



Behavioral Addictions and

Problem Gambling

Middle School Integration Toolkit

Presented by



Marion County
OREGON

Health & Human Services

Problem Gambling Prevention Program

Teacher Guide



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This toolkit was created by the Marion County Problem Gambling Prevention Program, located in Salem, Oregon. This toolkit was originally finalized for classroom use on 9/7/2021. It was revised on 1/6/2022.

Future versions of this toolkit as well as complementary activities and documents may be found at <https://www.co.marion.or.us/HLT/PH/PS/gambling/Pages/YouthandGambling.aspx>.

This document is free for use and distribution.

Introduction

Much of life involves taking risks. As teenagers begin to gain independence, they are faced with potentially risky decisions that can help them grow through gained knowledge and experience, or could lead to problem behaviors. Drug and alcohol prevention messaging is common among health curriculum and many prevention programs have shown positive results to reduce substance use. However, behavioral addictions and disorders formed from behaviors repeated over time (such as Gambling Disorder and even Gaming Disorder) are not always included in prevention programming.

Therefore, Marion County Health & Human Services' Problem Gambling Prevention Program was awarded a grant from the Oregon Health Authority in 2021 to create a toolkit that integrates problem gambling with middle school health classes drug and alcohol units. The rationale for the award include:

- The Oregon Healthy Teen and Student Wellness Survey data consistently reflects that youth engaging in risky behaviors like alcohol or marijuana consumption, report participating in gambling behaviors at higher rates than youth who are not utilizing these substances.
- Individuals enrolled in Oregon problem gambling treatment services report engaging in other risky behaviors like alcohol, tobacco, or other drug use putting them at higher risk of co-occurring disorders. The link between gambling disorder and other addictive disorders has been established. Research suggests that there are high rates of comorbidity between substance use disorders and gambling disorder [Josephson, H; Carlbring, P; Forsberg, L; Rosendahl, I. (2016)].
- Having resources available for integration of alcohol or other drugs into problem gambling prevention efforts can result in greater impact on the awareness and health of the community.

Research is well established that gambling is an activity that carries risk and can lead to problem gambling or a Gambling Disorder. It is recognized as an official disorder in the American Psychiatric Association's DSM-5 and the World Health Organization's (WHO) ICD-11. Emerging trends are also showing that video gaming can lead to problematic use, impacting one's health and well-being similar to other addictive behaviors.

Toolkit Goals

The goals of this Problem Gambling Integration Toolkit are to:

- Teach middle school teenagers problem gambling facts and risk factors as they relate to alcohol and drug abuse.
- Encourage responsible decision making.
- Prevent addictive behaviors of problem gambling among teenage participants now and throughout adulthood.

Materials Available

- Teacher Guide: Detailed lesson with notes, citations, and rationales detailing included lessons.
- Student Guide: [various options](#)
 - Detailed worksheet with notes for the students, including in class activities and homework.
 - Student worksheet (print friendly version with in class activities and homework only)
- PowerPoint Slide Deck providing visuals for the lessons.
- After class evaluation: two options
 - Complete online through Survey
 - Complete printer-friendly version and submit to Marion County Problem Gambling Prevention Program at MCHDPvention@co.marion.or.us.

Using the Toolkit

The following toolkit is intended for 7th and 8th grade middle school health classrooms. It applies concepts of evidence-based problem gambling and general health curricula with an integrated approach to the topics of alcohol and drug use prevention. To fit the needs of local educators, lessons are broken into short themes. These themes can be grouped and taught in one session or individually as they relate to drug and alcohol units. The intention is for educators to use this toolkit as it fits best into their lesson plans and schedule.

