

GAMBLING

A TEACHING RESOURCE TO
PROMOTE RESILIENCE

PSHE Association
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Resource

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Introduction

Why gambling education?

Gambling is all around young people today – from advertising during sports events, and the behaviour and habits of reality TV stars, through to the betting shops on our high-streets. And it is a popular pursuit amongst Britons, with at least two-thirds of the population spending money on a gambling activity in the last year.¹

While for many people gambling is a pleasurable activity done in moderation, for a minority it can lead to substantial problems – financially, psychologically, and socially. From the data we have available, around 2 million people in Great Britain are likely to be at risk of harm through gambling, with an additional 400,000 having developed a serious gambling disorder.

Evidence also shows that many school students are involved in some form of gambling-related activity – such as playing cards for money and betting with friends – long before they are legally old enough to place bets online or at the local bookies, or enter a casino.

An Ipsos Mori survey has found that one in six 11-15 year olds have spent their money in the last week on a gambling activity. With gambling advertising on the rise, and with the proliferation of social media and new platforms for gambling, young people's exposure to the gambling industry and related activities is only likely to increase.

Providing young people with the skills and strategies to think critically about gambling and the risks it poses is therefore crucial. Yet, unlike other risky behaviours such as alcohol and drugs, gambling is a topic rarely covered in schools, at least outside of discussion of odds and probability in maths. This resource intends to fill that gap.

¹ For recent statistics on gambling see:
<http://www.gamblingcommission.gov.uk/PDF/survey-data/Gambling-behaviour-in-Great-Britain-2015.pdf>

Key aims

This booklet contains three lesson plans, to be delivered as part of a planned programme of Personal, Social, Health and Economic (PSHE) education.

Whilst primarily aimed at students in year 10, the material could be adapted to support learning for students aged 13 upwards, based on the maturity and needs of students. It is important that these lessons are placed within a spiral curriculum and that young people have had prior learning on risk, responsibility, safety, economic wellbeing, rules and laws so that these themes can be effectively built upon with these sessions. Equally, it is important to consider how best to extend and develop the learning appropriately as students age.

The lessons aim to promote the wellbeing of students by helping them understand how to prevent harmful behaviours and have the skills to be resilient in the face of difficult and risky situations – with a particular focus on developing healthy attitudes and norms around gambling. The skills and attributes developed throughout these lessons can be applied in a range of situations, thereby reinforcing learning across a spectrum of PSHE education topics and themes.

In particular, it would be best practice to consider the link between gambling and alcohol. Furthermore, the risk assessment activity in lesson 1 could be varied to provide extended opportunities to develop the skill of risk assessment in a range of contexts. The analysis of advertising in lesson 2 could provide opportunities to consider the role of media influence and persuasion. It also provides a structure for considering the skill/attribute of delaying gratification to reduce impulsivity. Whilst the final lesson, which aims to develop young people's knowledge, skills and attributes to help friends experiencing difficulties, can be adapted to address a range of risk-taking behaviours.

Each lesson plan in this booklet lists key learning objectives and outcomes for students. The full module will help students to:

- Identify risks and understand how to make good decisions in risky situations, in particular as regards gambling.
- Develop strategies to recognise and manage 'impulsive' behaviour.
- Recognise unhealthy behaviours in others and develop strategies to help them.
- Understand the role and influence of advertising and develop socially responsible messages around gambling.

Using the resources

The resources for delivering the three lessons consist of the following:

- This Teacher Booklet, containing each lesson plan and hand-outs to support relevant lesson activities
- A PowerPoint slide deck to support delivery of the lessons

Whilst the resources are designed to cover three 60-minute lessons, each lesson has several discussions which can be extended or condensed depending on the timetables of individual schools and have provided alternative activities where appropriate. We have also included suggestions for extension exercises beyond each lesson at the end of each plan.

Establishing a safe learning environment

It is important that any PSHE education takes place within a clear policy framework so staff should consult child protection and safeguarding policies prior to teaching, along with any other relevant documents such as a PSHE education policy.

Discussions about gambling and other risk-taking activities may have very personal associations for students – including their own experiences, and those related to their family (for example, if a parent has experienced problems with gambling) or friends. It is therefore important to liaise with pastoral staff prior to lesson delivery so as to be aware of any students who could be particularly affected by the learning, and agree strategies to manage any vulnerabilities.

A safe learning environment helps students feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback and will help teachers to confidently manage discussions on sensitive issues. It is good practice for teachers to work with students to establish ground rules about how they will behave towards each other in discussion.

Examples of ground rules include:

- Everyone has the right to be heard and respected.
- The conversation stays in the room (explain the limits of confidentiality).
- We will use language that won't offend or upset other people.
- We will comment on what was said, not the person who said it.
- We won't share our own, or our friends', personal experiences.
- We won't put anyone on the spot.
- We won't judge or make assumptions about anyone.

It is best to offer opportunities for students to discuss issues in small groups as well as sharing views with the class so that a range of students have an opportunity to explore their opinions. Ensuring access to balanced information helps young people to clarify their own opinions and views.

It is helpful for teachers to consider the cultural context to gambling decision-making. Some faith groups are strongly against gambling behaviours, for example. Teachers may therefore wish to help young people to feel the view that all gambling is wrong is respected when their peers might not share this viewpoint.

It is important to distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe. However, teachers delivering the module should know the correct procedure if a young person discloses information which concerns them. Instead, PSHE teachers should make clear the opportunities for young people to talk about personal situations in a suitable one-to-one setting.

Teacher notes

Throughout the resource there are notes designed to support teacher knowledge of key concepts, trends and statistics. These can be found in the introductory paragraph 'teacher notes' for each lesson and in key point boxes throughout the lessons. Additionally, background information is provided here to give more general guidance to support teachers.

Defining gambling

In law, gambling is defined by the 2005 Gambling Act as 'betting, gaming or participating in a lottery'. Each of these three activities requires a license under the 2005 Act, which provides guidance on the definition of each. The specific meaning of gaming is 'playing a game of chance for a prize, where a prize is defined as money or 'money's worth'".²

Different types of gambling

The Gambling Commission, which has chief responsibility for regulating the gambling industry, categorises different gambling activities into sectors. These are:

- Arcades (those for adults and those for families)
- Betting (online, at an event or in a high street bookmakers)
- Bingo (online or in a bingo hall)
- Casino (online or in a casino)
- Lotteries (raffles, tombolas, sweepstakes etc)
- Gaming machines (fruit machines, fixed odds betting terminals etc)

Gambling that occurs online is often known as 'remote' gambling. While offline gambling is still most prevalent, remote gambling is growing in popularity – accounting for 32 per cent of market share in 2016. Note that surveys exploring young people's gambling behaviour often ask about wider related activities outside of licensed premises – such as betting for money and playing cards with friends.

² This has led to some controversy with regards virtual currencies and whether these count as money's worth – see below and <http://www.gamblingcommission.gov.uk/for-the-public/What-is-gambling.aspx> for further information.

There are also a range of emerging behaviours to consider which may fall outside of traditional definitions of gambling for regulation purposes but which have several features in common with gambling (e.g. wagering virtual currencies – see below).

New trends - Esports, skin gambling and virtual currencies

A key trend in the online gambling world has been the rise of gambling on eSports, social gaming and the use of virtual currencies, such as Bitcoin, for gambling. eSports are virtual, competitive online video gaming matches. In 2015, eSports were estimated to have an audience of 160 million and prize funds exceeding \$71 million.³ Much like traditional sporting matches, a (quasi) gambling market has sprung up around eSports with people often betting virtual currencies on their outcome. Therefore, while still small, the virtual online gambling market is expected to grow along with the popularity of eSports and online gaming.

