

**Lane County Health & Human Services
Problem Gambling Prevention Program**
'Know the Rules of the Game'
Problem Gambling Prevention Lesson Guide



Targeted Grade Levels: 6th-8th grades (health or related course)

Time of Presentation: One class session (40-50 minutes)

In this guide:

- Lesson Description
- Supplemental Notes
- Pre/post test

For an electronic copy of the actual PowerPoint lesson, contact Julie Hynes at 541.682.3928 / Julie.Hynes@co.lane.or.us

Lesson Description

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I. Purpose

The primary goals of the workshop are to: (1) increase students' awareness about the risks of problem gambling; (2) help students identify signs of problem gambling; (3) help students identify differences between responsible and problem gambling; and, (4) provide resources for help with problem gambling issues.

II. Prerequisites

There are no prerequisites for this workshop. Students will benefit from integration of this lesson with alcohol and drug addiction prevention education, but this familiarity is not required. This lesson is ideally suited for integration within an evidence-based substance abuse prevention or related curriculum (e.g., Project ALERT, Protecting Oneself and Others, etc.)

III. Main objectives

By the end of the presentation, students will be able to:

- A. Cite the general definitions of gambling and problem gambling
- B. Understand key differences between social (responsible) and problem gambling
- C. Understand how problem gambling shares commonalities with other addictive behaviors
- D. Verbalize how to access help when they believe they or a loved one have a gambling problem

IV. Procedures

- A. Introduction:
 - 1. Background, Q&A on why we would talk about problem gambling prevention
 - 2. "Survivor" game to focus attention to set up gambling presentation, increase knowledge of problem gambling and prevalence of youth gambling
- B. Definitions of gambling, problem/pathological gambling
- C. Types of gambling common among young people
- D. Levels of involvement in gambling
- E. Signs of a gambling problem
- F. Role-play of gambling practices; "Problem or Not?" slides assessing whether students believe various case examples indicate problem gambling behaviors
- G. Problem-solving exercise; gambling and decision making

- H. Checking for understanding; completion of “Football Frenzy”/“March Madness” game to assess basic understanding of topics covered in the presentation
- I. Closure; assessing objective attainment with posttest (5 questions)

V. Materials and Equipment

- A. The presenter will bring all of the materials and equipment necessary for the presentation; the presenter requests that the school facility provides a pull-down screen or blank white wall for overhead projections, a table, local electricity jack for computer/projector hook-up, and dry-erase/blackboard
- B. Materials provided by the presenter will include teen gambling educational pieces and materials for an interactive game
- C. Equipment the presenter will bring will include a laptop computer and InFocus projector
- D. Prizes (typically small chocolates or small fuzzy ‘weepul’ toys) will be given to the students for correct answers to trivia questions (*as permitted by class instructor*)

VI. Assessment

Students: Posttests will be given to the class teacher the day of the workshop. The posttests are ideally completed 30 days following the presentation, and when completed sent to:

Julie Hynes, Lane County Health & Human Services
125 E. 8th Avenue
Eugene, OR 97401

Educator: The presenter will ask the teacher to complete a brief evaluation following the presentation. This will be valuable in helping the presenter to make improvements to the presentation. The evaluation can be completed on-site or mailed to the address above.

Lesson Supplemental Notes

Lesson Supplemental Notes

Developed by Julie Hynes, Lane County Health & Human Services,
Problem Gambling Prevention Program.

For more information/questions, contact: 541.682.3928 /
Julie.Hynes@co.lane.or.us / www.lanecounty.org/prevention/gambling.

