

Gambling

Lesson one: How can we manage risk?



What should our
ground rules be for
this series of lessons?



Learning Outcomes

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

What do you think?

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

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

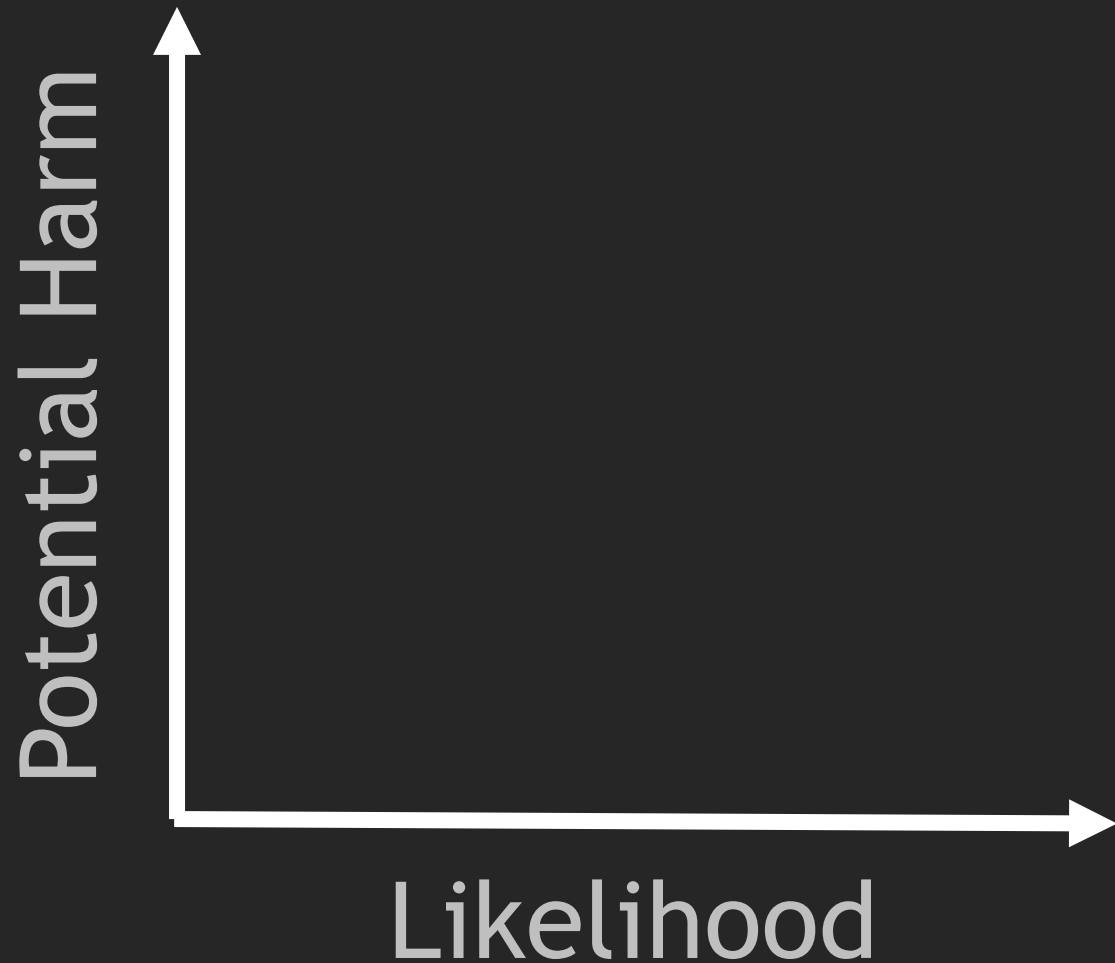
George: "My dad says it's gambling so we shouldn't do anything like that or we'll end up losing all our money."



‘Risky’ Behaviours

How risky are these activities?

Horse-riding lessons	Cycling without a helmet	Starting a new relationship
Starting your own business	Use of class A drugs	Smoking every day
Stealing from a shop	Jumping from a cliff into the sea on holiday	Putting £10 on the Lotto every week
Having unprotected sex	Going for your dream job interview	Playing fruit machines every day



How did you determine high/low risk?

