

Teacher's slide

Key lesson information



Location	Classroom with no student access to internet
Recommended time	60 minutes
Objectives	By the end of the session, students should be able to: • Describe what influences people to gamble • Explain strategies to manage the pressure of gambling • Explain strategies to gamble in a safer way • Recognise the negative consequences of problem gambling
Main student tasks	1. Decide if they agree or disagree with statements about gambling 2. Create a mind-map to explore the different types of gambling 3. Answer quiz questions about gambling 4. Identify influences and explain how to manage these influences within a series of gambling scenarios 5. Categorise examples of negative consequences of gambling and name some warning signs of problem gambling 6. Offer advice to friends in scenarios about getting help
Keywords	Gambling, problem gambling, addiction, chance-based transaction

Teacher preparation



Provide	Lined paper, exercise books or laptops to work on.
Familiarise yourself	Unifrog's Know-how library tool (Student side>Know-how library). Students can use this for independent research after the lesson.

Know-how library



Know-how library

Open the 'student side' of your Unifrog account and click these links:

- [How to stick to a budget](#)
- [Accessing support for the addiction of a parent or carer](#)

Students can also search for these guides using the Know-how library tool.

Tracking progress on Unifrog



Add as an Interaction

Click Advanced view>Sort by school leaving year>[filter for specific students]>+interaction.

Track on Charts

Click Usage charts>Customise and filter> 'Know-how library: Favouriting over time'.

Tracking individual students

Advanced view>Sort by>Library profiles in Favourites

Benchmarks and standards



PSHE Association	Managing risk and personal safety
CASEL 5	-
ISCA	-
Skills	Critical thinking, digital literacy, responsibility

Teacher's slide – guidance on gambling and addiction

This lesson covers the topics of gambling and addiction. This slide gives a brief guide for teachers for handling these topics sensitively.

When social gambling turns into problem gambling. Many people will gamble in their lives but there are signs of when someone is not playing for fun anymore. Social gamblers are defined as those who only do so occasionally, hope to win but expect to lose, gamble for entertainment, and set and stick to spending or time limits. It becomes problem gambling when it starts to disrupt or damage personal, family, or recreational pursuits. Problem gamblers are defined as those who spend more time gambling and planning more gambling, expect to win all the time, keep playing to chase back losses, gamble to win or to escape problems, and continue to play even if they have spent all their own money and need to find a spending source from elsewhere.

There are a lot of common fallacies about gambling. Many gamblers often become problem gamblers due to thinking errors associated with gambling, including:

- **Superstitions:** mistakenly believing you can improve luck by repeating superstitious habits falsely connected with past wins, e.g. wearing the 'lucky t-shirt' or playing 'lucky numbers.'
- **Ignoring the odds:** people might buy lottery tickets because they know of someone who has won, yet they don't realise that it took 30 billion tickets (more than four times the earth's population) to produce 2,000 winners.
- **Forgetting the law of averages:** although short winning streaks are common, long winning streaks are impossible. People who appear to win more frequently than other people (who seem luckier) have usually just played more often. They'll also have more frequent losses than other people, but they don't brag about the losses.
- **Random events are not influenced by past history:** in most real-life situations, history does help us predict the future, so people tend to look for patterns and expect events to be predictable. However, dice, roulette wheels, slot machines, bingos, and lotteries are all random events: thus, the outcome of these games cannot be predicted or influenced by the players.

People are more at risk of becoming problem gamblers while they're young. The brain is not fully developed until around the age of 25. This means many teens and young adults are not fully equipped to make decisions about, or assess, risks accurately. They are more prone to becoming addicted to gambling, drugs, and alcohol.

Some people will be more inherently prone to reward-seeking behaviours. Research shows that problem gamblers and drug addicts often have genetic predispositions for reward-seeking behaviours and impulsivity. The two main ones are an underactive brain reward system and less activation of the prefrontal cortex. Having an underactive brain reward system means that the individual doesn't experience the same level of euphoria and pleasure from naturally rewarding experiences as the average person does. They are therefore drawn to activities that stimulate reward pathways more than usual; ones that are enough to make them feel a satisfactory amount of euphoria and pleasure, for example, the high that taking drugs or gambling creates. The prefrontal cortex is an area of our brain involved in decision-making, controlling impulses, and cognitive control. Studies have revealed that problem gamblers and drug addicts had less activation of the prefrontal cortex than the average person.

Teacher's slide – FAQs

Students may have additional questions after completing this lesson. This page is intended to give you answers to questions that aren't covered in the main lesson.

Are you saying I can get addicted to gambling from going to the bingo with my nana or playing a free poker game on my phone with my friends ? Many forms of gambling that are done socially and feel fun can all end up becoming addictive if you play them too much. It's when it stops becoming fun and you feel like you have to play that there is a problem. As long as the gambling is not starting to affect your mental health in a negative way and you know when to stop, social gambling can still be fun without becoming addictive.