Note to presenter:

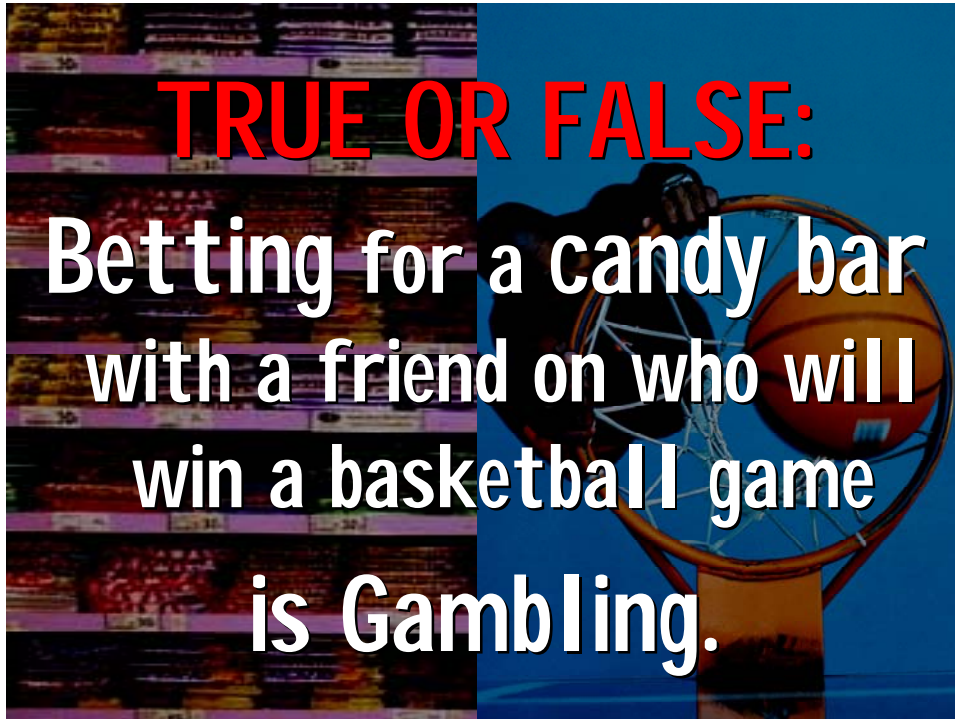
This presentation is developed for a 40-50 minute class for students from 6th-9th grades. It is meant to be run on a laptop using PowerPoint software and a multimedia projector. Overhead slides may be used, but are not recommended due to the various animations run on screen.

Slides may be omitted or added in the interest of time. NOTE: Some slides are already “hidden” on this presentation. This means that they are viewed on screen but not during the actual presentation. To “unhide” a slide, right-click the slide with your mouse while in the “Slide Sorter” view, and then click “Hide Slide.”

1. The presentation begins with a game (“Football Frenzy” or “Match Madness,” depending on time of year.) The game is played by splitting up the class into two teams, and keeping score according to football or basketball points (7 points for football, 2 for basketball for each correct answer). Teams take turns answering each question.



Question 1. Either team can respond.



Question 1 Answer:

True. If correct, give points to team and incentive (i.e., small candy bar) to the individual student who responded correctly for his/her team.

Explain to class how gambling involves...?? Risk. (Wait for response. Or prompt and give the answer.)

Ask students: Is this game right now gambling?

No, because nothing was risked by the student. The candy bar we just gave X student was the prize, or reward, for getting the answer right. If the student who got the answer right would have risked his hat/notebook/watch...or something else of value, for the answer, would it be gambling then? Yes.



TRUE!

Gambling is... any behavior
that involves the risking of
money or things of value
on the outcome of a game,
contest, or any other event.



Question 2.

**A coin comes up "heads"
5 times in a row.**



**On the next flip,
is the coin more likely
to come up
heads or tails?**

**A. HEADS
B. TAILS
C. EITHER**

Question 2 Answer. C.

Coin flip—fallacy that if coin comes up heads several times in a row, it is more likely to come up tails on the next flip (the coin can't "remember" what it has done in the past in order to "decide" what to do next. The word: "probability." It's always 50% with a coin flip...

Give examples.

Point out how lots of smart people play the Powerball, go to casinos and play slots, etc. thinking that the win is just around the corner. Or that they were "just one number off" from winning.

