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
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?”
### ‘Risky’ Behaviours

<table>
<thead>
<tr>
<th>How risky are these activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse-riding lessons</td>
</tr>
<tr>
<td>Starting your own business</td>
</tr>
<tr>
<td>Stealing from a shop</td>
</tr>
<tr>
<td>Having unprotected sex</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacha is wondering if she should play the lottery to get money for things she wants.</td>
<td>Clayton is tempted to carry on gambling online using his brother’s credit card.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 3</th>
<th>Scenario 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penny being pressured to bet her money as she is a ‘lucky charm’.</td>
<td>Rashid is thinking about investing his festival money playing poker hoping to make money.</td>
</tr>
</tbody>
</table>

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.
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?
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?”
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.
“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?
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
Analyze 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!
How does the gambling industry persuade people to gamble?
What are the ‘odds’ in the gambling industry?
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.
“Some people are born more likely to gamble than others; there is nothing you can do about that.”
Further Help and Information

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

Place each scenario on a continuum line from low to high risk gambling behaviours.

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

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

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 bear 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.
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?
Further Help and Information

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