I know someone who gambles almost every day. Is this bad? Gambling every day could be harmful if the person can't afford to lose the money they're gambling. They could be betting very small amounts which isn't affecting their ability to afford necessities in life. However, they could also be gambling more than they can afford and not talking about their problem because they think they could win back their losses to fix the problem. If you're worried about someone who is gambling a lot, talk to them and let them know you're worried. If you're unsure about what to do, you could also try talking to a trusted adult or one of the organisations listed at the end of this lesson.

If gambling companies are designed to make money from our losses, why do people gamble? The chance of winning and the dopamine that is stimulated in our brain when we win provides a great feeling of satisfaction and joy. This is what makes gambling feel fun and exciting and like we want to keep playing. However, to make sure it stays as a fun experience, gambling is not something which should be done for long periods of time. People will keep playing in order to try and keep stimulating that hit of dopamine which makes us feel good, but increased playing doesn't increase the odds of winning.

Someone I know who gambles seems to win quite frequently. What's the harm? This is a common false belief with gambling and is all to do with the laws of averages. People who appear to win more frequently than other people, and who seem luckier, have usually just played more often. They'll also have more frequent losses than other people, but they don't brag about the losses. If someone seems to be winning more often than others, then they will have to be betting an awful lot in order to make those wins. It might be worth talking to them to see how often they are gambling in case they are starting to develop an addiction.

Can I get addicted to gambling from playing once? If you gambled for the first time and won, the dopamine stimulated in your brain from that win would make you feel like you wanted to repeat the action again in order to achieve the same outcome. This does not mean you would definitely start repeating the action over and over again but our brains are wired to make us feel the desire to do so. Many people believe in superstitions like 'beginners luck' or that you can have a 'winning streak,' forgetting about the odds and that gambling isn't designed to provide long-term wins. The guidance is normally that once you've had a win, stop playing. The longer you play, the more likely you are to lose money.

Why is buying loot boxes in online games linked to gambling? Although this isn't a direct form of gambling, it is a chance-based transaction. In some online games, you can purchase loot boxes that you pay to open, without knowing what's inside beforehand. The contents may be valuable within the game, or worthless – there is risk involved, just as there is within gambling.

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Gambling: the facts

Agree or disagree? (5 mins)

A. Most people who gamble win more than they lose.



B. Advertising makes gambling look fun and harmless.



C. Gambling is mostly a problem for older adults.



D. Peer pressure can influence someone to place bets.



E. Online gambling is safer than gambling in casinos.



F. Schools should teach students about the dangers of gambling.



G. Winning a big prize is mostly a matter of luck.



H. Gambling always leads to financial problems.



What is gambling? (10 mins)

Create a mind-map to identify as many different forms of **gambling** as you can think of. *For example, placing a bet on a football game.*



What is gambling?



Write down your predictions to answer the four questions below:

1. What is the **percentage** probability of a flipped coin landing on heads, after landing on tails for the past three flips?

2. What is the probability of winning the National Lottery? **1 in _____ million.**

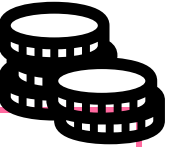
3. In a survey of young people aged 11-16, what **percentage** of people do you think had spent their own money on a gambling activity in the past year?

4. In a survey of young people aged 11-16, what **percentage** of people do you think agreed with the statement that gambling makes them feel happy?

What is gambling?



How accurate was your prediction?



1. What is the **percentage** probability of a flipped coin landing on heads, after landing on tails for the past three flips?

50% - *It doesn't matter what it landed on last time, this will not impact the probability of the next flip. This is the same when gambling: every game is a new game. The chance of winning or losing stays constant, and isn't influenced by past events, even if you seem to be 'on a lucky streak' or 'surely due a win soon!'*



What is gambling?



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What is gambling?



How accurate was your prediction?

2. What is the probability of winning the National Lottery? **1 in _____ million.**

1 in **45** million.

There are much higher chances of rare occurrences like being struck by lightning or giving birth to identical quadruplets!



What is gambling?



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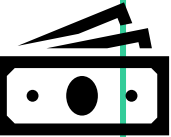
4. In a survey of young people aged 11-16, what **percentage** of people do you think agreed with the statement that gambling makes them feel happy?

What is gambling?



How accurate was your prediction?

3. In a survey of young people aged 11-16, what **percentage** of people do you think had spent their own money on a gambling activity in the past year?



31% - 50% had experienced gambling in the past year, with 31% having spent their own money to do so. The most common forms of gambling amongst young people included arcade gaming machines and placing bets for money with friends and family.



What is gambling?



Write down your predictions to answer the four questions below:

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What is gambling?



How accurate was your prediction?

4. In a survey of young people aged 11-16, what **percentage** of people do you think agreed with the statement that gambling makes them feel happy?

21% - *There were actually more people who disagreed with the statement (28%) alongside lots of people who neither agreed nor disagreed or weren't sure.*



Managing the pressure to gamble (15 mins)

For each scenario on the next few slides, write down:

- 
1. Who or what is **influencing** the person's decision to gamble?
 2. One piece of advice: how could they **manage** the pressure or gamble in a **safer** way?
- 

You may wish to use some of these ideas, alongside your own:

- Blocking software for gambling websites
- Self-exclusion (asking to be refused service from gambling businesses)
- Setting a time or money limit
- Never betting more money than you'd be okay with losing
- Treating gambling as an entertainment expense

Managing the pressure to gamble

Laura's dad just lost his job, so money is tight for the family. She overhears her parents talking about an overdue electricity bill, costing £300, that they're struggling to afford. Laura currently has £155 in her bank account, which she earned from her part-time job. She walks by a betting shop, advertising 2 to 1 odds on a rugby match with 'five hours left to bet!' This means Laura would make £310 profit if she won the bet.