An important aspect of this emerging market has been controversy surrounding the betting of 'Skins'. Skins are virtual, decorative 'in game' items which can be bought, traded and sold for real money, thereby constituting a form of virtual currency. Third party websites allow skins to be used on gambling games, such as roulettes, and used to bet on eSport matches.

³ <http://www.gamblingcommission.gov.uk/PDF/consultations/Virtual-currencies-eSports-and-social-gaming-discussion-paper-August-2016.pdf>

The law on gambling and young people

One of the key objectives of the 2005 Gambling Act and subsequent legislation is for the prevention of harm to young people and vulnerable groups (“protecting children and other vulnerable persons from being harmed or exploited by gambling”). This objective alongside others guides the regulation of industry undertaken by the Gambling Commission.

Generally speaking, the minimum age for gambling in the UK is 18 years old – which applies to adult gaming centres, betting shops, bingo halls, casinos, racetracks and online gambling. However, there are a number of activities that people are allowed to take part in from the age of 16: lotteries including the National Lottery, football pools, some non-commercial gambling or low stakes and prizes gambling. Furthermore, some gaming machines such as coin pushers, teddy grabbers and some lower stakes fruit machines do not have a minimum legal age and can be played by anyone.⁴

⁴ A description of how these machines are categorised can be found here, http://www.gamblingcommission.gov.uk/for-licensing-authorities/GLA/Part-16-Gaming-machines.aspx#DynamicJumpMenuManager_1_Anchor_1

01.

Lesson one:
How can we manage risk?

Context and Overview

This is the first of three lessons promoting student wellbeing by helping them better understand risk-taking behaviours. This lesson explores risks in the wider sense before encouraging students to consider the specific risks associated with the gambling industry.

Learning Objectives

Students will learn:

- To assess risk in the context of gambling-related behaviours.

Learning Outcomes

Students will be able to:

- List factors which help people to assess risk and justify why some factors should be given more weight than others in different contexts;
- Explain how to risk assess gambling-related behaviours.

Climate for Learning

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as listening and respecting other people's points of view. Consider any sensitivities and prior knowledge you have about specific students' circumstances.

Links

PSHE Education - Statutory Health Education:

- the similarities and differences between the online world and the physical world, including...the risks related to online gambling including the accumulation of debt...

PSHE Education - PSHE Association's Programme of Study for Key Stage 4:

Health and wellbeing 25: students learn to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others

Living in the Wider World 19: students learn to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

Mathematics:

This lesson provides opportunities to develop students' understanding of probability and odds. Some scenarios consider whether people can 'afford' to gamble. This learning links to money management and budgeting.

Teacher notes

Probability and odds

A basic definition of odds: the probability of an outcome occurring. Probability can be expressed in different ways (eg. '50 per cent chance' vs. '1 in 2 chance'). While odds for betting in the gambling industry are based on probability, they are also calculated with profit in mind. Students should be made aware of the distinction, which will be returned to in lesson 2.

The ABC model

Whilst the lesson can be delivered without reference to this model, it is a helpful and well known tool that some students and teachers may be familiar with. It allows for the development of the skill of assessing consequences by analysing beliefs to support a more objective reaction to activating events.

The model asks students to consider how their beliefs (B) influence the consequences of decisions (C) following any kind of activating event (A). In the original ABC Model by Albert Ellis in 1962 the 'A' stood for 'adversity'

A = Activating event – something happens, just the facts.

B = Beliefs in that moment. Beliefs can be about the causes of the A or the implications of the A.

C = Consequence. The emotion the person feels at the time and the way they behave.

It should be explained that it is the B's that drive the C's – not just the A. We know this because two different people can be in exactly the same situation (A) and they feel and respond (C) differently because of the beliefs (B) they have at the time.

We often have beliefs which are inaccurate, meaning the person may be missing some important information because their thoughts in the moment are fixed and biased, rather than flexible and based on real evidence. The ABC model can be used to slow a situation down to separate the A from the B's and C's so there is clarity surrounding the B's that are in play.

With practice, a person can begin to exercise judgment which is better informed and leads to more desirable outcomes. The critical questions are: "are my C's (the way I feel right now and the way I am behaving or intending to behave), helpful or hindering to me?" and "how are my B's influencing my C's?".

The following is an example of the ABC Model which may support teachers to explain this concept in lessons.

Activating event: Anton wants money for clothes and computer games. He sees a newspaper story about a lottery winner and wonders whether he should put £20 on the lottery.

Belief (thoughts in that moment): If I put £20 on the lottery I will win the jackpot like the man in the newspaper. All our money problems would be over and I could afford anything I wanted. (Note: notice how some of the Bs are about the causes of the A "our money problems will be over" and some are about the implications (the future) of the A, "I could afford anything I wanted".)

Consequence: Anton feels excited and puts £20 on the lottery. He doesn't win and feels disappointed and cheated out of £20.

Belief (more accurate based on evidence): My chances of winning the lottery jackpot are tiny (45 million to 1). It would be nice to have the money but these odds mean I will be out of pocket and £20 is a lot to lose in my situation.

Consequence: Anton puts £1 on the lottery (you never know!) and keeps the rest of the money which he puts towards a computer game he had wanted for ages. He feels satisfied with his choices.

Confirmation bias

Confirmation bias means that we seek evidence to support our current thinking and we ignore the evidence that might suggest our beliefs are inaccurate. Confirmation bias is an almost automatic brain response so we have to work hard to seek evidence that challenges our beliefs. It takes time and practice to really see that our beliefs can be inaccurate and inflexible.

Lesson episodes

1.1 Baseline assessment: conversation response (10 minutes)

Explain that this session is the first in a series of lessons designed to raise awareness of gambling and develop protective skills to reduce the risks associated with it. While many young people are not involved in gambling behaviours, and still fewer are engaged in behaviour that is likely to lead to significant harm, it is important to help young people to know how to stay safe and assess risk in a range of contexts, both now and in the future.

Teacher note

This is a good opportunity to establish a safe environment for discussion. The class may already have established ground rules, especially if this is a regular PSHE lesson, or there may be a school protocol for discussions. If this is not the case, it is best practice to ask the class to agree on certain rules and display them throughout the programme of lessons. Typically, things like, 'respect other people's opinions', 'do not share our own or others' risk-taking experiences' etc. are suggested. Try to encourage active listening.

Show the group PowerPoint slide 4 or read out the following script from a bus-stop conversation.

Ira: My auntie says online bingo is a great way to make money.

George: My dad says it's gambling so we shouldn't do anything like that or we'll end up losing all our money.

Ira: Don't be ridiculous! It's just a bit of fun?

Ask everyone in the group to write down the meaning of the word 'gambling'. Provide no further prompting as it is important to gain an understanding from young people of what actions they see as gambling, and what factors make up the risk element of gambling.

Then ask students to comment on whether Ira and/or George are right in their comments.

As students are writing their responses, circulate to gain an understanding of your class's starting point.

Once the class have written down their initial thoughts, agree a class definition of gambling.

One possible definition is:

"Betting money, or equivalents to money, on games of chance."

Draw out that bingo is a form of gambling but that different gambling behaviours are seen as more or less socially acceptable; this often comes down to whether people are gambling recreationally or are displaying addictive behaviours.

George's comment that people will 'lose all their money' is inaccurate as some people do gamble responsibly. However, this illustrates that there is always risk attached to gambling – the stake, and the affordability of its loss, is an important factor in assessing the level of risk. This is also an opportunity to consider the potential consequences of risky gambling behaviour. Some students may also wish to pick up on the fact that a number of faiths do not allow gambling.

1.2 Explore activity: risky behaviours card sort (20 minutes)

Explain that to understand the nature of the risk in gambling, we need to understand the nature of risk-taking in our daily lives.