What can 'odds' tell us about risk?

Does everyone in the class agree? If not, why not?

What makes a risk worth taking?

Scenarios

How is each person feeling?

What should they do in this situation?

Think about an 'in the moment' response and a slower response, based on evidence.

Scenario 1

Sacha is wondering if she should play the lottery to get money for things she wants.

Scenario 2

Clayton is tempted to carry on gambling online using his brother's credit card.

Scenario 3

Penny being pressured to bet her money as she is a 'lucky charm'.

Scenario 4

Rashid is thinking about investing his festival money playing poker hoping to make money.

A photograph of two young boys rappelling down a steep, grey rock face. The boy on the left is shirtless and has blonde hair; he is holding a red cloth in his right hand and has his left arm raised. The boy on the right is wearing blue patterned shorts and has dark hair. Both boys are looking down at the rock as they descend. An orange horizontal band is superimposed over the middle of the image, containing the text 'Why do we take risks?'.

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 make better choices
around gambling behaviour?

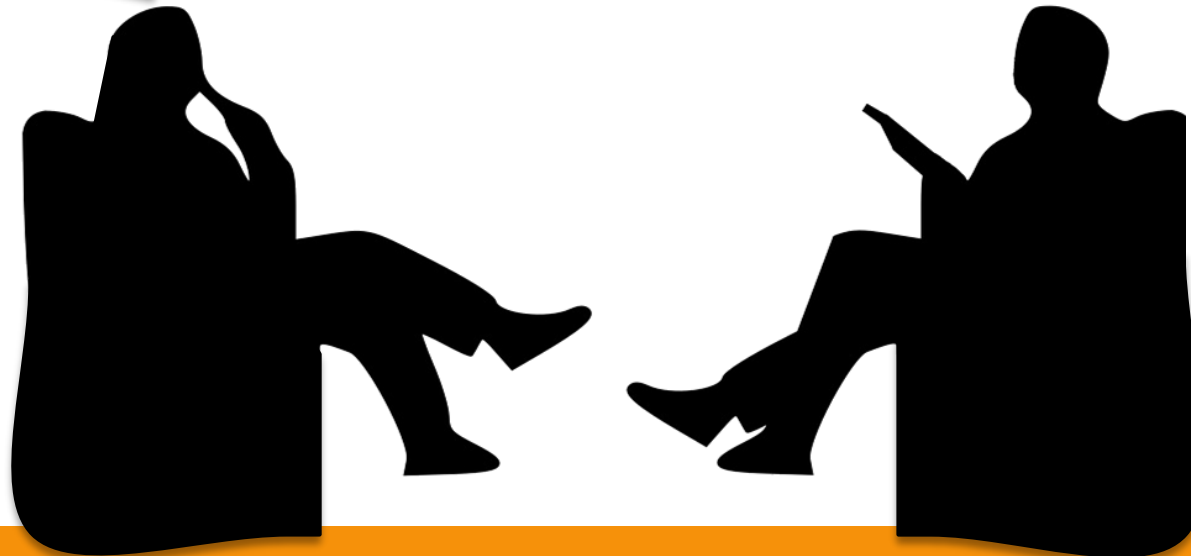


Has your view changed?

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

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

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



Further Help and Information

- Tutor
- School nurse
- School counsellor
- National Gambling Helpline/Live Chat - 0808 8020 133
- REMEMBER: Confidentiality and anonymity



Gambling

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



Remember our ground
rules for these lessons.