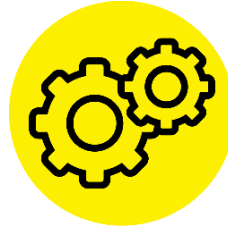
Core Lessons



Addictions & the Brain
20-minute lesson



Gambling Facts
10-minute lesson



Industry Tactics
10-minute lesson



Getting Help
5-minute lesson

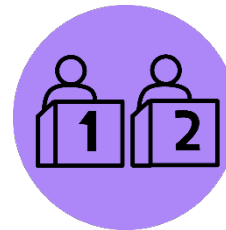
Supplemental Lessons



Perspectives of People Experiencing a
Problem with Gambling
15-minute lesson



Healthy Decision Making
15-minute lesson



Deal or No Dice Gameshow
10-minute review

Helpful Icons Throughout Lessons



Point of Interest: Reference to the student guide or suggestion for students to take notes.



Specific points of interest to click next on PowerPoint slide deck while reading notes.



Animations on this slide. Click to reveal new information.

Definitions

- The Definition of Addiction: A physical and psychological dependence on a substance despite its negative health effects. It is a chronic disease that affects our brains memory and risk reward function.
- Behavior Addiction: Behavioral addiction (examples gambling or gaming addiction) is an addiction caused by a behavior or the feeling brought about by an action with similar symptoms to substance addictions.
- Gambling: Risking of money or something of material value on an event with an uncertain outcome with the hope of winning something of even greater value.
- Problem Gambling: Gambling despite negative personal, social, or financial consequences.
- Disordered Gambling: Moderate to severe problem gambling, where 4 or more signs of problem are identified by a medical professional.

Addictions & The Brain



Session Goals and Objectives

Estimated time: 20 minutes

Session Goal:

- Teach students about how addiction affects the brain as it relates to behavioral disorders and addictions.


Major Objectives:

- Recognize that problem gambling is a behavior that can become a disorder or addiction, affecting the brain in similar ways as alcohol and drug use.
- Understand the process leading to an addiction as simplified by four stages: Experimentation, Regular Use, Abuse, and the Cycle of Addiction.
- Recognize contributing causes of addiction putting a person at risk.

Lesson: Addictions & The Brain

1. Slide 1: Addiction Definition – 1 animation ☆

What is Addiction?



Addiction is a physical and psychological dependence on a substance or activity despite its negative health effects. It is a chronic disease affecting the brain's memory and risk/reward functions.

Substance-Use Disorders. This can include:	Behavioral Addictions/Disorders. These are activities that carry risk:
<ul style="list-style-type: none">• Alcohol• Tobacco• Marijuana• Prescription drugs• Other hard drugs (cocaine, meth, heroin, etc).	<ul style="list-style-type: none">• Gambling• Video games• Social media• Other risky behaviors

We are learning more about these types of disorders everyday.



More definitions are available in the student guide.

* Briefly, for :30sec – 1m ask students: name something you can develop an addiction to?

2. Slide 2: How Addictions Work – 2 animations ☆



Stages Leading to Addiction

Stage 1
Experimentation

Stage 2
Regular Use

Stage 3
Abuse

Stage 4
 The Cycle of Addiction
Dependence, Relapse, Withdrawal

*Gambling, gaming, etc.

How does addiction happen?

Certain substances change the way your **brain responds to reward**, and this is what creates addiction. Addiction can also occur when you **form harmful habits over time**, producing an effect in the brain similar to that of hard drugs.

Let's break down habits & the brain's reward network

ACTIVITY IDEA! Write down the stages leading to addiction from this slide.

* Read first.

*** 4 Stages Leading to Addiction:**

1. Experimentation (trying it)
2. Regular use (continuing it)
3. Abuse (problems begin)
4. The Cycle of Addiction **

Teachers note: These stages are oversimplified for greater student comprehension**

- a. Addiction can occur after a few uses or gradually over years of bad habits.
- b. ▶▶ Many hard drugs – such as crack cocaine, meth, or heroin – can cause someone to move through these stages quickly if used.
- c. Tobacco, alcohol, and marijuana (while legal at 21) are also addictive substances, especially if you begin using them before age 21. Addiction can occur quickly or from continued use over time.
- d. ▶▶ Gambling, gaming, and other behaviors can lead to addiction over time.
- e. To understand this, we need to understand how our brain's reward network forms habits.