1. Horse-riding lessons	2. Cycling without a helmet	3. Starting a new relationship
4. Starting your own business	5. Use of class A drugs	6. Smoking every day
7. Stealing from a shop	8. Jumping from a cliff into the sea on holiday	9. Putting £10 on the lottery every week
10. Speeding when driving	11. Going for a dream job interview	12. Playing fruit machines every day

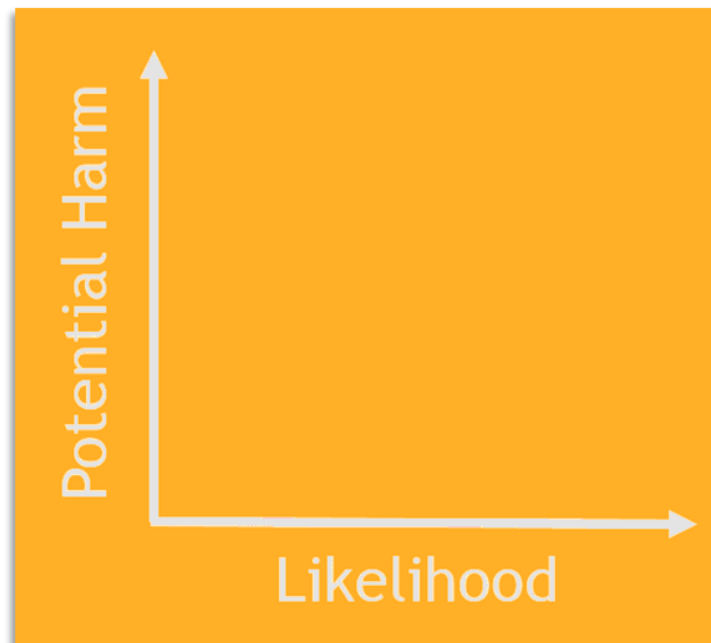
Give students the pack of 12 'risky' behaviours that cover a range of activities [Resource 1]. Ask students to create a continuum from low-risk to high-risk behaviours. There is no definitive answer and students should be encouraged to challenge each other's views on how risky the behaviours are, recognising that we can have different beliefs about a situation.

Teacher note

Be aware that there are some sensitive issues surrounding substance misuse, illegal behaviours and potentially dangerous acts which must not be trivialised. It is intended that a progressive PSHE curriculum will allow opportunities to discuss such topics in further detail in future and/or previous lessons.

Gain initial feedback from students about their rankings and ask them how they made their decisions. Discuss that for each behaviour, students needed to weigh up:

1. How bad the potential impact of the behaviour could be (ranging from mild embarrassment, through to serious injury or death);
2. The likelihood of that impact happening (on a scale from almost no chance, to absolutely certain).



Next, ask students to use their original risk assessments to help them to decide which risks are worth taking and which are not. Ask students to move any cards up or down their continuum based on their perceptions of the potential pay-offs of each behaviour as well as the probability/odds of each.

Pick up on any shifts in position e.g. did students think the risk of starting your own business was worth taking despite deciding originally that it was a relatively high risk venture? Ensure exploration of the different factors when making decisions about risk.

Finally, share with students the actual odds of harm in each case. Ask students if they would wish to shift any of their answers in the light of these odds.

Possible questions:

- Does everyone in the class agree with where different activities were placed? If not, why not?
- How did you determine high/low risk??
- What impact do odds have on your assessment of risk?
- What makes a risk worth taking?
- How do odds and probability in gambling situations differ from risk assessment in other situations? [see teacher guidance above]

Teachers can ask students to photograph the original and follow-up card positions as evidence of learning and to provide further discussion points if desired.

The activity should close with students considering the key question: 'what makes a risk worth taking?'. Students should consider what the likely pay-offs of certain behaviours are (for example, going for a dream job), and how these can be weighed against the risks they have calculated (being embarrassed at not getting the job). Encourage students to make distinctions between short-term and long-term rewards (anticipating the next lesson).

Summarise that risk is defined as the combination of two factors: the potential impact (or 'harm'), and the likelihood of this happening. Note that risk refers to the likelihood of a *negative* outcome. Once the risk-assessment has been made, the risk can be balanced against the potential positive outcome – the potential 'payoff'.

Odds relating to the 'risky' behaviours

<p>Horse-riding lessons – horse riders can expect a serious incident once every 350 hours of riding</p>	<p>Cycling without a helmet – Cycle helmets may prevent up to 85% of head injuries. Accident rates vary across the country (in London 1 journey in every 515,000 ends in death or serious injury).</p>	<p>Starting a new relationship – many factors, including age, and where you meet, will affect this. The average relationship started online will last for 7 months.</p>
<p>Starting your own business – the odds of a new company succeeding are 1 in 10 (90% fail).</p>	<p>Use of class A drugs – cocaine use could increase risk of cardiac arrest by 300%. Heroin use significantly increases chances of long term health problems as well as risks associated with sharing needles and taking an overdose</p>	<p>Smoking every day – the odds of dying from cancer are 1 in 2. Smoking causes 28% of cancer deaths, and is the most preventable cause of cancer.</p>
<p>Stealing from a shop – 1 in 3 recorded thefts lead to punishment or conviction.</p>	<p>Jumping from a cliff into the sea on holiday – accidental death from drowning is extremely rare (around 200 people die each year) – but chances will increase depending on circumstances (eg. age, swimming proficiency, how tall the cliff is etc.)</p>	<p>Putting £10 on the lottery every week – the chances of winning the jackpot on the Lotto are 1 in 45,057,474. The odds of matching 3 or more balls is 1 in 93</p>
<p>Speeding when driving – Inappropriate speed reportedly contributes to around 15% of crashes resulting in a serious injury and 24% of collisions that result in a death. A 1% change in speed leads to a 2% change in injury accidents, a 3% change in severe injury accidents and a 4% change in fatal accidents.</p>	<p>Going for your dream job interview – there are on average 18 applicants per job opening (a 1 in 18 chance of getting the job). This varies substantially depending on the sector.</p>	<p>Playing fruit machines every day – odds of winning the jackpot on a regular fruit machine are 1 in 262,144</p>

Alternative activity

Ask students to rank three sporting behaviours into 'risky', 'riskier' and 'riskiest'. The three events are a 10m jump off a cliff into the sea by two 14-year old boys, an experienced skier going down a busy slope, and a young horse-rider going for their first trek. Encourage students to discuss their ideas with a partner. Follow up with a brief discussion on how students ranked the behaviours and consider different factors in making this distinction, such as age, experience, conditions, safety, etc.

Teacher note

There is limited evidence about which sports are riskiest due to varying participation rates. Injuries occur at relatively similar rates in both skiing and horse-riding, so the relative experience of the participants (experienced skier vs novice rider) and conditions (busy slope vs managed trek) are likely to be considered factors. The cliff jump is likely to be ranked as the riskiest due to the age of the participants and the possible dangers of jumping into water (rocks, currents, depth etc.)

It is important to consider some of the key questions provided in the original activity such as:

- How did you determine high/low risk??
- What impact do odds have on your assessment of risk?
- What makes a risk worth taking?

Teachers should then link learning to the focus for today's session by asking:

- How do odds and probability in gambling situations differ from risk assessment in other situations? [see teacher guidance above]

1.3 Extend activity: gambling behaviours (15 minutes)

Given what we now know about risk assessment, ask students to focus on one of four scenarios and consider how each character is feeling and what they should do in the situation based on the potential risks involved [Resource 2].

Students should consider two alternatives: an 'in the moment' response, not based on all the evidence; and an alternative response, with more accurate beliefs. This is to help young people to see that effective risk assessment requires a more neutral, fact-based approach rather than an emotional one.

Allow for a 10-minute class discussion to explore some of the issues that emerge from the scenarios such as:

- the reasons why people might take the risks associated with gambling;
- what each character should do and why;
- the importance of an objective approach to risk assessment.