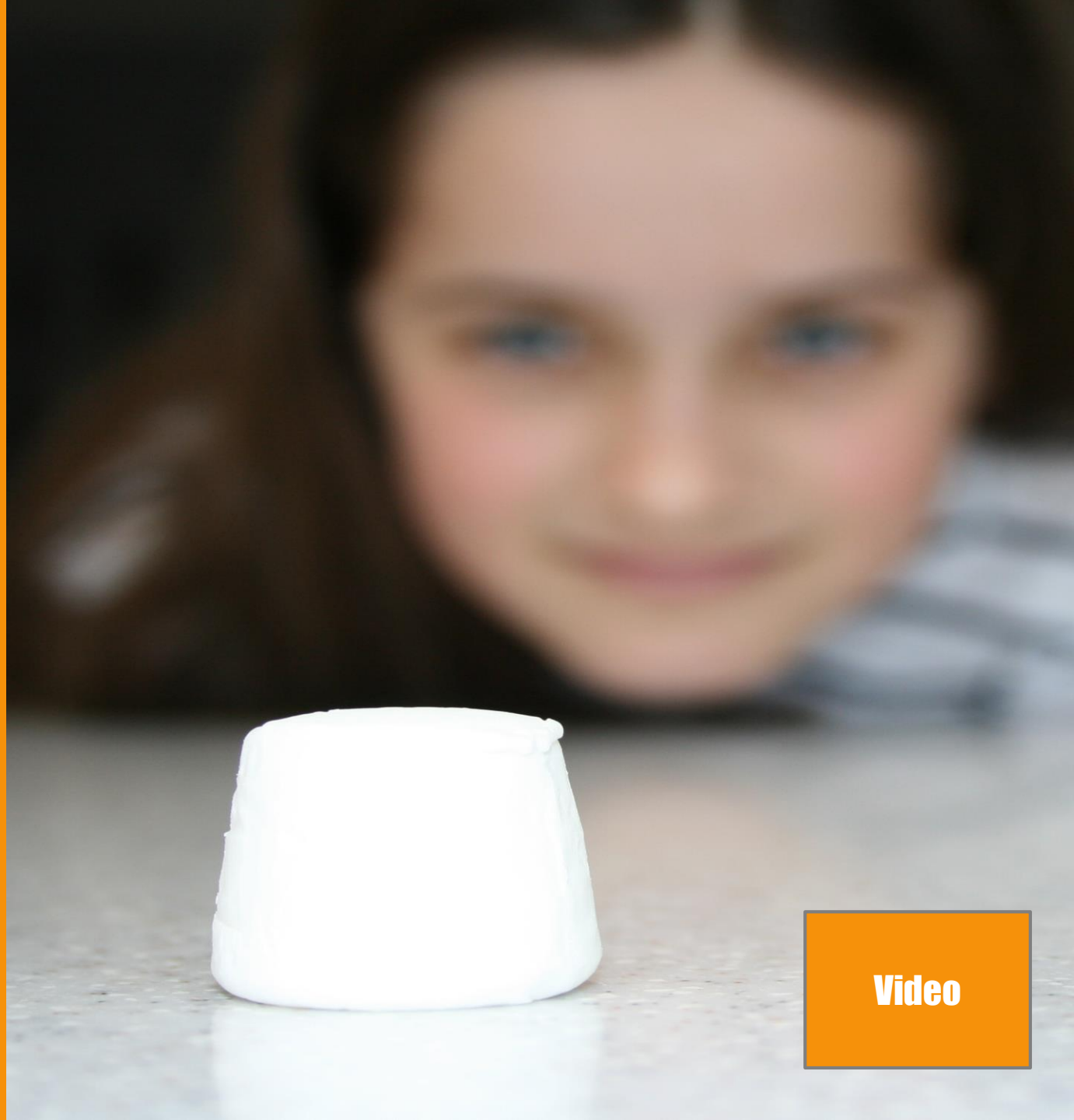
Learning Outcomes

- 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.

Post-it viewpoints

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

What would happen if you told a young child they could have one marshmallow now or two if they wait for 15 minutes on their own with the marshmallow?



Video



What if...

The marshmallow is covered up?

The child is constantly reminded how good the marshmallow tastes?

The child is given a toy to play with?

The child is told to imagine the marshmallow is a cloud?

The child repeats, "I have to wait"?

Quick Definitions

Impulsivity

Acting without thinking about the consequences.

