

teen
gambling

it's
risky



Guide for facilitators

Facilitator's guide



**ONE IN FIVE TEENS SAY
THEY GAMBLE MORE THAN
THEY SHOULD.**

**MANY PROBLEM GAMBLERS
STARTED GAMBLING EARLY —
BY ABOUT AGE 10.**

**THE RATES OF PROBLEM
GAMBLING ARE TWO TO FOUR
TIMES HIGHER AMONG YOUTH
THAN ADULTS.**

Dear Facilitators,

Ten years ago the problem of youth gambling did not even register on the roster of social concerns. Today we know that more young people are at an increased risk of developing a gambling problem.

The good news: Preventive education does work. As people who work with youth, you have a critical role in effective prevention efforts. To assist you, we are pleased to offer this new video and discussion guide, "Teen Gambling, It's a Risky Deal."

The video uses humor in a short format designed to appeal to younger adolescents. It features Oregon youth offering their ideas about gambling and what to do when gambling is a problem. The video and discussion guide are designed to be used together to help encourage critical thinking and informed choices when students are faced with gambling — whether at home, school, on the Internet or among friends.

The video was commissioned by the Oregon Department of Human Services. We hope that the video and guide will be a valuable part of your prevention education activities.

Oregon Problem Gambling Services

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WHAT IS GAMBLING?

GAMBLING IS EVERYWHERE: IN STORES, AT SCHOOL, ON TV AND ON THE INTERNET.

Directions for facilitators

Note: additional resources are available at www.1877mylimit.org; additional activity and curriculum ideas are available by contacting Wendy Hausotter by phone 503-945-9703 or e-mail wendy.hausotter@state.or.us.

Facilitator-led discussion before video activity:

Definitions of gambling and risk

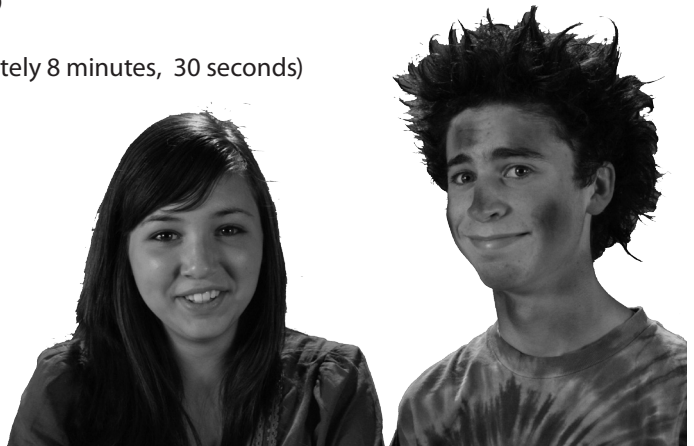
(Estimated time, 5 - 8 minutes)

Before showing the video, lead students in a brief discussion on gambling and risk. First have students individually or as a group answer the question, “Do you know any kids who gamble?” Often youth will say no to that question, but when asked if they know any kids who bet, they will say yes; confirm that betting IS gambling. Next, ask students “What is gambling?” Later they will be asked to compare their responses to those of the kids who appear in the video.

Next ask students as a group to answer the question, “What is risk?” Point out that there are healthy risks as well as unhealthy risks. Then help students understand the idea of risk by identifying some risks they take routinely during everyday activities. For example, you might ask: What risks do you take when you learn a new skill? Try out for a team? Speak out against peer pressure? Ride in a car or travel on a plane? Ride a skateboard or bike? Play sports? Then suggest that the students watch for risks that the character Brian attempts in the video.

Show the video

(Running time, approximately 8 minutes, 30 seconds)



Facilitator-led discussion after video activity:

Understanding that gambling is not risk free

(Estimated time, 15 minutes)

Q: What's your definition of gambling?

After viewing the video, ask students as a group to develop their own definition of gambling.

Suggested definition: Gambling is betting or risking something of value on a game, contest or any other event.

Have students compare the notes they made before the video with the definition they compiled after seeing the video and how their definition may differ from that of the kids in the video.

Q: Let's talk about what "something of value" means

Ask students what, besides money, is something of value they might be "spending" on gambling. Time, attention, effort—all of those are things of value that students may spend on gambling. Help students see that even if you don't use money to gamble, if you are spending too much time, attention or effort on gambling it can be a problem.

Q: What does it mean to take a risk?

Ask students to list the unhealthy risks that Brian took in the video.

Answers: Brian mixes Pop Rocks and Coke, sticks a fork in a toaster, runs with scissors, mixes an energy drink with coffee, and skydives.

**GAMBLING IS
NOT RISK FREE.**

**YOUNG PEOPLE
NEED TO KNOW
THAT GAMBLING
INVOLVES RISKS
AND HOW TO
MAKE HEALTHY
CHOICES.**

**"Gambling is when you
place a bet of money on
something."**



**KNOW THE
WARNING SIGNS.**

**IDENTIFY THE
WARNING SIGNS
OF PROBLEM
GAMBLING.**

Q: What are the risks to kids who gamble?

Some possible answers: Gambling may put kids at risk for:

- Losing money or possessions.
- Losing the trust of friends and family members.
- Getting so involved that grades suffer.
- Borrowing or stealing money to gamble.
- Developing a gambling problem.