Scenarios

Scenario

1

Money is tight for Sasha's family so she often wishes that she had the kind of things that her friends have such as designer clothes and the latest phone.

When she's out at the newsagents, Sasha sees a story on a newspaper front cover about a man who won the lottery. She has £20 birthday money and sees the lottery kiosk.

Issues to consider include

The influence of peer pressure (Sasha wants what her friends have) and the media (the front page story in the newspaper provides some evidence);

The possible impulsive temptation to gamble, £20 sounds a lot for her to spend gambling given her family's situation.

2

Clayton is bored at home one night and sees an advert on his social media feed advertising a new betting site which is giving away free bets.

To play, he needs to enter a credit card number. He takes his brother's card, justifying his decision as doing no harm as he only intends to use the free bets and not pay anything on the card. Clayton plays for half an hour and really enjoys it, thinking of ways to spend his winnings if he gets any.

At one point he is out of free play but is very close to the jackpot. He is tempted to pay to carry on playing.

The influence of the media (the social media adverts encourage the behaviour).

The techniques used to get people interested in gambling and maintain that interest.

The belief that people can make money gambling.

The draw of gambling sites.

The possible temptation to gamble using others' money.

Scenarios

Scenario

3

Penny is close with her grandfather who regularly bets on greyhound racing. They go to the greyhound track during half term. Her grandfather loses all the bets he places, gets increasingly cross and asks Penny to choose the winner of the next race. When the greyhound Penny chooses wins, her grandfather is delighted and gives her a share of the winnings.

Her grandfather says Penny must be 'a lucky charm' and encourages her to select the winner for the final race, suggesting she puts a bet on too as she's clearly having a lucky day. Penny has £50 in her wallet and the final race is taking bets.

Issues to consider include

The influence of family pressure (Penny may want to please her grandfather) and types of thinking (grandfather's reference to 'lucky charm').

The frequency of her grandfather's gambling.

The concept of 'chasing losses' (grandfather continuing to bet even though he has lost heavily).

The possible temptation to gamble and win more money.

The confirmation bias means Penny might be focusing on the one win rather than the rest of the night's losses.

4

Rashid and his friends spend a lot of time gaming online. They have become very successful in various strategy and war games and have discussed whether they should now use these skills to make some money from online gambling.

Rashid and his friends are all good at maths, understand odds and card games and think they can make lots of money playing online poker. It's Saturday afternoon and Rashid and his friends start taking steps to make it happen. He has saved up £50 to go to a festival later in the summer.

The influence of peer pressure (Rashid and his friends may encourage each other – 'groupthink').

The media (the likelihood that online gaming has brought them into contact with online gambling) and types of thinking (knowing the odds doesn't mean a person can beat them)

Different types of gambling and the element of skill v chance (poker has elements of skill unlike a lottery or roulette which is largely about chance).

How much he wants to go to the festival and the implications if he doesn't go.

1.4 Evaluate activity: reflection (5 minutes)

Students are posed the following questions to check learning and progress:

- Why do we take risks?
- How can we make better decisions about risk?
- What factors influence how we think about risk?
- How can we be resilient in the face of these influences?
- How can people ensure they make better choices around gambling behaviour?

Ask students to remember that **risk = the potential harm x the likelihood of the harm happening**.

Students also revisit their initial baseline response on the meaning of gambling. Ask students to make any additions or changes in a different coloured pen to illustrate the progress they have made during the lesson.

Use this to inform your understanding of any elements of the lesson which may need revisiting or clarifying in a future session.

Signposting

Make sure that students are aware of any advice and support they can access if they are concerned about any of the issues explored in the lesson. Reassure students that this is confidential, and they can be anonymous. This should include the school's own arrangements as well as external provision such as:

Childline 0800 1111 or www.childline.org.uk offers a range of ways to talk to a trained counsellor, including via email and an online chat service. Calls are free from a landline or mobile.

BeGambleAware www.BeGambleAware.org offers free and confidential information, advice and support for anyone who is worried about theirs or someone else's gambling.

The National Gambling Helpline 0808 8020 133 or www.begambleaware.org/NGTS, as part of the National Gambling Treatment Service, offers free help, support and advice about gambling over the phone or Live Chat.

Central and North West London NHS Foundation Trust www.cnwl.nhs.uk/cnwl-national-problem-gambling-clinic/ offers a range of treatment options for those experiencing complex problems and specialist help for children and young people aged 13 to 25 years old.

Possible extensions

Storyboard

Students could create a storyboard for one of the scenarios, showing the character choosing not to gamble, particularly focusing on how people can support each other to say 'no' to something that doesn't feel right for them.

For the activity to be most effective, students require clear guidance as to outcomes, assessment criteria and quality of expectations.

02.

Lesson two: How can we manage
impulses and influences to gamble?

Context and Overview

This is the second of three lessons promoting the wellbeing of students by helping them understand how to reduce engagement in harmful behaviours. The lesson builds on the first lesson which explored how some beliefs can lead to risk-taking behaviours which can have negative consequences. This lesson focuses on what contributes to risk-taking behaviours by investigating the concepts of temptation, impulsive behaviour and delayed gratification using the famous Marshmallow Test as a point of reference.

Learning Objectives

Students will learn:

- about the impact of peers and the media on gambling behaviours;
- about 'impulsivity' and 'delayed gratification' and ways to manage impulsivity.

Learning Outcomes

Students will be able to:

- Explain how others can influence gambling-related decisions;
- Explain what 'impulsivity' and 'delayed gratification' are and how they relate to gambling;
- Describe ways to manage peer and media influence on gambling decisions.

Climate for Learning

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as listening and respecting other people's points of view. Consider any sensitivities and prior knowledge you have about specific students' circumstances.

Links

PSHE Education - Statutory Health Education:

- the similarities and differences between the online world and the physical world, including...the risks related to online gambling including the accumulation of debt...

PSHE Education - PSHE Association's Programme of Study for Key Stage 4:

Health and wellbeing 21: to identify, manage and seek help for unhealthy behaviours, habits and addictions...

Health and wellbeing 25: students learn to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others

Relationships 35: students learn to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online...

Living in the Wider World 19: students learn to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

English:

This lesson offers students the opportunity to consider persuasive writing and advertising.

Media:

Links could be made with media studies regarding advertising strategies.

Business Studies:

Links could also be made with regarding sales and gambling business models.

Teacher notes

Key terms

- **Impulsivity** – acting without thinking about the consequences of those actions.
- **Delayed gratification** – discounting short-term rewards (instant gratification) in favour of longer-term rewards (with the suggestion being that these rewards can be more beneficial for the individual in the long-term).

Delayed gratification research

The Marshmallow Test is a psychological study on delayed gratification, first conducted in the 1960's by Professor Walter Mischel of Stanford University.

In these experiments, a child is led into a room, free of distractions, with a single marshmallow placed on a table in front of them. The child is then offered a choice: either they can eat one marshmallow now, or wait for 15 minutes to receive a second marshmallow (delayed gratification – 'good things come to those who wait'). The child is then left alone to make the decision.

In his studies – in which over 600 young children took part – Mischel found a great variety of responses. Some children would 'cover their eyes with their hands or turn around so that they can't see the tray, others start kicking the desk, or tug on their pigtails, or stroke the marshmallow as if it were a tiny stuffed animal'.

A minority of the 600 children ate the marshmallow as soon as the researcher had left the room (the most impulsive). One third of the children were able to delay gratification long enough to be given the second marshmallow.

Follow-up studies revealed some unexpected correlations between the results of the test and the success of the children in later life. Follow-up studies found that young children who were able to delay gratification longer were described more than a decade later by their parents as teenagers who were 'significantly more competent'. Studies also showed that the ability to delay gratification directly correlated with higher SAT scores (a test used to determine college admission), as well as better stress-management and even less illicit substance use in later life.