Delayed Gratification

Favouring long-term rewards over short-term rewards
(instant gratification)

Walter Mischel's Marshmallow Test

A small minority ate the marshmallow immediately

1 in 3 delayed gratification long enough to get the second marshmallow

Those who delayed gratification made more positive choices in general as teenagers



Walter Mischel's Marshmallow Test

- **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 'as a cloud' they were less impulsive
- **Self-directed speech** – children who told themselves, 'I have to wait', often did



Analyse the advert!



GLAMBLING

Putting the 'glam' into gambling

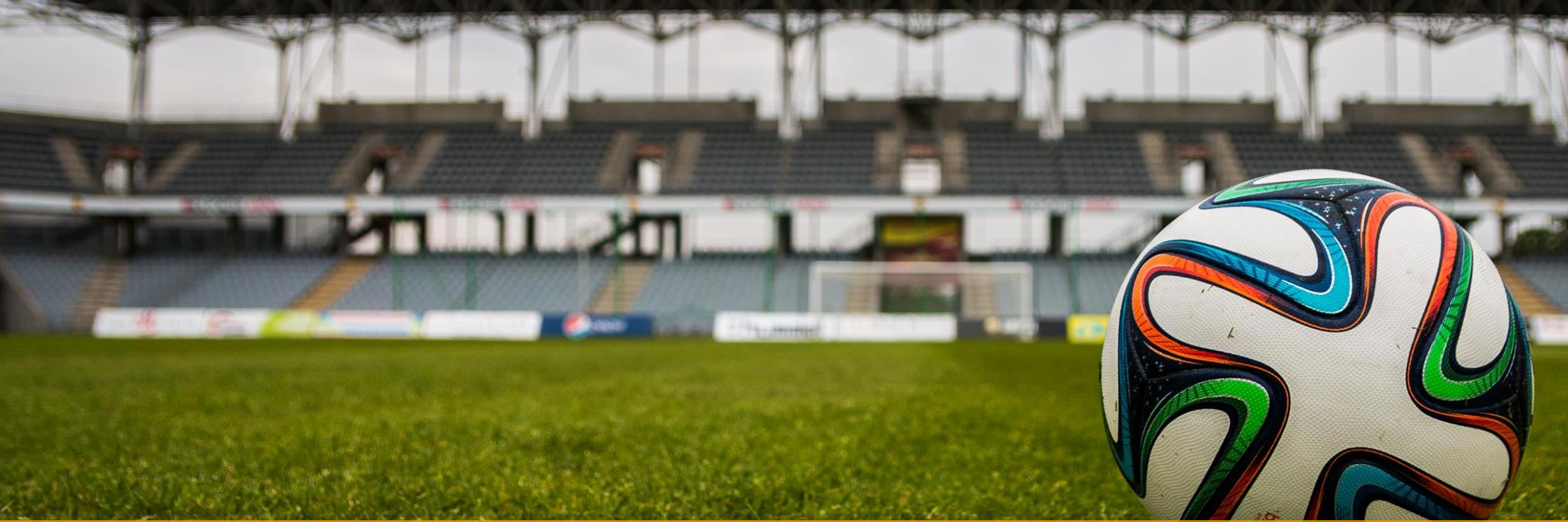
Bet £10 and get £30 in FREE bets when you join!

Online and mobile!

Card games, roulette, bingo, fruit machines, sport betting, and more!

BIG WINS GUARANTEED with the best odds around!

WHEN THE **FUN** STOPS **STOP**

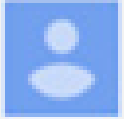


How does the gambling industry persuade people to gamble?



What are the ‘odds’ in the gambling industry?

Ask Jeff Questions and Answers



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?

Reflect quietly on
how you could
apply the ideas of
the marshmallow
test to your own life.



Post-it viewpoints

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

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Gambling

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



Remember our ground
rules for these lessons.



Learning Outcomes

- 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

Starter for Ten

- 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.



Is this a
common
picture?

What do the statistics say?

