gambling and gambling harms.

Lesson Plan Stage: Energiser & icebreaker; Consolidation.

Time: 5-10 min

Resources: practitioners' notes (optional).

Method:

1. Read the Stand Up If statements one at a time.
2. After each statement, you could ask some of the participants who stood up to share some information regarding that statement (e.g. Stand Up If you have a dog → What dog do you have? What's its name?)
3. Use the statements regarding gambling as an opportunity to recap on what the young people previously learned about gambling (e.g. Stand Up If you can name one negative consequence that gambling could lead to → Can you tell us one? Anyone else knowing another harmful consequence of gambling?)

Materials:

Please create your own Stand Up If statements, for example:

- If there is a betting shop near where you live;
- If you have ever bought a scratch card or lottery ticket;
- if you have ever chosen numbers to play on the national lottery;
- if you have ever checked the results of the national lottery for your parents or carers;
- If you can name one harmful effect of gambling;
- If you remember what the house edge is;
- If you can name one negative effect that gambling could have on mental health;
- If you think that there are young people in your school who gamble;
- If you can name one negative effect that gambling could have on relationships;
- If you can think of an example of the link between peer pressure and gambling;
- If you can tell me what a young person could do in order to be resilient towards peer pressure;
- if you could give an example of where you could go for help if you had gambling-related concerns.

You can mix these with other questions, e.g.:

- if you like swimming;
- if you have a dog;
- if you watched X-factor;
- if you ate pizza last week.

Sunshine On

This activity supports young people in seeing different views and experiences on gambling.

Lesson Plan Stage: Energiser & icebreaker; Consolidation.

Time: 5-10 min

Resources: none.

Method:

1. Chairs in circle, one for each participant except one who is left without a seat and has to stand in the middle.
2. The person in the middle says “sunshine on...” and completes the sentence with a statement that some of the other participants could identify themselves with (e.g. Sunshine on people wearing glasses).
3. People who identify with the statement have to swap seats, and the person in the middle tries as well to get a seat.
4. There will be one person who is now left without a seat: he/she now stands in the middle ready to say a new “sunshine on” statement.
5. When you (the facilitator) happen to be the person left standing in the middle of the circle, try a Sunshine On statement about gambling, and you could also encourage other participants to do so.

Alternative options:

This is similar to the Stand Up If game, so you can reuse or adapt the statements from that activity.

Materials:

Examples of Sunshine On statements:

- those who have ever bought a scratch card or lottery ticket;
- those who can name a risk connected to gambling;
- those who live near a bookmaker shop;
- those who can name a bookmaker shop;
- those who can give an example of where you could go for help if you had gambling-related concerns;
- those who remember having seen a gambling advert this week.

You can mix these with other statements, e.g.:

- those who had breakfast this morning;
- those who have a brother;
- those who wear a watch.

The Ultimate Quiz⁴⁶

This activity provides an opportunity to consolidate some of the key information that participants will have previously learned about gambling and gambling harms.

Lesson Plan Stage: Consolidation.

Time: 15-30 min

Resources: Final Quiz handouts, pens, practitioner's answer sheet.

Method:

1. Distribute the handouts and set the time for people to do the quiz.
2. Once completed, go through the questions with the entire group and check the answers.
3. Highlight some of the key information. For example, you may want to encourage discussion about:
 - when and where someone could ask for help;
 - misconceptions regarding strategies to use when gambling and the likelihood of winning;
 - the consequences of gambling and links to other risk-taking behaviours;
 - practical tips to stay safe (i.e. minimising risk and harm if deciding to still engage in gambling activities).

Alternative options:

This game can be done individually, in pairs or in small groups.

Please note that this game presents a higher level of difficulty (e.g. requiring stronger numeracy and literacy skills) compared to other activities.

⁴⁶ Activity including parts of a quiz created by the Addiction Recovery Agency (ARA), based in Bristol.