The original studies and others have been used to suggest ways to reduce impulsivity:

- **Avoidance** – when the marshmallow was covered up children were less impulsive
- **De-emphasis of reward** – when children were reminded of the reward they were more impulsive
- **Positive distraction** – if given a toy or told to 'think fun thoughts' they were less impulsive
- **Abstraction** – when told to think of the marshmallow in an abstract way they were less impulsive
- **Self-directed speech** – children who told themselves, 'I have to wait', were less impulsive

Video clip of more recent Marshmallow Test

https://www.youtube.com/watch?v=QX_oy9614HQ

Interesting critique of the experiment from The New York Times

http://www.nytimes.com/2014/01/12/magazine/we-didnt-eat-the-marshmallow-the-marshmallow-ate-us.html?_r=0

Addiction research

Some psychologists think that people are more or less likely to be affected by addictive behaviours like gambling because of the way their bodies function – the biological approach. Others believe it is down to how people think – the cognitive approach. Another approach is the behaviourist approach which suggests people adopt dependent patterns due to their environment.

More detailed explanations of gambling addiction and available treatments, such as cognitive behavioural therapy, can be found at the website of the National Problem Gambling Clinic: <http://www.cnwl.nhs.uk/cnwl-national-problem-gambling-clinic/>.

Advertising research

In 2013 Ofcom published a report, *Trends in Advertising Activity*, which found that the frequency of gambling advertising in the UK had dramatically increased following deregulation in 2007. In 2007 234,000 gambling commercials were aired, which rose to 1.4 million in 2012. The proportion of all commercials accounted for by gambling ads rose from 0.5% to 4.1% in the same period. On average in 2012 adults saw 630 gambling ads while children aged 4 to 15 saw 211 gambling ads.

The Gambling Act of 2014 (which followed the 2005 Gambling Act which led to the deregulation of gambling advertising in 2007) gives guidelines on responsible gambling advertising:

- Only licensed gambling operators can advertise
- Advertising must not be aimed at children or leave vulnerable people open to exploitation
- Advertising must display the GambleAware website
- TV advertising should generally be after 9pm watershed (does not apply to sport betting during sport fixtures)

Lesson episodes

2.1 Baseline activity: Post-it viewpoints (5 minutes)

Students are given a post-it note and asked to write their name on the corner of it. They are then asked to rate on a scale of 1-10 how highly they agree with the following statement, and asked to write a short reason for their answer:

"Some people are born more likely to gamble than others; there is nothing you can do about that."

Ask students to stick their post-it notes on the whiteboard/a spot on the wall so the teacher can review the comments and use this to inform their teaching.

This will be revisited at the end of the lesson to check progress.

Teacher should provide an introductory explanation to address this statement. Explain that each person has a different level of requirement for stimulation from their day-to-day activities; some people get bored more easily than others and therefore often look to risk-taking behaviours as a way of relieving that boredom.

However, whatever a person's genetic makeup and upbringing, we each have a choice as to which behaviours we engage in. And often it is the influences around us that determine whether we act in potentially destructive ways or not. Today's lesson focuses on those influences and how we can reduce them in order to reduce the likelihood of engaging in unhealthy gambling behaviours.

2.2 Engage activity: the Marshmallow Test (15 minutes)

Project slide 19 of the PowerPoint presentation. The slide asks students to consider how a young child would react if placed in a room with a marshmallow and told that if they didn't eat the marshmallow now they could have two when the adult returns.

This is Walter Mischel's famous Marshmallow Test' – see 'teacher notes' above). A short video (such as https://www.youtube.com/watch?v=QX_oy9614HQ) could be used to exemplify the study.

Slide 20 contains a development of the initial question to consider certain 'what if' alterations to the test. Encourage students to discuss their ideas with a partner.

Using the information in teacher notes above, give a verbal description of Walter Mischel's famous study into impulsivity and delayed gratification including the conclusions drawn from the adapted studies.

Explain that the following techniques could be used successfully to reduce impulsivity.

Avoidance – when the marshmallow was covered up children were less impulsive

De-emphasis of reward – when children were reminded of the reward they were more impulsive

Positive distraction – if given a toy or told to 'think fun thoughts' they were less impulsive

Abstraction – when told to think of the marshmallow in an abstract way they were less impulsive

Self-directed speech – children who told themselves, 'I have to wait', were less impulsive.

Teacher note: Functional vs dysfunctional impulsivity

This lesson tends to focus on what psychologists might refer to as 'dysfunctional impulsivity' where people generally act without thinking, which, in risky situations especially, can be dangerous or counter-productive. There should be an awareness however of the existence of 'functional impulsivity' which might be associated with intuition, taking advantage of situations, mental agility and 'thinking on your feet'.

Ask students how this might apply to gambling. [Note: this can also be linked to other potentially addictive behaviours.] The following student-friendly wording may be used to prompt students:

- **Avoiding situations** – avoid friends who are gambling, don't engage with online adverts by clicking on the links, reduce screen-time exposure.
- **Reduce exposure to reminders of the rewards** – reduce screen-time exposure, switch off TV adverts.
- **Distraction with other experiences**– build a fulfilling life where the stimulation from gambling would not be required.
- **Think in a different way about the situation** – balance the likely outcomes to recognise the reward could be a false reward; it is the buzz not the money itself which is the draw which can be gained in healthier ways e.g. exercising, finding a subject/job/cause which motivates a person.
- **Self-talk which reminds a person about their desire to make better choices**– remind themselves of the potential consequences of unhealthy gambling behaviours and compare this with the lifestyle they want, ask if gambling accords with their values, recognise that the urge to gamble is only temporary and will pass.

Emphasise that resisting impulsivity is a skill/attribute which can be learned and that we can avoid situations which require the need for us to exercise this skill/attribute in the first place. With this in mind, we will look at influences which can make it difficult to resist impulsive and/or unhealthy behaviours.

2.3 Explain activity: advertising (20 minutes)

Teacher note: The gambling industry

The purpose of this lesson is not to demonise the gambling industry. They are promoting their trade just like any other potentially risky pastime might, fully sanctioned by law (see above). The emphasis should be on improving students' understanding of industry agendas, and how the ways in which risks are presented (e.g. as glamorous) can affect decision-making. The aim is to create a sense of balance by developing a more objective portrayal of gambling.

Explain that advertising uses a variety of techniques to encourage people to gamble, including making regular demands on people's impulse control.

Project slide 24 of the PowerPoint presentation and pass out Resource 3. Ask students to analyse a made-up gambling advertisement for an online casino, 'Gambling'. Students should annotate the image considering 'what' the advert portrays and 'why' it is doing this.

Students might identify:

- Company name, 'Gambling' – a cross between glamour and gambling
- Tag line – 'putting the 'glam' into gambling'
- Money offer – get £30 in free bets when you join with £10
- Availability – anytime, anywhere nature of online/mobile gambling
- Variety – lots of different games to maintain interest
- Promises of 'big wins' and 'the best odds around'
- Image – glamorous picture of casino

Ask students the following questions to clarify their understanding:

- Do you think the reality of a gambling lifestyle matches that promoted in advertisements?
- Why do you think so many gambling websites offer free bets to people who sign up?
- How else do gambling websites try to encourage interest/continued play on their site?
- What do you understand by the odds that are shown in gambling adverts? How do these compare to the odds you considered in lesson 1? (Note that odds are always calculated by the industry with profit in mind.)

It is helpful to link in the earlier learning on impulsivity. Online gaming in particular means that people have easy access to quick rewards and are constantly reminded about this.

2.4 Extend activity: peer influence forum post (10 minutes)

Provide students with the example forum post [Resource 4]. Read this as a class and ask students to respond to the writer's request for help.