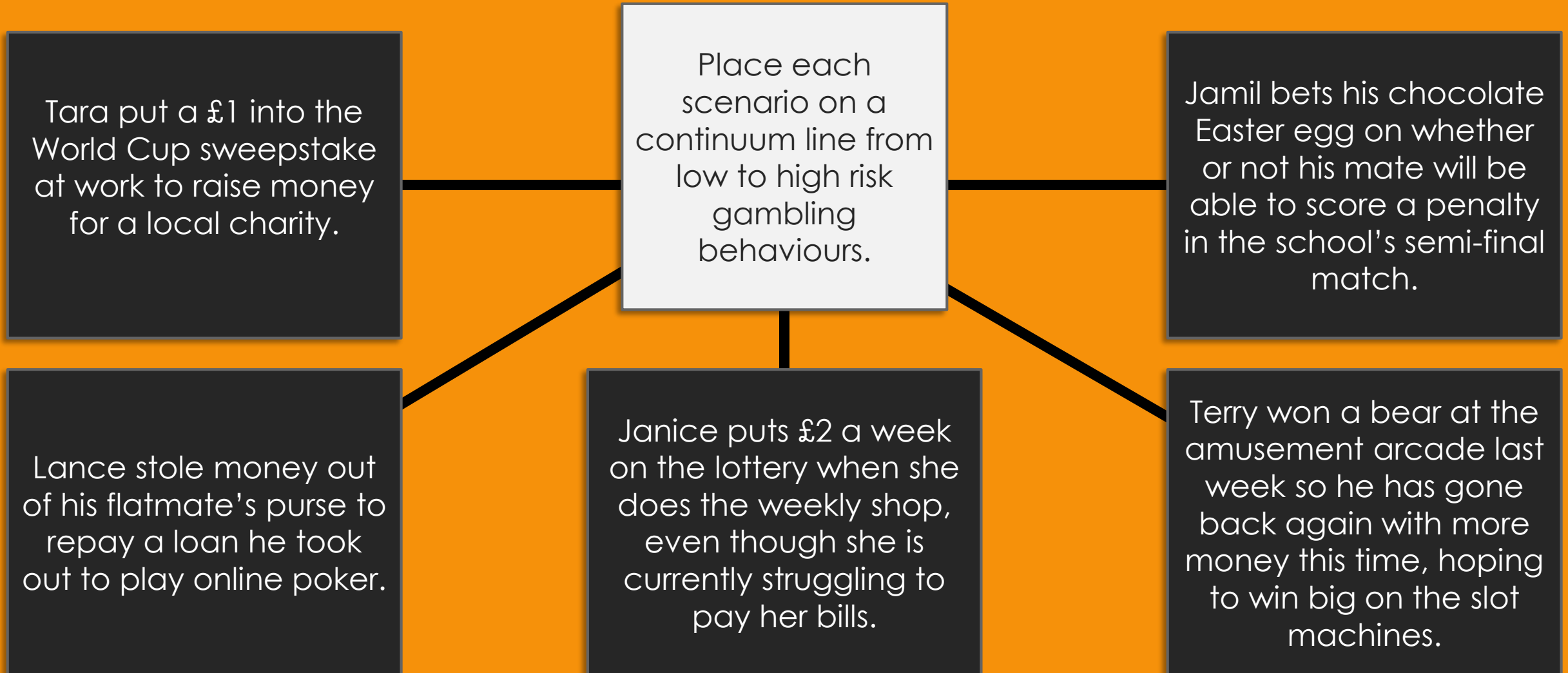
- Most people gamble regularly.
- Young people are more likely to gamble than adults.
- Gambling rates among young people are increasing.

ALL THESE STATEMENTS ARE FALSE!

At-risk gambling

When does recreational
gambling become
problematic?

Low or high risk?





Danielle's Story

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?

Signs and Symptoms

- Being preoccupied with gambling
- Needing to gamble with increasing amounts of money to get the same thrill
- Trying to control, cut back or stop gambling, without success, often Feeling restless or irritable
- 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 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

Revisit your Starter



In a different colour pen, add on any new ideas and change anything you wish to change.

Final Thoughts



Is there anything else you would like to find out on this topic?

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