Q: The video talks about gambling on the internet...why is that a problem?

Gambling online using money is illegal in the US, as is underage gambling. Gambling sites that may “pop-up” when you’re online are not regulated by anyone, so they can take your money and not pay you and there is nothing you can do. Going to online gambling sites also puts you at risk for identity theft. Sites that allow you to play for free are set up to make you think you have luck or skill.

Q: So, what are some signs that gambling has become a problem for you or a friend?

Some possible answers may include:

- Spending too much time gambling.
- Feeling like gambling is the most exciting thing to do.
- Missing school or not doing homework in order to gamble.
- Talking excessively or daydreaming about gambling.
- Lying about how much is bet or lost.
- Borrowing or stealing money to gamble.
- Getting upset when not being able to gamble.
- Feeling sad or guilty about gambling.



Q: Have you ever worried about someone in your family or a close friend who was gambling too much?

Students may talk about personal experiences. If they do, be ready to encourage them to speak with a parent, teacher, counselor or other caring adult outside of the class.

Explain that free, confidential help/counseling/information is available for a gambler and his or her family members and friends from the statewide Problem Gambling Helpline: you can phone 1-877-MY-LIMIT (English and Spanish) 24/7, or you can go to the website and chat, IM or email and get help or information that way: www.1877mylimit.org.

Wrap-up

(5 minutes)

Ask each student in turn to say one thing they learned about gambling that they did not know before. Suggest that they talk to their parents or caregivers when they go home from school today, and share the one new thing they learned.

Extended projects

See pages 8–9 for additional group activities and extended projects for classrooms.

**HELP IS
AVAILABLE.**

**WHEN
SOMEONE HAS
A GAMBLING
PROBLEM, FREE
TREATMENT IS
AVAILABLE.**

“It becomes a problem when you spend more money than you actually have ... when you start losing ... all the important stuff that actually really matters.”



Additional activities

Optional activity for groups

Facilitated group activity: Power circle

(Approximately 15 minutes)

Have students stand in a large circle. As each statement is read, students step into the circle and then step back before the next statement is read. If time and space are limited, ask students to raise their hand after each statement is read.

Step inside the circle if you ...

Were born in Oregon.

Were born in another state. (Where?)

Were born outside the U.S. (Where?)

Are the oldest child.

The only child. The middle child.

Step inside the circle if you, your friends or family have ...

Bet money on Texas Hold 'Em or another card game.

Bet money on sports.

Gambled at school.

Gambled online.

Borrowed money or run up a credit card bill to gamble.

Spent too much money or time on gambling.

Gotten into trouble because of gambling.

Received help for a gambling problem.

If you stepped into the circle on any gambling questions, step into the circle again. We can all be affected.

Extended projects

Gambling in advertising: Ask students to note advertisements that appear on TV, radio and billboards, promoting legalized gambling. Ask them to report on how gambling is depicted in the ads and what messages the ads give about gambling. How might these messages affect attitudes and behaviors about gambling?

Gambling and teens: Ask students to poll their peers about whether they've ever gambled and, if so, at what age did they start, and how often do they gamble. Have the students compile and discuss their findings in a written paper or newsletter article.

Gambling prevention messages: Direct students in creating a school display, bulletin board or posters that illustrate related topics such as the risks of gambling, signs of problem gambling, or what to do when someone they know has a problem with gambling.

“They think it’s all fun and games,
but there is a different side to it
that a lot of people don’t see.”



Resources for facilitators

Fast facts about youth and gambling

- Just over six in ten Oregon adolescents (63%) have ever participated in one or more of the gambling activities (Volberg, 2008).
- It is estimated that there are between 1,100 and 6,300 adolescents in Oregon with severe gambling related difficulties (Volberg, 2008).
- Gambling for free on the Internet is the most popular gambling activity among Oregon adolescents, followed by betting on card games, wagering on sports events and wagering on games of skill (Volberg, 2008).
- Adolescent problem gamblers in Oregon are significantly more likely to have used alcohol, tobacco and illicit drugs in the past year (Volberg, 2008).
- Many pathological gamblers report having started gambling by about age 10 (Gupta & Derevensky 2001).

More resources are available from Oregon Problem Gambling Services. Call (503) 945-6187.

Acknowledgements

Video production: Allied Video Productions
Project management: Marcia Martin & Associates LLC
Project team leaders: Greta Coe and Wendy Hausotter
Problem Gambling Services, Department of Human Services

Project team members: Andy Cartmill, Washington County Health & Human Services; Stephanie House, Linn/Benton Problem Gambling Prevention Program; Julie Hynes, Lane County Health & Human Services; and Yvonne Kays, Marion County Health Department

Additional assistance: Jeffrey Marotta, Problem Gambling Solutions, Inc.; Thad Labhart, Harney Behavioral Health; Andrea Lockner, Lifeways, Malheur County; and Sarah Kerr-Daly, Monroe Middle School

Special thanks to the students of Monroe Middle School, Eugene; Ontario Middle School, Ontario; Blue Mountain Jr. High School, Mount Vernon; and Lincoln Jr. High School, Hines.





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DHS 9832 (Revision 08/2008)