Ask Jeff Questions and Answers

Username: Any1#Year 10

I'm really lucky to hang out with some great mates but two of my best friends have started playing the slots down the local arcade after a few beers and want me to go with them. I can't afford it and it makes me really uncomfortable to see them throwing away all that money and getting shirty with the arcade staff if we go on the 18's and over machines. I was never really that bothered about playing them before but I found myself getting in the zone the last time we went and ended up losing a fortune. But they're my mates; I don't want to let them down or miss out on all the fun, plus I'm tired of being told I'm a loser when I say I don't want to go. What should I do?

Teacher note: Rules on gambling

For most types of gambling, the minimum legal age in the UK is 18 years old. This applies to adult gaming centres, betting shops, bingo halls, casinos, racetracks and online gambling. However, the minimum age for participation in the low stakes gambling, lotteries and football pools is 16. 'Category D' machines such as coin pushers or teddy grabbers are legal to use at any age. Further information on the different rules for different gaming machines is available at:

<http://www.gamblingcommission.gov.uk/Gambling-sectors/Gaming-machines/About-gaming-machines/Gaming-machine-categories/Gaming-machine-categories.aspx>

Students should be encouraged to note that peer approval is a really strong factor in young people's decision making but that we can often compromise our values and potentially our health if we make choices based on what someone else wants us to do.

Discussions could focus on:

- Risks to Any1#Year 10 of continuing to gamble
- Nature of friendship (negotiation to agree something others want to do, changing friendship dynamics, friendship should not require harm, not helping others by contributing to their risky behaviours)
- How to discuss things with friends
- Influence of alcohol
- Avoidance and exit strategies e.g. excuses not to go, better suggestions for things to do.

2.5 Evaluate activity: assessment and reflection (10 minutes)

Students privately reflect on ways in which they could apply the ideas from today's lesson to their own lives in terms of avoiding less beneficial outcomes or risky behaviours. Ask the class for ideas on how to manage impulsivity and peer influence in situations a person of their age might come across, referring back to the ground rules to ensure no-one discloses personal experiences. This could be in situations at school e.g. being told off for something which was not their fault, or situations at home e.g. reacting to an annoying sibling or daring a sibling to do something, or more complex situations e.g. a person being dared to play chicken with an oncoming train.

Students also revisit their initial baseline response. Ask students to write a new number to indicate their level of agreement with the starter statement and justify any changes to illustrate the progress they have made during the lesson.

"Some people are born more likely to gamble than others; there is nothing you can do about that."

The responses should be collected as students exit to inform teacher assessment of progress and to help adapt follow-up learning.

Signposting

Make sure that students are aware of any advice and support they can access if they are concerned about any of the issues explored in the lesson. Reassure students that this is confidential, and they can be anonymous. This should include the school's own arrangements as well as external provision such as:

Childline 0800 1111 or www.childline.org.uk offers a range of ways to talk to a trained counsellor, including via email and an online chat service. Calls are free from a landline or mobile.

BeGambleAware www.BeGambleAware.org offers free and confidential information, advice and support for anyone who is worried about theirs or someone else's gambling.

The National Gambling Helpline 0808 8020 133 or www.begambleaware.org/NGTS, as part of the National Gambling Treatment Service, offers free help, support and advice about gambling over the phone or Live Chat.

Central and North West London NHS Foundation Trust www.cnwl.nhs.uk/cnwl-national-problem-gambling-clinic/ offers a range of treatment options for those experiencing complex problems and specialist help for children and young people aged 13 to 25 years old.

Possible extensions

Marshmallow Test

The lesson lends itself to using marshmallows to recreate the conditions of the Marshmallow Test. However, consider carefully whether this is culturally appropriate (e.g. times of fasting, any non-vegetarian ingredients in marshmallows).

Functional impulsivity examples

The idea of functional impulsivity could be explored in more detail by considering examples of when being impulsive would be considered a positive outcome. For example, when a person sees a friend about to be hit by a frisbee, they don't have time to think about the outcomes, the right thing would be to yell out or pull the friend away from the frisbee. Or if a person instinctively feels uncomfortable when they go out on a date with someone, they should listen to this internal impulse and find a safe exit strategy, even if there is limited evidence for their feelings.

YouTube clip

Students could work in small groups to devise a short Youtube clip which outlines the techniques used to convince people to gamble and promotes an alternative responsibility message. A suggested overview might be:

- Opener – covering the techniques used to encourage gambling,
- Development – debunking myths about the gambling lifestyle and chances of winning large sums,
- Ending – how to reduce risks of gambling harms, help others or get help for someone in need.

Students can begin by creating either a script or a story-board to capture their ideas. Students could use an assessment grid to aid their understanding of what is required and the criteria upon which their work will be judged. It is recommended that teachers plan groups carefully and direct them to allocate suitable roles within those groups:

- Creative director – responsible for refining the group's script and ideas to ensure an informative advert
- Theatrical director – ensures good quality presentation of the group's work
- Pacesetter – keeps the group focused on the time left to finish the activity and makes important decisions if the group are short on time
- Group manager – reminds the group about the activity instructions and assessment criteria to make sure everyone stays on task

Advertising regulations

Students could be asked to research and compare the regulations on gambling advertising with those on tobacco.

03.

Lesson three: How can we help people
who have developed problems with gambling?

Context and Overview

This is the third and final lesson promoting the wellbeing of students by helping them to challenge stereotypes related to gambling and to understand how to support someone who is exhibiting harmful behaviours. This lesson builds on the first two lessons which covered the reasons why people display risky behaviour and the concept of impulsivity linked with exploration of the influences on gambling. This final lesson allows students to focus on issues specifically related to gambling harms.

Learning Objectives

Students will learn:

- the difference between recreational and problematic gambling behaviours and ways to support those who are experiencing gambling harms.

Learning Outcomes

Students will be able to:

- Identify and challenge common gambling stereotypes;
- List signs a person may have developed problems with gambling;
- Explain ways to help someone who is displaying characteristics of at-risk gambling.

Climate for Learning

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as listening and respecting other people's points of view. Consider any sensitivities and prior knowledge you have about specific students' circumstances.

Links

PSHE Education - PSHE Association's Programme of Study for Key Stage 4:

Health and wellbeing 21: to identify, manage and seek help for unhealthy behaviours, habits and addictions...

Health and wellbeing 25: students learn to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or others

Relationships 35: students learn to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online...

Living in the Wider World 19: students learn to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

Media:

Links could be made with media studies regarding media stereotypes of gambling and the legislation on gambling advertising.

Teacher notes

Pathological gambling, or 'gambling disorder' as it has been recently reclassified (DSM V (2013) – Diagnostic and Statistical Manual of Mental Disorders), is now most closely associated with substance-related and addictive disorders. Signs a person may need support include:

- using income or savings to gamble while bills go unpaid;
- repeated, unsuccessful attempts to stop gambling;
- chasing losses;
- losing sleep over thoughts of gambling;
- arguing with friends or family over gambling;
- feeling depressed because of gambling.

It is believed that 0.7% of the population (higher in males than females) are at high risk due to their gambling behaviour.¹

Some psychologists think that people are more or less likely to be affected by addictive behaviours like gambling because of the way their bodies function – the biological approach.

Others believe it is down to how people think – the cognitive approach. Another approach is the behaviourist approach which suggests people adopt dependent patterns due to their environment. More detailed explanations of gambling addiction and available treatments, such as cognitive behavioural therapy, can be found at the website of the National Problem Gambling Clinic.²

¹ <https://www.gamblingcommission.gov.uk/PDF/survey-data/Gambling-participation-in-2018-behaviour-awareness-and-attitudes.pdf>

² <http://www.cnwl.nhs.uk/cnwl-national-problem-gambling-clinic/>

Lesson episodes

3.1 Baseline assessment: draw and write gambling stereotype (10 minutes)

Using slide 34 of the PowerPoint presentation, take students through the following draw and write activity. Ask students to complete this activity on their own, without conferring with others – this is just about their ideas at this point. There are no right or wrong answers and they do not need to worry about spellings etc.