The Ultimate Quiz

- Which of the following is the *best* definition of gambling?
 - Gambling is risking money on a random or unpredictable event.
 - Gambling is risking property on a bet.
 - Gambling is risking something of material value on an activity with an uncertain outcome.
- Which of the following is least likely to happen to you?
 - winning the jackpot at the National Lottery
 - being hit by lightning
 - dying from a snake bite
- Suppose a gambler loses £100 at the casino on Monday, then loses another £100 on Tuesday. He decides to go back to the casino on Wednesday with another £100, as he is confident he can win back all his money. This person is...
 - chasing his losses
 - hedging his bets
 - coveting his wins
 - banking his chips
- Which casino game can you reliably beat, over a long period of time, if you use the right strategy?
 - roulette
 - dice games
 - slot machines
 - none
- When tossing a coin, if you get five heads in a row the odds of getting tails on the next toss are:
 - Zero, because tails has become unlucky
 - 50/50 or 1 in 2
 - 1 in 6
- At what age can young people legally buy a National Lottery ticket in the UK?
 - 16
 - 18
 - 21
 - Any age
- People should try everything to fix their own problematic gambling behaviour before asking for help
 - True
 - False
- Which of the following are signs that someone may be experiencing problems with their gambling behaviour?
 - Lying about how much money and time they spent on gambling
 - Gambling takes over their time previously spent on other activities
 - Gambling is damaging their relationships with others
 - All of the above
- Name 3 other negative consequences that gambling can lead to:
 - _____
 - _____
 - _____
- Name 3 ways to stay safe when gambling:
 - _____
 - _____
 - _____

Materials – Practitioners’ Answers Sheet – The Ultimate Quiz

1. Which of the following is the best definition of gambling?

A) Gambling is risking money on a random or unpredictable event.
B) Gambling is risking property on a bet.
C) Gambling is risking something of material value on an activity with an uncertain outcome.

A and B are correct too but C is the most complete definition of gambling.
2. Which of the following is least likely to happen to you?

A) winning the jackpot at the National Lottery

It's 1:45 million, compared to being killed by lightning 1:10 million and dying from snake bite 1:3.5 million.
3. Suppose a gambler loses £100 at the casino on Monday, then loses another £100 on Tuesday. He decides to go back to the casino on Wednesday with another £100, as he is confident he can win back all his money. This person is...

A) chasing his losses
4. Which casino game can you reliably beat, over a long period of time, if you use the right strategy?

A) roulette B) dice games C) slot machines **D) none**

No strategy at all can ever help you when gambling, unless it's a game of skills.
5. When tossing a coin, if you get five heads in a row the odds of getting tails on the next toss are:

B) 50/50 or 1 in 2 *(the odds of the game don't change, regardless of previous results)*
6. At what age can young people legally buy a National Lottery ticket in the UK?

A) 16

16 to buy National Lottery tickets, 18 to play at a casino or bookmaker shop.
7. People should try everything to fix their own problematic gambling behaviour before asking for help

B) False

Highlight that it's very important people speak up when they are worried, e.g. with a family member, teacher, youth worker, GP or other trusted adults.
8. Which of the following are signs that someone may be experiencing problems with their gambling behaviour?

A) Lying about how much money and time they spent on gambling
B) Gambling takes over their time previously spent on other activities
C) Gambling is damaging their relationships with others
D) All of the above
9. Name 3 other negative consequences that gambling can lead to:

Alcohol and Drug abuse; Homelessness; Relationship & Family breakdown; Debts; Criminal Activity; Anti-social Behaviour; Suicide; Headaches; Stomach upsets; Muscle ache; Rapid heartbeat; Palpitations; Blood pressure issues; Mental Health Problems.
10. Name 3 ways to stay safe when gambling:

Set a money limit and stick to it; set a time limit and stick to it; don't borrow money to gamble; expect to lose and treat any winnings as a bonus; do not gamble if you are feeling angry, upset or lonely; avoid trying to win back lost money.

Underage Participation in Risk-Taking Behaviours

This activity supports young people learning some facts and information about gambling.

Lesson Plan Stage: Passing on information: new knowledge.

Time: 10-15 minutes

Resources: Gambling Quiz handouts, pens, practitioner's answer sheet.

Method:

1. Provide the group with a set of 'statistic cards'.
2. Ask the group to put the cards in order from the lowest percentage to the highest percentage, asking them to consider the UK population as a whole, not just the local area.
3. As the group discuss the order, ask what factors may cause the participation in these risk-taking behaviours to go up and down. For example, education, parent participation, advertising, trends.
4. This may be a good time to discuss the different ways young people might gamble, and why they might gamble.
5. Once the group have decided on their final answer, reveal the correct order²⁰. You may want to facilitate discussion about any information or fact that has surprised the group or that they find particularly interesting.

Alternative options:

This game can be done in pairs or in small groups.

Instead of reading from the answer sheet, you may want to write the answers on the back of each card once printed.

You could give one card to four different participants and then ask the group to form a line from the person with the card with the lowest percentage to the one with the card with the highest percentage.

Additional notes:

It should be noted that this research was done UK wide, the prevalence of each activity and the order of past week participation may differ in different areas.

The research does not include the use of electronic cigarettes ('e-cigs', 'vaping' etc)

²⁰ Statistics from The Gambling Commission 2018 Report 'Young People & Gambling: A research study among 11-16 year olds in Great Britain'

The percentage of
11-16 year-old children
that have **spent
their own money
on gambling**
in the past week.