3. Slide 3: The Reward Network & Forming Habits

The Reward Network & Forming Habits³

Addictions & the Brain

3

Top-Down Control Network:

Pre-frontal cortex

Like the breaks in a car.
Develops until age 25.

Habit Hub:

Dorsal Striatum

Like autopilot in a car.

Reward Hub:

Ventral Striatum

Like the gas pedal in a car.

4. Slide 4: Reward Hub (*Ventral Striatum*) – 3 animations ☆

ACTIVITY IDEA! Write down anything interesting or surprising about how the brain forms habits.



The Reward Network & Forming Habits


Reward Hub (*Ventral Striatum*):

- This is like the gas pedal in a car.
- Gives us the go signal to things we enjoy. In the brain, the reward chemical dopamine is released.
- Allows us to want or anticipate rewarding things.
- This is how we discover what we like, such as food and activities.

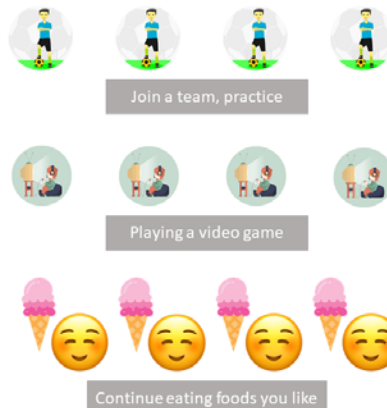


5. Slide 5: Habit Hub (*Dorsal Striatum*) – 3 animations ☆

The Reward Network & Forming Habits


Habit Hub (*Dorsal Striatum*):

- This is like cruise control in a car.
- When we experience repeated rewards, we develop habits to repeat them. This is how we continue in activities we like.
- For healthy habits, regular use helps increase knowledge and experience.
- For some things like alcohol or gambling, losing control can lead to addiction.



Addictions & the Brain
5

6. Slide 6: Top-Down Control Network (*Pre-frontal Cortex*)

The Reward Network & Forming Habits

Top-Down Control Network:
Pre-frontal cortex

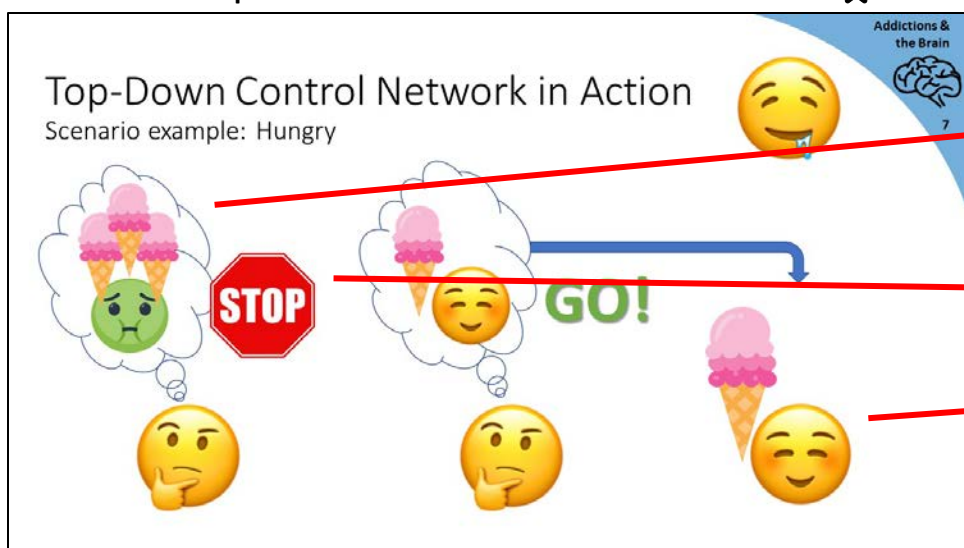
- This is like the breaks in a car.
- Processes information and allows us to make logical decisions.
- Keeps us from overdoing activities or consuming too much.
- This is developing until age 25.
 - Your brain could become wired for addiction as it develops if you start some things too early.
 - This is why we have age limits for alcohol, tobacco, marijuana, and even gambling.