- Draw someone who gambles
- Next to it, add the gambling behaviours they engage in
- Add how and why they started gambling
- Add where they get the money to gamble from
- Add the effects of their gambling behaviour

Circulate while students complete this activity to gain a snapshot of young people's responses. This will help inform your teaching about the stereotypes students associated with different gambling behaviours.

Ask the class to share ideas from their draw and write examples. Ask where they got their ideas for their character from. Use this to raise points about gambling stereotypes. For example, if most examples students selected were male, you may wish to ask whether women gamble, and whether they can be equally affected by gambling harms.

Teacher note: Career gamblers

Career gamblers may be raised by students as an illustrative example. To avoid glamorising this option, it is best to wait until young people raise the issue. If they do, it is important to recognise that some people do make money in this way, but this tends to be on games which have a level of skill attached to them and such gambling still involves significant financial risk, particularly at the start of a person's career.

While there appears to be lower levels of high-risk gambling behaviour among younger teenagers, young people have been found to overestimate the role of skill in gambling and their chance of winning.

Furthermore, the Advertising Standards Authority has upheld complaints against a number of companies over gambling adverts presented as news articles which make claims of gambling being the solution to debt. This reinforces the need to challenge gambling as a method of making money.

3.2 Engage activity: myth busting (10 minutes)

Show students slide 35 of the PowerPoint which features the following statements:

- Most people gamble regularly.
- Young people are more likely to gamble than adults.
- Gambling rates among young people are increasing.

Explain that all these statements are false (see data in bold on page 48).

The following information and statistics can be used to dispel myths young people might raise. It is important that any social norms shared positively influence young people's behaviour so it is best to respond directly to prompts from students and to be selective with the data provided.

For example, if students say that most adults gamble, statistics on prevalence may dispel this myth. If students say it is only a minority who do so, sharing the same statistics could inadvertently encourage young people to believe it is common to gamble where before they did not.

The same is true with statistics on prevalence among young people so questions such as "do you think it's common for young people to gamble" are safer than using statistics quizzes in this topic area.

The following points can help to counter some common stereotypes:

Gambling Commission 2018 survey³:

- **46% of adults had engaged in some form of gambling in the month prior to the survey. This means 54% had not.**
- Whilst online gambling has increased, traditional forms of gambling, in particular the National Lottery, remain by far the most popular gambling activity in the UK.
- 45% of people who'd gambled online said they spent money due to advertising.

NHS 2018 survey⁴:

- **45-64 years olds were the age range most likely to have gambled in the last 12 months.**
- 57% of men and 51% of women had participated in gambling activity in the past 12 months.

Gambling Commission 2019 survey⁵:

- **11% of 11-16 year olds had spent money on a gambling activity in the last week.**
- **This is less than any year featured in the research series (2011-2019).**

NatCen 2017⁶:

- There was found to be no clear link between economic status and the prevalence of gambling activity.⁶

³ Gambling Commission survey 2018

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

⁴ NHS Survey for England 2018

<https://digital.nhs.uk/data-and-information/publications/statistical/health-survey-for-england/2018/health-survey-for-england-2018-supplementary-analysis-on-gambling>

⁵ Gambling Commission survey 2019

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

⁶ NatCen 2017

<http://www.gamblingcommission.gov.uk/PDF/survey-data/Gambling-behaviour-in-Great-Britain-2015.pdf>

3.3 Explore activity: at-risk gambling (10 minutes)

Ask students to explain their views on what constitutes 'at-risk gambling behaviour'. Where does gambling recreationally cross into becoming problematic behaviour?

Explain that today's lesson is primarily aimed at the rare occasions where a person may be affected by more problematic gambling behaviours. However, the sooner a person modifies their behaviour and/or seeks help, the less likely that a person will experience significant harms. The principles of deciding when and how to help can be applied to a range of situations and should be seen as skills which can be learned.

Give each group of students a set of statements [Resource 5] and ask them to place them on a continuum from low to high risk gambling.

- Jamil bets his chocolate Easter egg on whether or not his mate will be able to score a penalty in the school's semi-final match.
- Terry 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.
- Janice puts £2 a week on the lottery when she does the weekly shop, even though she is currently struggling to pay her bills.
- Lance stole money out of his flatmate's purse to repay a loan he took out to play online poker.
- Tara put £1 into the World Cup sweepstake at work to raise money for a local charity.

Ask students to justify their viewpoints. Discuss at what point each of these behaviours would become problematic if they do not think the character already had a problem with their gambling behaviour. Discuss the fact that many people would choose not to gamble in any of those situations, including those with faith views opposed to gambling. Ensure that this viewpoint is seen as equally valid.

3.4 Explain activity: Danielle's story (15 minutes)

Students read Danielle's Story from the PowerPoint slide (39) or provide each pair with a copy of Resource 6. After each passage, ask students to work in pairs/table groups to consider the questions provided, focusing on exploring the best people to get support from, preferred approaches to broaching difficult subjects, and the kinds of phrases which might allow a helpful conversation to support someone in such difficult circumstances.

Danielle's story

"Danielle has been best friends with Angelique since they were at primary school. Over the summer, they started playing on the slots at an amusement arcade near where they live. Danielle spotted that Angelique was starting to want to stay later and later; she'd get angry if she suggested they leave. Angelique said she just wanted to win back the money she'd put in. She was so close and she didn't want anyone else to win her winnings. Angelique had also started buying scratch cards – the shopkeeper hadn't spotted she was underage. Danielle wasn't really sure how she was getting the money to buy them."

- A. What are the clues in this passage that Angelique has started to gamble in a way which carries high risk?
- B. How might Danielle be feeling in this situation?
- C. What could Danielle do to help her friend at this point?

Teacher note: Rules on gambling

For most types of gambling, the minimum legal age in the UK is 18 years old. This applies to adult gaming centres, betting shops, bingo halls, casinos, racetracks and online gambling. However, the minimum age for participation in the low stakes gambling, lotteries and football pools is 16. 'Category D' machines such as coin pushers or teddy grabbers are legal to use at any age. Further information on the different rules for different gaming machines is available at:

<http://www.gamblingcommission.gov.uk/Gambling-sectors/Gaming-machines/About-gaming-machines/Gaming-machine-categories/Gaming-machine-categories.aspx>

Answers might include:

A. What are the clues?

Anger upon stopping gambling, chasing losses, 'so close', already thinks the money is hers, Angelique may be using illegal, disrespectful or unsafe ways of getting money (e.g. stealing money, using credit cards, loans from other friends, family or loan sharks).

B. How might Danielle be feeling in this situation?

Danielle is probably wondering how best to help her friend whilst maintaining the friendship.

She is possibly worried and is scared her friend will feel betrayed if she asks for help. She may also feel overwhelmed at feeling responsible for looking out for her friend. Or she may even feel a little like it's not her problem and that she just wants her friend back.

C. How can Danielle help?

Danielle can suggest alternative things to do and change the topic if the slot machines comes up.

She could discuss how worried she is about her friend with Angelique herself or with others: family members, teachers/school staff.

If Danielle does talk to Angelique:

- She should try to speak to her on their own rather than in front of others
- Make sure Angelique is in a frame of mind to talk e.g. is in a calm mood, is not distracted by important events
- Practice what to say beforehand (preferably out loud)
- Talk about the behaviour not the person.