The percentage of
11-16 year-old children
that have **drank alcohol**
in the past week.

The percentage of 11-16 year-old children that have **taken illegal drugs** in the past week.

The percentage of 11-16 year-old children that have **smoked a cigarette** in the past week.

The percentage of 11-16 year-old children that have **smoked an e-cigarette** in the past week.

Materials – Practitioner’s Answer Sheet

Gambling participation among 11-16 year olds in Great Britain⁴⁷



⁴⁷ Chart taken from The Gambling Commission 2018 Report 'Young People & Gambling: A research study among 11-16 year olds in Great Britain'

What Would You Do If...?

This activity supports young people discussing how they may address concerns about gambling with their friends.

Lesson Plan Stage: Making choices and problem solving.

Time: 15-20 minutes

Resources: Scenarios handouts, picture of a target, blue-tack.

Method:

1. Select what statements may be most relevant for your group and how many you want to use. Cut the scenarios individually, fold each piece of paper and put them all in a basket.
2. Explain to the group that each scenario describes a situation which a friend might tell them about, and that the aim of the game is to discuss if they would be concerned about their friend and what they could do. You may want to discuss confidentiality and to ask participants to refer to friends generically, without making names.
3. Explain that the target represents a gradient of risk and concern: the bull's eye being the highest level of concern/risk and the outmost circle being a level of no risk and no concern.
4. Ask each participant to pick a statement from the basket.
5. One at a time, ask a participant to read out loud the scenario they have on their paper, and to place it on the target according to how concerned they would be for a friend in those circumstances.
6. Ask the rest of the group to share their views: you may want to support them in considering the risks involved in that scenario and the possible consequences. Based on the outcome of the discussion, they may move the statement to a different circle of the target.
7. If the discussion highlights that the scenario represents a situation with some level of concern or risk, ask them to share their thoughts on the following three points:
 - a. why there might be a concern, what kind of risk could the scenario involve;
 - b. what could they say to their friend;
 - c. who could they share their concern with (e.g. highlight that they should share any concern with a parent, teacher or other reliable adult).
8. Move on to the next person, with a new statement.

Alternative options:

This game can be done in pairs or in small groups.

Instead of using the picture of a target, you could ask the group to stand in a circle, and to step closer or further away from the centre based on their perceived level of risk/concern for each statement.

Additional notes:

If a participant shares that themselves or someone they know is or was in one of the scenarios that they read, please make sure that at the end of the activity you follow up with a one-to-one conversation, to check if there is any cause of concern that you may need to address.

Materials

Please feel free to write your own scenarios and/or to choose the statements that you feel might be relevant for your group.

You notice your friend is spending a considerable amount of time on their own playing free online gambling games.

Your friend asks you if they could borrow £5 to buy a scratch card.

Your friend mentioned that they are using their parents' credit card to pay for loot boxes on their favourite computer game.

Your friend says that they have managed to get past the age identification on a bingo website.

Your friend says they've spent their pocket money on lottery tickets.

Your friend keeps suggesting to make private bets with you and other friends every time you play pool or other games together.

Your friend said s/he hasn't slept much because they were playing online roulette games all night.

Your friend often seems distracted. When you ask him/her what's going on, he/she says they're just thinking about how they can buy more loot boxes on their favourite computer game.

Your friend says they play gambling-style computer games on a free roulette website because they're bored.

You discover your friend lied about having spent all their pocket money on a fruit machine.

You notice your friend doesn't have any money for their lunch. When you ask why, they said they used that money to buy a few scratch cards.

Your friends are looking forward to the Grand National and they've been talking about how they'll put a bet on with their parents. They suggest you do the same.

Your friend says that they won £30 with a lottery ticket their Gran bought them. They think it's their lucky day and want to buy another one.

You are talking with your friend about a computer game that you've both played, which contains loot boxes. You ask your friend how much money they've spent on opening loot boxes and they answer that they don't know as they've not kept track of it and they can't remember.

Your friend says they feel better when they gamble and encourages you to do the same if you're feeling bored or sad.

Your friend recently turned 16 but looks a bit older, he says he's got a fake ID and wants to try and get into the bookies.

Your friend says that they usually pick numbers for the national lottery with their parents.

Your friend decides to buy a raffle ticket for a local fundraising event.

Your friends says that their favourite time with family is when they get to go to the Arcades together.

Your friend wants to save money to buy a new phone, but it's taking a long time. Another friend suggests they could use some of the savings to buy a few scratch cards as that could help them reach the needed amount much quicker.

Your friends tells you that they like playing online games because they can interact with other players on the bingo website.