Question 3.



**WHAT ARE THE ODDS
OF WINNING OR
SHARING A
POWERBALL JACKPOT?**

- A. 1 in 146** **C. 1 in 146 thousand**
B. 1 in 1,460 **D. 1 in 146 million**

Question 3 Answer.

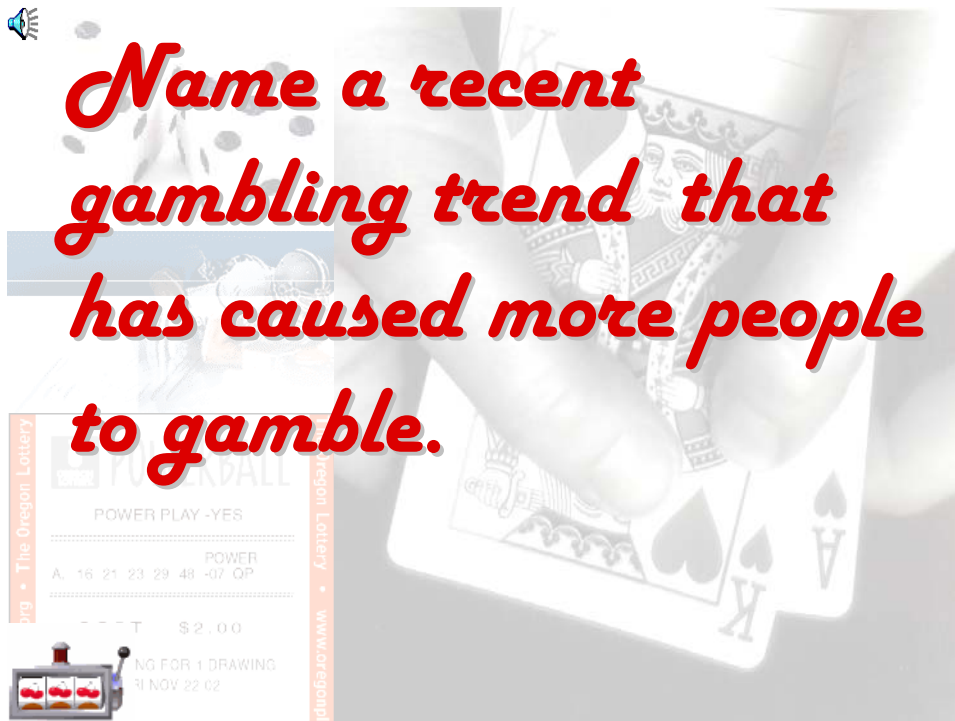
D.

So...how are those odds determined? (Typical response: “how many people play,” “how many tickets are sold,” etc.)

No matter how many people play, the odds are still the same (because it’s the probability of hitting **all** of those numbers together that make our odds so lousy).

But who do we hear about in the news, the losers? Of course we hear about the winners – The news loves a good story, and they show the winners for exactly the reason that the odds are so lousy.

Question 4.



Question 4 Answer. A variety of responses accepted.
Prompt class for more input if they wish.

Question 5. Use for 50-minute presentation; omit/hide for 40-minute presentation.

Pathological gambling is:

- A. Heavy gambling by persons who are not fully addicted and can stop**
- B. A gambling problem similar to alcohol and drug addiction**
- C. The study of gambling using mathematics and logic to win bets**

Question 5 Answer. B. We will be talking about this today in just a little bit.

Question 6. Use for 50-minute presentation; omit/hide for 40-minute presentation.

Which statement is true:

- A. There is less risk of alcohol or drug abuse among problem gamblers**
- B. Gambling is not a safe alternative for people with drug or alcohol problems**
- C. Problem gambling does not have as serious consequences as other addictions**

Question 7 Answer. B. We will be talking about this also today in just a little bit.

“Between Survivor episodes”

Break for “halftime” / “between episodes” to learn some more about gambling & problem gambling.