Addictions & the Brain
6

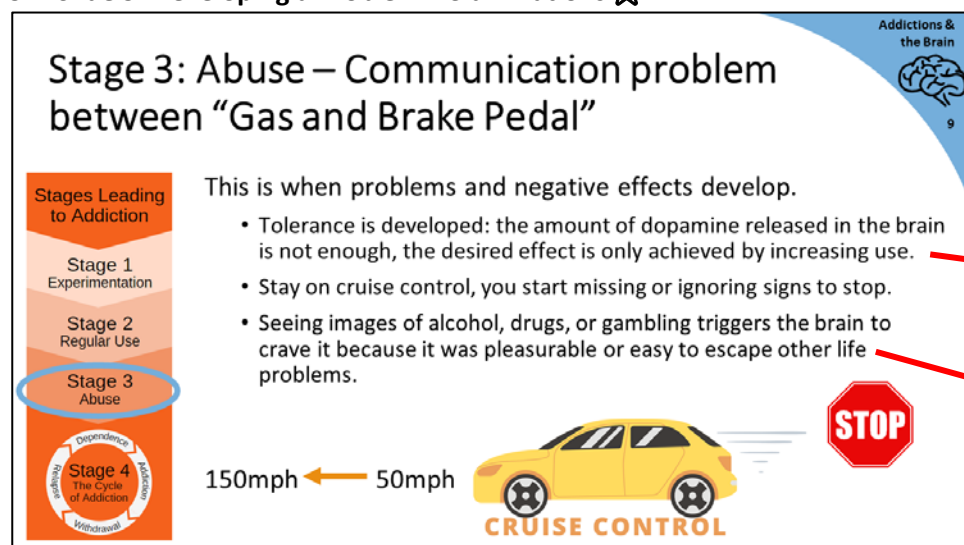


7. Slide 7: The Top Down Control Network in action – 3 animations ☆

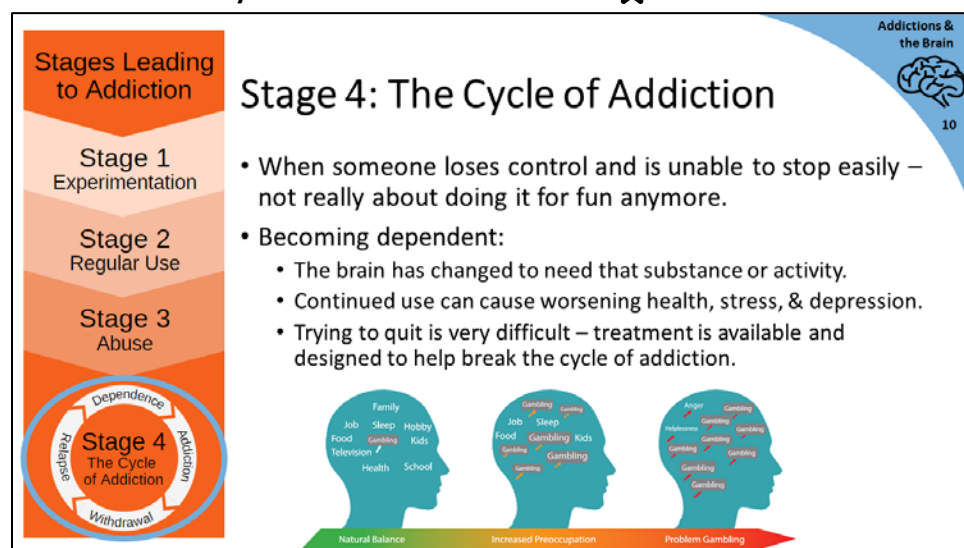


8. Slide 8: Transition Slide

9. Slide 9: Developing a Problem – 3 animations ☆



10. Slide 10: The Cycle of Addiction – 1 animation ☆



11. Slide 11: Gambling & the Brain video – Click play to animate ☆



ACTIVITY IDEA! Write down something that sticks out to you in the video.