Your friend says that they use £3 of their pocket money to go to the arcades once a month.

Your friend shares with you that they are worried about their sibling, whom they see playing gambling-style computer games most nights.

Your friend, who is 15 years old, tells you that they want to ask their 19 years old sister to buy a lottery ticket for them.

Your friend says they have bought £50 worth of loot boxes on a computer game using the card details that the parents had saved on the laptop. Your friend is now scared of their reaction if they find out, so he/she has been lying to the parents about what he uses the laptop for.

Useful links and further information

Videos or Audios:

- The Derren Brown show on gambling on channel 4:
<http://www.channel4.com/programmes/derren-brown-the-specials/on-demand/44641-001>
- For a visual explanation of the odds in flipping 10 heads in a row:
<https://www.youtube.com/watch?v=rwvIGNXY21Y>
- Gambling and football:
 - [Brian Rice: Hamilton head coach left 'helpless and powerless' by gambling addiction after 10-game ban](#)
 - [Sports Minister Nigel Adams says football is 'too dependent' on gambling](#)
 - [Tony Adams: Former Arsenal captain calls for football to cut ties with gambling companies](#)
 - [Andros Townsend on gambling addiction and losing £46,000 in one night](#)

Further reading:

- 'Adolescents and loot boxes: Links with problem gambling and motivations for purchase'
D. Zendle, York St. John University, (2019)
- '(Loot) boxing clever? Has child and adolescent problem gambling risen in the UK?'
M. Griffiths, Nottingham Trent University, (2019)
- 'eSports, skins and loot boxes: Participants, practices and problematic behaviour associated with emergent forms of gambling'
J. Macey, University of Tampere, J. Hamari, Tampere University of Technology (2018)
- 'Gambling Participation and Academic Achievement. Longitudinal Links between Gambling Participation and Academic Performance in Youth'
F. Vitaro University of Montreal, M. Brendgen University of Quebec at Montreal, A. Girard University of Montreal, G. Dionne Laval University, M. Boivin Laval University (2018)
- 'Is the buying of loot boxes in videogames a form of gambling or gaming?'
M. Griffiths, *Gaming Law Review: Regulation, Compliance, and Policy*, 22 (1), pp. 52-54. (2018)
- 'Hot topics in gambling: gambling blocking apps, loot boxes, and 'crypto-trading addiction'
M. Griffiths, *Online Gambling Lawyer*, 17 (7), pp. 9-11 (2018)
- 'How coping styles, cognitive distortions, and attachment predict problem gambling among adolescents and young adults'
F. Calado, J. Alexandre, M. Griffiths, *Journal of Behavioral Addictions* 6(4), pp. 648–657 (2017)
- 'Prevalence of Adolescent Problem Gambling: A Systematic Review of Recent Research'
F. Calado, J. Alexandre, M. Griffiths, *Journal of Gambling Studies*, 33, 397-424, (2017)
- 'Parental gambling is associated with adolescents' attitude to gambling'
A. Buja , C Bertoncello , P Vian , F Vittadello , E Simeoni , M Sperotto , G Pieretti , B Genetti , C Lion
The European Journal of Public Health 27(suppl_3)) (2017)
- 'A prospective study of adolescent risk and protective factors for problem gambling among young adults'
K. Scholes, S. Hemphill, N. Dowling, J. Toumbourou, *Journal of Adolescence* 37 (2014) 215–224
- 'British Survey of children, the National Lottery and Gambling 2008-2009' Ipsos MORI
- 'Youth Gambling Problems: Examining Risk and Protective Factors'
L. Dickson J. L. Derevensky, R. Gupta, *International Gambling Studies*, Vol. 8, No. 1, 25–47 (2008)

Websites with additional information:

- **GamCare:** www.gamcare.org.uk
- **GambleAware:** www.gambleaware.co.uk
- **GambleAware's InfoHub:** <http://infohub.gambleaware.org/>
- **The Curriculum for Excellence:** <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>
- **The Curriculum for Excellence – Benchmarks for Personal and Social Education:** <https://education.gov.scot/improvement/Documents/HWBPersonalSocial%20EducationBenchmarksPDF.pdf>
- **The National Youth Work Strategy, 2014-2019:** <https://www.youthlinkscotland.org/media/1111/national-youth-work-strategy-2014-15.pdf>

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- 'Stack Deck: a programme to prevent problem gambling' by R. Williams, R. Wood (Hazelden 2012).
- 'Game Storming' by D. Gray, S. Brown, J. Macanuso (O'Reilly Media Inc. 2005).
- GamCare <http://www.gamcare.org.uk/support-and-counselling/people-weve-helped>

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