

# You bet!

Gambling education materials for young people aged 11-16 years

# Contents

key stage 3  
(11-14 year olds)

|   |    |   |     |
|---|----|---|-----|
| <b>Introduction</b>                                       | 02 | 14 Gambling - the quiz                                      | 52  |
| <b>Acknowledgements</b>                                   | 04 | 15 Gambling - the facts                                     | 53  |
| <b>Lessons</b>  |    | 16 Fruit machines r my life!                                | 56  |
| <b>Key Stage 3 (11-14 year olds):</b>                     |    | 17 Case studies   | 57  |
| 1 Gambling: what do you mean?                             | 06 | 18 Profile of a problem gambler                             | 58  |
| 2 What makes me happy?                                    | 10 | 19 Cries for help   | 62  |
| 3 Winners and losers                                      | 14 | 20 Gambling more safely                                     | 63  |
| 4 What is your attitude towards gambling?                 | 18 | 21 Down, down ... deeper and down                           | 66  |
| 5 Pop-ups r annoying!                                     | 22 | 22 Budget calculator  | 67  |
| 6 Clear and confident communication                       | 26 | 23 Debt quiz  | 68  |
| 7 What I would do for this community with lottery funding | 30 | 24 Debt quiz - the answers!                                 | 69  |
| 8 Help! I need somebody                                   | 32 | 25 Headline news  | 72  |
| 9 Help! Coping with feeling down                          | 36 | 26 Gambling figures!  | 78  |
| 10 Our display on gambling                                | 40 | 27 Super casino - yes or no?                                | 79  |
|   |    | 28 Websites about gambling issues                           | 82  |
| <b>Key Stage 4 (14-16 year olds):</b>                     |    | <b>Background papers:</b>                                   |     |
| 11 Risky or what?   | 46 | 1 Young people's gambling                                   | 85  |
| 12 Gambling: the real winners!                            | 50 | 2 Young people and internet gambling                        | 103 |
| 13 There may be trouble ahead!                            | 54 | 3 Curriculum links  | 113 |
| 14 There must be a safer way                              | 60 | <b>Appendices:</b>  |     |
| 15 Managing the money                                     | 64 | 1 Gambling: what do you think? (Questionnaire)              | 130 |
| 16 Read all about it!                                     | 70 | 2 Gambling: what do you think? (Questionnaire responses)    | 133 |
| 17 Super or what?   | 76 | 3 Types of gaming machine                                   | 136 |
| 18 Research into gambling                                 | 80 | 4 DSM-IV-J Questions for problem fruit machine playing      | 137 |
| <b>Photocopiable handouts (PH):</b>                       |    | 5 Self-help guide for young gamblers: strategies for change | 138 |
| 1 Mind map  | 08 | 6 Practitioner interventions for gambling dependency        | 139 |
| 2 A happy day   | 12 | <b>Photocopiable sheets for parents/carers:</b>             |     |
| 3 Wordsearch  | 16 | 1 What can parents/carers do about young people's gambling? | 142 |
| 4 Wordsearch - the answers                                | 17 | 2 How parents/carers can support a problem gambler          | 144 |
| 5 What is your attitude?                                  | 20 | 3 Useful sources of help and information: contact list      | 145 |
| 6 What is it for this time?                               | 24 |   |     |
| 7 Work this one out!                                      | 28 |   |     |
| 8 Who can help me?  | 34 |   |     |
| 9 Agony Aunt/Uncle letters                                | 38 |   |     |
| 10 Planning a display                                     | 42 |   |     |
| 11 Display feedback form                                  | 43 |   |     |
| 12 How risky is that?                                     | 48 |   |     |
| 13 What are the consequences?                             | 49 |   |     |

# What is your attitude towards gambling?

## Lesson objective:

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

## Learning outcomes:

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

## Resources:

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

## Process:

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

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

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

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

... but also ...

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

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

[Source: Tacade, 2006]

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

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

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

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

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

### Reflection/review:

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

### Extension activities:

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