Suggestions for phrases:

"I'm really worried about something and I'd like to talk to you about it;"

"I find it really difficult to talk about these kinds of things so please hear me out before you say anything; I've noticed a few things which are worrying me;"

"If you think you might want to talk to someone, we can go together."

Danielle could use subtler approaches such as leaving a flyer on the kitchen table about a gambling support group on top of a pile of other flyers so it could have arrived via the post. Be sure to discuss the positives and problems with this approach.

Danielle should try to coach Angelique to get more help and/or let a member of school staff or family member know what is going on. In the short term, it may make things difficult between Danielle and Angelique, but it is likely that Angelique will forgive and thank Danielle in the long term.

Ultimately, Angelique is the person who needs to acknowledge what is happening so Danielle can only do so much for her friend.

Danielle should access support as Angelique's friend – perhaps a tutor or trusted family member can help.

Angelique can access support via school professionals (teachers who may refer her to others, school nurse, school counsellor), family members could help take Angelique to her GP, and the National Gambling Helpline can be contacted on 0808 8020 133 or online via the helpline's live chat facility for further advice.

3.5 Evaluate activity: summary of signs and symptoms and reflection (15 minutes)

Ask the class to list all the signs and symptoms of gambling that have been discussed today along with others they may know. A helpful list is provided on slide 40.

Teacher note

Unlike most casual gamblers who stop when losing or set a loss limit, people with a gambling addiction can feel compelled to keep playing to recover their money — a pattern that becomes increasingly destructive over time.

Some people experiencing problems with gambling may have remission where they gamble less or not at all for a period of time. However, without treatment, the remission usually isn't permanent.

It is important to ensure that young people do not feel they should 'diagnose' a disorder. The aim of this activity is to help young people to be aware of the signs that a person is perhaps getting into difficulties and may need help.

Signs and symptoms of at-risk gambling include:

- Being preoccupied with gambling, such as constantly planning how to get more gambling money
- Needing to gamble with increasing amounts of money to get the same thrill
- Trying to control, cut back or stop gambling, without success
- Feeling restless or irritable when you try to cut down on gambling
- Gambling to escape problems or relieve feelings of helplessness, guilt, anxiety or depression
- Trying to get back lost money by gambling more (chasing losses)
- Lying to family members or others to hide the extent of your gambling
- Jeopardizing or losing important relationships, a job, or school or work opportunities because of gambling
- Resorting to theft or fraud to get gambling money
- Asking others to bail you out of financial trouble because you gambled money away

Students revisit their baseline assessment and add a comment on how they might amend their original draw and write example in the light of today's content.

Take this opportunity to evaluate and assess learning from this series of lessons by recapping, questioning and evaluating learning using the lesson content as a starting point.

Ask students if there are any final questions they have on the topic or anything which they would like to know more about in a future lesson.

Signposting

Make sure that students are aware of any advice and support they can access if they are concerned about any of the issues explored in the lesson. Reassure students that this is confidential, and they can be anonymous. This should include the school's own arrangements as well as external provision such as:

Childline 0800 1111 or www.childline.org.uk offers a range of ways to talk to a trained counsellor, including via email and an online chat service. Calls are free from a landline or mobile.

BeGambleAware www.BeGambleAware.org offers free and confidential information, advice and support for anyone who is worried about theirs or someone else's gambling.

The National Gambling Helpline 0808 8020 133 or www.begambleaware.org/NGTS, as part of the National Gambling Treatment Service, offers free help, support and advice about gambling over the phone or Live Chat.

Central and North West London NHS Foundation Trust www.cnwl.nhs.uk/cnwl-national-problem-gambling-clinic/ offers a range of treatment options for those experiencing complex problems and specialist help for children and young people aged 13 to 25 years old.

Possible extensions

Statistical exploration

The statistics on gambling behaviours could be analysed in more detail. The figures come from The British Gambling Prevalence surveys (1999, 2007 and 2010), the Health Survey for England (2012), and Gambling behaviour in Great Britain in 2015 (2017).⁷

Signposting flyer

Students could create their own version of a leaflet to help those needing additional support for their gambling behaviour. This could include a list of common signs and symptoms alongside sources of advice and help.

⁷ <http://www.gamblingcommission.gov.uk/Gambling-data-analysis/Gambling-participation/BGPS/BGPS.aspx>

Appendices

Resource 1 Lesson 1 – Risk card sort

1. Horse-riding lessons	2. Cycling without a helmet	3. Starting a new relationship
4. Starting your own business	5. Use of class A drugs	6. Smoking every day
7. Stealing from a shop	8. Jumping from a cliff into the sea on holiday	9. Putting £10 on the lottery every week
10. Speeding when driving	11. Going for a dream job interview	12. Playing fruit machines every day

Resource 2 Lesson 1 – Scenarios

Scenario 1

Money is tight for Sasha's family so she often wishes that she had the kind of things that her friends have such as designer clothes and the latest phone. When she's out at the newsagents, Sasha sees a story on a newspaper front cover about a man who won the lottery. She has £20 birthday money and sees the lottery kiosk.

Scenario 2

Clayton is bored at home one night and sees an advert on his social media feed advertising a new betting site which is giving away free bets. To play, he needs to enter a credit card number. He takes his brother's card, justifying his decision as doing no harm as he only intends to use the free bets and not pay anything on the card. Clayton plays for half an hour and really enjoys it, thinking of ways to spend his winnings if he gets any. At one point he is out of free play but is very close to the jackpot. He is tempted to pay to carry on playing

Scenario 3

Penny is close with her grandfather who regularly bets on greyhound racing. They go to the greyhound track during half term. Her grandfather loses all the bets he places, gets increasingly cross and asks Penny to choose the winner of the next race. When the greyhound Penny chooses wins, her grandfather is delighted and gives her a share of the winnings. Her grandfather says Penny must be 'a lucky charm' and encourages her to select the winner for the final race, suggesting she puts a bet on too as she's clearly having a lucky day. Penny has £50 in her wallet and the final race is taking bets.

Scenario 4

Rashid and his friends spend a lot of time gaming online. They have become very successful in various strategy and war games and have discussed whether they should now use these skills to make some money from online gambling. Rashid and his friends are all good at maths, understand odds and card games and think they can make lots of money playing online poker. It's Saturday afternoon and Rashid and his friends start taking steps to make it happen. He has saved up £50 to go to a festival later in the summer.

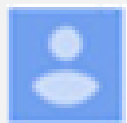
Resource 3 Lesson 2 – Analyse the advert

Why? Analyse the advert

What? Describe the advert



Resource 4 Lesson 2 – Forum post



Any1
#Year 10

I'm really lucky to hang out with some great mates but two of my best friends have started playing the slots down the local arcade after a few beers and want me to go with them.

I can't afford it and it makes me really uncomfortable to see them throwing away all that money and getting shirty with the arcade staff if we go on the 18's and over machines. I was never really that bothered about playing them before but I found myself getting in the zone the last time we went and ended up losing a fortune; it really worried me.

But they're my mates; I don't want to let them down or miss out on all the fun, plus I'm tired of being told I'm a loser when I say I don't want to go. What should I do?

Resource 5 Lesson 3 – Gambling cards

Jamil bets his chocolate Easter egg on whether or not his mate will be able to score a penalty in the school's semi-final match.

Terry 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.

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

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

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

Resource 6 Lesson 3 – Danielle's story

Danielle has been best friends with Angelique since they were at primary school. Over the summer, they started playing on the slots at an amusement arcade near where they live. Danielle spotted that Angelique was starting to want to stay later and later; she'd get angry if she suggested they leave. Angelique said she just wanted to win back the money she'd put in. She was so close and she didn't want anyone else to win her winnings. Angelique had also started buying scratch cards – the shopkeeper hadn't spotted she was underage. Danielle wasn't really sure how she was getting the money to buy them.

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