All this talk about gambling... Take a look at these slides. These are ads out there. How do we see gambling? What do you think that the casinos and gambling advertisers want you to think about gambling?



You'll win!
It's fun!
It's cool! Etc...

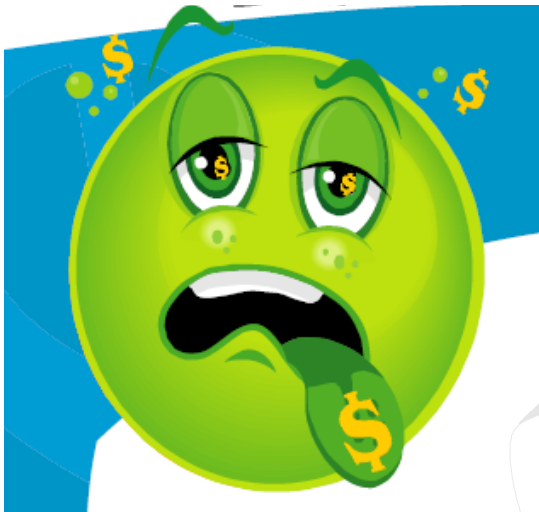
Anything they're telling you about a possible downside...

Ask students what types of gambling they see among people their age. Let them share.



Unfortunately, while most people do not have serious problems when they gamble, many people get into problems with gambling. An Oregon study showed that one in every 25 teens has a gambling problem.

What is a gambling problem?



mind **GAME**

like other
addictions...



like other "addictions"

⇒ Tobacco

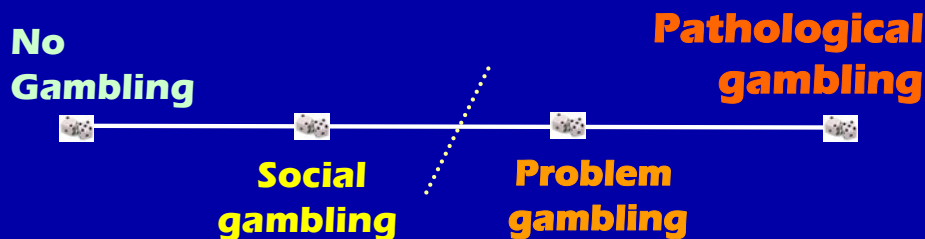
⇒ Drugs

⇒ Alcohol

⇒ Eating

⇒ Gambling

levels of involvement



no one starts out gambling trying to become a "problem gambler"!

Optional slide. Show the progression into the problem...takes some time.

Go into how problem gambling changes a person.

The rush felt with the first "big win," and how that can get someone really into gambling.

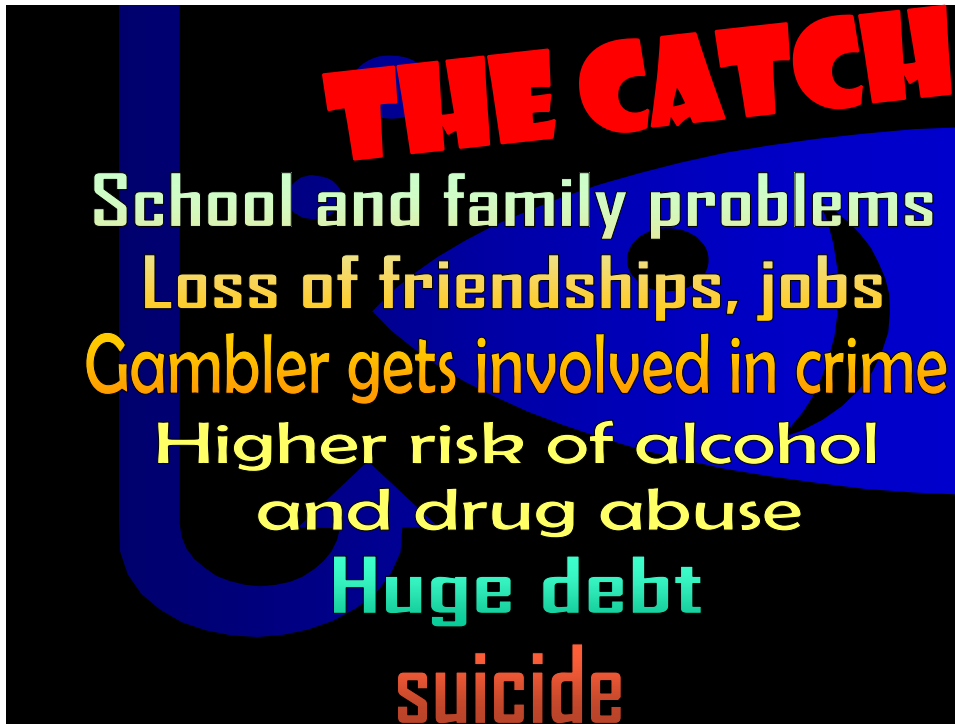
How this high is so much 'highs' in other addictions.