Gambling and the Brain



Brain Connections: www.youtube.com/watch?v=OGIz8mccgGo

* Video name: Brain Connections

* Link to video on Youtube:
www.youtube.com/watch?v=OGIz8mccgGo

* Stop at 2:07 mark

12. Slide 12: Who is at risk (transition slide)

13. Slide 13: Risk Factors for Alcohol, Drugs, and Gambling Problems – 3 animations ☆

Risk Factors for Alcohol, Drugs, and Gambling Problems⁴

- **Genetics:** People with alcohol, drug, or gambling problems or addictions in their family are more likely to have a problem with the same thing.
- **Age:** The Top-Down Control Network develops later for teenagers and young adults.
 - Difficulty controlling impulses.
 - Your brain may not develop properly.
- **Mental Health:** Having a mental health condition, such as depression.



* Some of these risk factors can be applied to other behaviors you can form addictions to, like problem video gaming.

* None of these risk factors mean you will automatically form an addiction. They increase the chances of forming an addiction.

14. Slide 14: Continued Risk Factors for Alcohol, Drugs, and Gambling Problems – 3 animations ☆

Risk Factors for Alcohol, Drugs, and Gambling Problems⁴

- **Environment:**
 - **Access:** Having access to gambling, alcohol, and drugs.
 - **Friends:** Having friends who do it.
- **Other Addictions:** When someone experiences an addiction, it is common for them to struggle with other addictions at the same time.^{3,4}
- **Stress:** Trying to escape from stressful times in life or traumatic situations.



Gambling Facts



Session Goals and Objectives

Estimated time: 10 minutes

Session Goal:

- Teach students some important facts about problem gambling and gaming, as it often relates to alcohol and substance misuse.

Major Objectives:

- Understand that gambling is an activity that carries risk.
- Recognize signs of problem gambling as it relates to alcohol use.
- Understand some local statistics and facts related to gambling.

Instructors Note:

- There are hidden slides in this section with more information that can be unhidden as time allows. To unhide in PowerPoint, right click on the PowerPoint slide on the left side and select the “Hide Slide” function.

Lesson: Gambling Facts

Optional (HIDDEN SLIDE): History of Gambling in Oregon – ESTIMATED TIME 2 MINUTES

History of Gambling in Oregon

- 1933: Gambling on dog and horse races legalized nationally
- 1984: Oregon Lottery ratified into Oregon Constitution
- 1988: Indian Gambling Regulatory Act authorizes tribal casinos
- 1992: Video Lottery introduced & problem gambling treatment programs begin
- 2005: Problem gambling prevention programs begin
- 2014: www.OPGR.org website launched
- 2019: Sports betting becomes available on mobile devices



Gambling Facts





1. Slide 1: What is Gambling

Gambling isn't just about money

Gambling: Risking money or something of material value on an event with an uncertain outcome with the hope of winning something of even greater value.

So... Betting a soda on a game of basketball is considered gambling



Gambling Facts



1

Examples of gambling include:

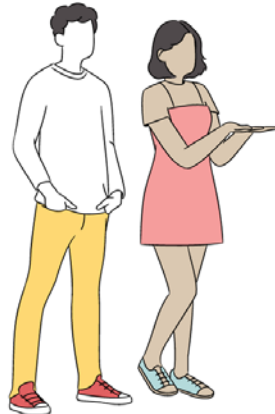
- Betting a soda on a game of basketball.
- Betting your chores with a sibling.
- When a serious problem for an adult, betting a car or money needed to pay the bills.

2. Slide 2: Risks of Gambling – 2 animations ☆

Gambling is a risky activity.

Oregon Teens:⁵

- Most teenagers don't gamble **regularly**.
- Teens who do gamble regularly, regardless of if they lose a bunch of money or not, are more likely to experience:
 - Depression
 - Suicidal thoughts
 - Drug and alcohol use
 - Lower grades



Gambling Facts



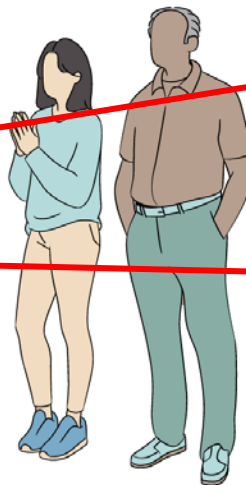
2

3. Slide 3: Risk of Gambling for Adults – 3 animations ☆

Gambling is a risky activity.

