

# Why People Gamble?

60 - 120 minutes (approx.)

## Overview

This lesson is an part of the YGAM 'In The Game' programme section 1, 'Why Gamble?' offering students an initial look at the reasons why young people might gamble. This lesson plan relates directly to Challenge 1.1.

### Learning Objectives, To introduce Gambling Awareness including:

-  To find out what motivates people to gamble
-  To find out who is at risk from problem-gambling
-  To find out the main types of gambling in the UK
-  To understand what we mean by responsible gambling

## Learning Outcomes

1. I can describe why some people gamble
2. I can identify those most at risk from problem gambling
3. I can define 'responsible gambling'
4. I can work successfully as part of a team

## Resources

1. Power-point presentation on Why Gamble?
2. Infographic on Why People Gamble
3. Why People Gamble? downloadable support materials
4. Why People Gamble? Website links

# Why People Gamble?

## Starter

(20 minutes total)

### What makes a young person start to gamble?

Discuss in pairs and feedback answers to the following questions:

- What are the different types of gambling available?
- Which type of gambling is most risky?
- Why does the UK allow young people to access certain types of gambling?
- What do we mean by 'responsible gambling'?

Write answers on board or sugar paper and save as appropriate

Look at the Infographic? What is of interest? - (5 minutes)

## Main Activity

(30 minutes)

### Developing a Gambling Awareness Message?

This activity invites students to share their own thoughts on key gambling awareness messages and to produce a short campaign message. Students should ideally work in groups between 3 and 5.

Students can produce a range of different outcomes, ranging from a short YouTube video to a poster or leaflet. Key elements will be both pictorial and language-based. It may be appropriate to look at other awareness campaigns to stimulate creativity.

Outcomes can focus on gambling, gaming or other specific issues or concerns.

This activity focuses on the skills of leadership and teamwork. Students should use the appropriate YGAM skills sheet to help them in preparing for and reviewing this activity.

## Plenary

(10 minutes)

### What have we learned?

Ask the students to feed-back on what they have learned about why young people gamble following the lesson. Use the learning outcomes as above to measure and assess the impact of the lesson on the students. You can use the YGAM self/peer assessment documents or grade them yourself using our progression grading system.

### Extended Learning

Students could be asked to develop the ideas above and produce an assembly aimed at students in the same or other year groups.

### Teacher's Note

Encourage students to focus on an area of gambling which they think is relevant to other students and which is of interest to them. This is a relatively short activity and teachers need to encourage students to work quickly on this across the time available. Students should also be encouraged to use appropriate IT and social media possibilities as well as more traditional methods. Differentiation across KS3 and KS4 is by outcome.

# YGAM - Just Fun & Games

Module 1 - Why People Gamble



# Learning Objectives



To find out what motivates people to gamble



To find out who is at risk from problem-gambling



To find out the main types of gambling in the UK



To understand what we mean by responsible gambling

# Learning Outcomes



I can describe why some people gamble



I can identify those most at risk from problem gambling



I can define 'responsible gambling'



I can work successfully as part of a team

# Why People Gamble?



**ANXIETY** - School Performance, Relationships

**RISK & REWARD** - Rapid event frequency, Short payout intervals Psychological rewards, Limited skill required

**PLEASURE** - Audio and visual stimulation, Problem Gamblers vs Non Problem Gamblers

**FAMILY INFLUENCE** - The earlier people start, the more likely they are to experience gambling-related problems later on

# Some facts



In May 2013, gambling was reclassified from a compulsion to full addiction status, yet it is not treated as a public health issue as yet in the UK



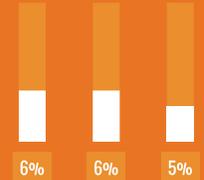
Rates of problem and at-risk gambling among young people show that 0.6% of 11-15 year olds are classified as problem gamblers and 1.2% being classified as at-risk gamblers. That's 2 in every 100 of their Facebook friends have the potential to be affected by gambling related harm.



Great Britain is the only Western democracy that allows children of any age to bet on limited stake (Category D) fruit machines.



36% of under 16s played an online gambling-style game on Facebook in the last 7 days



Fruit machines (6%), private betting (6%) and playing cards with friends (5%) are consistently the most common form of gambling among young people

# Main Activity : Developing a Short Gambling/Gaming Awareness Campaign



-  You will share their own thoughts on key gambling or gaming awareness messages and produce a short campaign message. You will ideally work in groups between 3 and 5.
-  You can produce a range of different outcomes, ranging from a short YouTube video to a poster or leaflet. Key elements will be both pictorial and language-based. It may be appropriate to look at other awareness campaigns to stimulate creativity.
-  Outcomes can focus on gambling, gaming or other specific issues or concerns

# Plenary



## **What have we learned?**

Feed-back on why young people gamble following the lesson.

## **Extended Learning**

Develop the ideas above and produce an assembly aimed at students in the same or other year groups.

# 'In The Know' - Quiz & Attitudes

## Factual questions

1. What percentage of young people aged between 12 and 15 develop gambling problems? a) 0.2%  b) 2%  c) 0.02%  d) 20%
2. What percentage of children spend their own pocket money on gambling and/or gaming? a) 1.7%  b) 7%  c) 17%  d) 0.17%
3. The most popular form of youth gambling is a) Fruit machines  b) Private bet with friends  c) Playing cards with friends  d) Sports betting?
4. What is the current chance of winning the National Lottery a) 1 in 4 million  b) 1 in 14 million  c) 1 in 43 million  d) 1 in 4 billion
5. What is the approximate number of official casinos in the UK? a) 25  b) 110  c) 140  d) 200
6. How many Fixed Odds Betting Terminals are allowed in a single betting shop? a) None  b) Four  c) Ten  d) As many as will fit
7. Which is the biggest gambling company in the United Kingdom? a) Ladbrokes  b) Paddy Power  c) Bet365  d) Coral Rank
8. When did the gambling act become a piece of United Kingdom Legislation? a) 1995  b) 2005  c) 2015  d) 1945
9. How many numbers are on a roulette wheel? a) 10  b) 64  c) 44  d) 37
10. At what percentage do many gambling machines pay out? a) 25%  b) 48%  c) 75%  d) 96%

## Attitudes

Describe how you feel about the following questions with 1: Strongly Agree 2: Agree 3: Don't Know 4: Disagree 5: Strongly Disagree

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. It is wrong for young people to gamble.                                    | 1 | 2 | 3 | 4 | 5 |
| 2. Gaming will lead to gambling for most people Is there a difference.        | 1 | 2 | 3 | 4 | 5 |
| 3. Gambling is a form of addiction.   | 1 | 2 | 3 | 4 | 5 |
| 4. I think gambling should be more closely controlled.                        | 1 | 2 | 3 | 4 | 5 |
| 5. The National Lottery is just fun and not gambling.                         | 1 | 2 | 3 | 4 | 5 |
| 6. Young children should not have access to slot machines.                    | 1 | 2 | 3 | 4 | 5 |
| 7. It is acceptable to have a friendly bet.                                   | 1 | 2 | 3 | 4 | 5 |
| 8. The gambling industry should pay more for helping with gambling addiction. | 1 | 2 | 3 | 4 | 5 |
| 9. There is a stigma attached to all forms of gambling.                       | 1 | 2 | 3 | 4 | 5 |
| 10. There is no such thing as responsible gambling.                           | 1 | 2 | 3 | 4 | 5 |

Teachers and tutors should log base-line scores for the quiz and record other responses appropriately so that these can be compared with the same at the end of the teaching programme.