But there are no chemicals involved...nothing's ingested? So how can it be addictive?

Addiction in the brain. The person feels the compulsion to gamble much like someone who smokes or drinks feels the need to do those things. There's a tolerance built up, too. More and more time/money is needed to get the rush/high...just like more and more cigarettes or drinks are needed for someone who smokes or drinks.

But have you heard about problem gambling much? Why not?

Easy to hide....discuss why it's easy to hide (no outward physical signs, societal acceptance of gambling, people purposely hide gambling problems due to shame, etc.)



Talk about the consequences of problem gambling. Point out the similarities between these consequences and those of alcohol problems/drug addictions. Why would someone with a gambling problem get involved with crime? Why would a problem gambler commit suicide?

Share stories and/or ask students to share.

"SOCIAL" GAMBLING

Gambles once in a while

Hopes to win but expects to lose

Gambling is for entertainment

Sticks to limits of money to play with

PROBLEM GAMBLING

Gambles a lot/
Spends more time gambling

Expects to win and keeps playing to win back losses

Gambling is becoming a chore and/or escape

"Chasing" losses with \$ that is needed, borrowed, or stolen

The point is not to say that gambling itself is BAD. But remember that some people can get into trouble...So here's how to tell the difference in someone you know.

[Exercise to prompt students how to tell the difference in someone they know. Put up the "social" then prompt them for the response on the "problem" side.]

Problem or NOT?



Jeremy sells off his new iPod to pay off a gambling debt.

Exercise: prompt class whether they think the individual cases might indicate a gambling problem or not.

Stacy: probably not a problem (unless she sets a limit of a million bucks!). Sets limits and stops when she gets to her limit.

Ryan: probably a problem. Substituting one problem for another.

Jeremy: probably a problem. Having to pay off debts with valuables / something important to him.

DECISION making

Josh is going to his friend's house to watch the NCAA Final Four. All of his friends are all betting on the games, and have asked Josh how much he's going to bet. Josh only has 20 bucks and he was planning to save it towards a new Xbox game.

1. WHAT'S THE PROBLEM?
2. WHAT CAN JOSH DO?
3. WHAT ARE SOME OF THE CONSEQUENCES?

Exercise (With 50-minute presentation):

Decision making. Prompt students and elicit responses.



Emphasize that help line is available 24 hours, 7 days a week and answered by specialists in gambling problems (certified gambling treatment counselors). These people can answer your questions and find out if someone you love might need help. The treatment programs even provide free help to family members. And it's confidential -- you don't have to tell them your name or other information.



Back for the final episode of Survivor! Ready to play again?....