1. Who or what is **influencing** Laura's decision to gamble?
2. How could Laura **manage** the pressure or gamble in a **safer** way?

Managing the pressure to gamble

Oscar is playing an online multiplayer game with a group of friends. The others have all bought loot boxes offering a 1 in 20 chance to win a rare skin. One friend asks 'Oscar, have you bought yours yet?' The loot box is on special offer for £3.99 for a week, whereas it usually costs £4.99.



1. Who or what is **influencing** Oscar's decision to gamble?
2. How could Oscar **manage** the pressure or gamble in a **safer** way?

Managing the pressure to gamble



Riley has been enjoying an online roulette game, in which she places bets on what number or colour the ball will land on. She's had a few small wins, but overall, over the past month, she's lost £38. Riley wants to keep playing until she 'breaks even' and wins back her £38. At school, Riley is playing the game during her break and lunch times, and her friends are becoming concerned about her, as she isn't joining in with conversations like she usually does.



1. Who or what is **influencing** Riley's decision to gamble?
2. How could Riley **manage** the pressure or gamble in a **safer** way?

The consequences of gambling (10 mins)

Problem gambling is when gambling starts to negatively affect you, your daily life, or your family, and it usually impacts both **finances** (money) and **mental health** (emotions).

Task 1. Sort the example negative consequences of problem gambling into two categories:
financial and **mental health**

1. Debt	2. Depression	3. Not being able to afford things	4. Mood swings
5. Anxiety	6. Using overdrafts	7. Suicidal thoughts	8. Stress

Task 2. What could be some other **negative consequences** or **warning signs** of problem gambling?

The consequences of gambling

Financial and **mental health** consequences:

1. Debt	2. Depression	3. Not being able to afford things	4. Mood swings
5. Anxiety	6. Using overdrafts	7. Suicidal thoughts	8. Stress

Other possible **negative consequences** and **warning signs**:

Gambling with large amounts of money, or for long periods of time

Using gambling to cope with life's challenges

Lying about gambling

Spending more money on gambling than you can afford

Gambling (or thinking about it) when you should be doing other things

Chasing losses

Social withdrawal

Disrupted sleep

Low self-esteem

Finding it difficult to stop

Being gamble aware (15 mins)

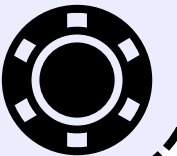


Design a campaign aimed at **teenagers**. The campaign should warn about the **risks of gambling** and offer **practical advice or safer alternatives**.



Your campaign must include:

- A **slogan** or **headline**
- At least **two influences** that can lead young people to gamble
- At least **two strategies** to stay safe
- At least **one fact** about problem gambling consequences



Independent learning

It can be difficult to know which information you can trust online.

The **Know-how library** is a reliable source of information about this topic and lots of others.

Search by the keywords 'addiction' or 'money' in the Know-how library to find guides on this topic.

Remember to favourite guides you'd like to come back to later!



Accessing support for the addiction of a parent or carer



What to do if a parent or carer is addicted to drugs or alcohol

[Read the guide >](#)



How to stick to a budget



Fantastic financial tips for taking care of your money

[Read the guide >](#)

Getting help (5 mins)

Choose a scenario:

A. Your friend is being pressured by another friend to use **all** their birthday money to buy Robux.

B. Your friend is saving up their lunch money to spend on mystery box prizes in their favourite online game.

1. Explain what the problem is in the situation: **why could this kind of gambling be harmful or risky?**
2. What **advice** or **tips** could you give your friend on how to improve this situation.

Organisations that help with gambling

Searching 'gambling advice' in your internet browser will bring up helpful resources and guide you with the first step in finding support.

- **NHS** (support for gambling addiction) - [nhs.uk/live-well/addiction-support/gambling-addiction](https://www.nhs.uk/live-well/addiction-support/gambling-addiction)
- **The Mix** (support for under 25s) themix.org.uk/money/gambling
- **Big Deal** (gambling information, advice, and support for young people) – bigdeal.org.uk
- **The Young Gamers and Gamblers Education Trust** (gaming and gambling charity) – ygam.org
- **Be Gamble Aware** (support and advice with gambling) – begambleaware.org
- **Mental Health Foundation** (advice about gambling and mental health) – mentalhealth.org.uk
- **Gamcare** (information, advice, and support for anyone affected by gambling) – gamcare.org.uk
- **Childline** (information about addiction) - childline.org.uk/info-advice/your-feelings/feelings-emotions/addiction/
- **Samaritans** (free 24-hour helpline) - samaritans.org

We'd love your feedback!

What did you think of this lesson? We'd love to hear from you!

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PSHE lesson feedback

We'd love to hear your thoughts!

Rating *

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4

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5

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