



## Guide for facilitators



**Oregon Department of Human Services**  
Addictions and Mental Health Division  
Oregon Problem Gambling Services

# 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

## 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, “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: 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.

#### **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.

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



**GAMBLING IS NOT RISK FREE.**

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

**KNOW THE  
WARNING SIGNS.**

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

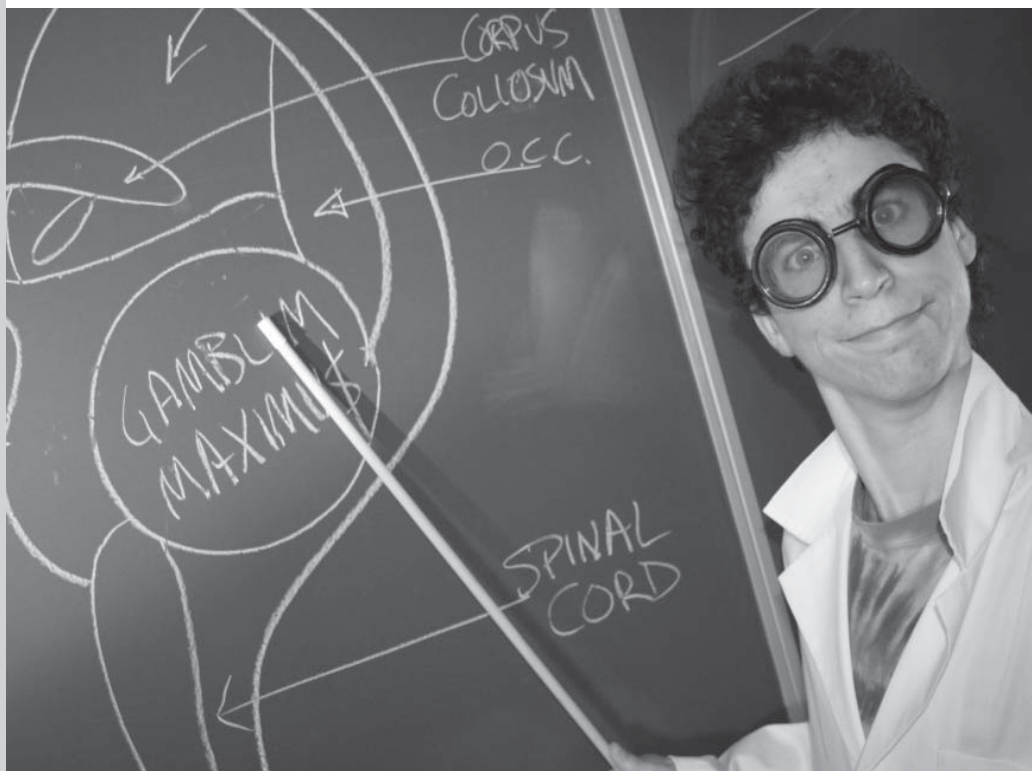
**Q: So, what are some signs that gambling has become a problem for you or a friend?**

*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 is available for a gambler and his or her family members and friends by calling the Helpline: 1-877-MY-LIMIT (English and Spanish).

In addition, Gamblers Anonymous (for gamblers) and Gam-Anon (for family and friends of gamblers) are available programs in many communities ([www.gamblersanonymous.org/](http://www.gamblersanonymous.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

Seventy-five percent of teens report having gambled. (Carlson & Moore, 1998)

One in 10 teens is at risk for becoming a problem gambler. (Carlson & Moore, 1998)

One in 25 Oregon teens (four percent of 13- to 17-year-olds) is a problem/pathological gambler. (Carlson & Moore, 1998)

Nearly one-third of Oregon teens have played the lottery within the last year (even though the legal age is 18). (Carlson & Moore, 1998)

Rates of problem gambling are two to four times higher among youth than among adults. (Carlson & Moore, 1998; Gupta & Derevensky, 1998a; Shaffer & Hall, 1996)

Many pathological gamblers report having started gambling by about age 10. (Gupta & Derevensky 2001)

A 2004 survey by the U.S. Playing Card Company of 16 and 17-year-olds showed that 42 percent had played poker during the previous month and 37 percent watched the World Poker Tour on TV.

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

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500 Summer St NE E86, Salem, OR 97301-1118, (503) 945-6187