(Get scorekeeper back up)

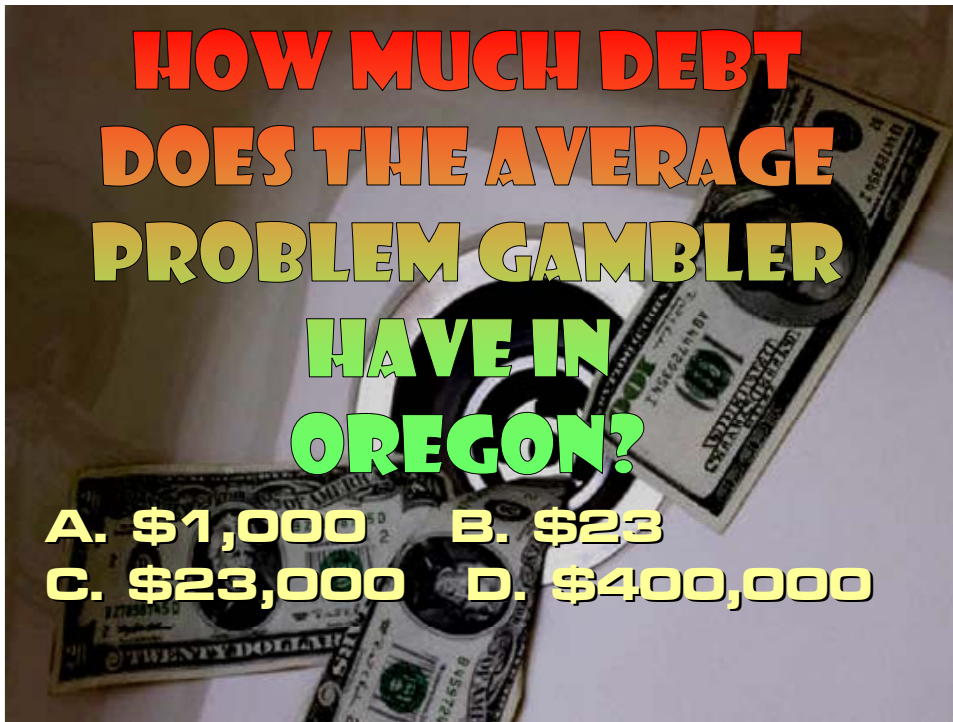


**What number can you call if you think
you have or someone you know has
a Gambling Problem?**



Question 1 (back from halftime).

Question 1 answer.



Question 2 & Answer. C

Question 3 & Answer: B.



THANKS! 😊

**"know the rules
of the game."**

**contact me at:
julie.hynes@co.lane.or.us**

Evaluation Tool

Pre/post test

Your answers will be confidential—so please don't put your name down.
Circle the answer that seems best to you.

1. Which of the following would be considered "gambling":



Playing a Lottery scratch-off ticket.



Placing a \$1 bet on a football team.



Racing your friend home for a soda.



All of these.

2. A coin comes up "heads" four times in a row. On the next flip of the coin, is it more likely to come up heads or tails?



Heads



Tails



Either

3. Research shows that what percentage of Oregon teens has a potentially serious gambling problem?



1%



4%



8%



40%

4. Which would be most likely a sign of problem gambling behavior?



Gambling to win money back that's been lost through gambling.



Setting limits on time and money spent.



Playing just for fun.



Occasional poker playing with friends.

5. What would NOT be a good way to get help for someone with a gambling problem?



Call the 24-hour help line, 1-877-MY-LIMIT.



Talk with the person and tell them you are concerned.



Talk with a school counselor.



Wait for the problem to go away.

6. Which of the following is LEAST likely to happen to you?



Being struck by lightning.



Winning or sharing Powerball jackpot.



Getting hit and killed by parts falling from an airplane.



Becoming a pro athlete.

Please circle your age: 9-11 12-14 15-17

Please circle your gender: Male Female

Please circle your ethnicity: White Asian/Pacific Islander Black Native American Multi-racial/Multi-ethnic Other

Please also circle if you are Hispanic/Latino: Yes No

You're done—

THANKS !