Oregon Adults:²

- Most adults who gamble regularly don't have a problem gambling.
- 8% of adults are estimated to have a low to severe gambling problem: that is **269,489 people!**
- Adults with a gambling problem are more likely to experience:
 - Depression
 - Suicidal thoughts
 - Drug and alcohol problems



Gambling Facts



3

* If adults choose to gamble, they should do it responsibly by setting a time limit, setting a money limit, and not playing to make money.

* You could fill the Moda Center where the Portland Trail Blazers play over 12 times.




4. Slide 4: Gambling Odds

How Gambling Odds Work

The odds are the same each time a person gambles. Past events do not change future outcomes.

Example: Flipping a coin. A coin flip is a 50-50 chance heads or tails. If it comes up heads 5 times in a row, it still has a 50-50 chance of coming up heads or tails.

People experiencing a problem with gambling may forget this!



Gambling Facts 4


5. Slide 5: The House Always Wins

The House Always Wins!

WHY?

Statistical Law of Large Numbers:
The more a game of chance is played, the more likely the overall outcome will match the odds. ²⁰

Gambling odds are never in your favor! Statistically, it is impossible to make money gambling in the long run.



Gambling Facts 5

* Example: if you have a 20% chance of winning money on a certain gambling game, you might win a few times, but over time you will lose close to 80% of the time.

Optional Activity (HIDDEN SLIDE) – ESTIMATED TIME 3 MINUTES


Powerball Jackpot Simulation

Class Activity!

- Write down 6 different numbers between 1 & 70.
- Stand when all your numbers are written.

Calling Numbers:

- Sit if any of your numbers were not called.
- Match all 6 numbers in exact order, you win!



Gambling Facts

* Have the students write on their worksheet six numbers.

* Ask students to be honest and not cheat.

* Use a random number generator between 1 and 70 to quickly pick numbers. Google has one.

* Call numbers until everyone is seated. It's all or nothing!

**** Teachers note: This activity is a simplified representation of the Powerball Jackpot****



6. Slide 6: Winning the Powerball Jackpot – 4 animations ☆

Winning the Powerball Jackpot Grand Prize

Odds of a four leaf clover:
1 in 10,000⁶

Odds of being struck by lightning:
1 in 500,000⁷

Odds of any Oregon Adult being
picked to win: 1 in 3,368,619⁸

**Odds of winning the
Powerball Jackpot:
1 in 292,200,000⁹**



ACTIVITY IDEA! Write down the odds of winning the Power-ball Jackpot when revealed.

* If you bought 10 tickets every day, you would average a Powerball Jackpot win once every 80,000 years.

* No amount of skill will improve the odds of winning a “game of chance.”

7. Slide 7: How much is lost every year by gamblers in Oregon? 4 animation ☆

How much money do adults in Oregon lose by gambling each year?

2020 revenue from the Oregon Lottery:¹⁰

\$1.14 billion

2017 gaming revenue from nine Oregon Tribal Casinos:¹¹

\$499 million

Money from other gambling activities:
Unknown

In Oregon, the average person in treatment for problem gambling owes gambling related debts of:²

\$23,375



Gambling Facts

7









* This means they lost all the money they had and then went into this amount of debt.

* Gambling problems can be an easily hidden addiction.

Optional (HIDDEN SLIDE): Signs of a problem for gambling & alcohol– 8 animations ☆

ESTIMATED TIME 2 MINUTES

Signs of a problem: For both Gambling & Alcohol^{12, 13}

 Increasing time/money spent	 Increases risky behaviors
 Escaping problems (stress, anxiety, depression, etc.)	 Less desire to engage in other activities or interests
 Withdrawal (irritable or sick when stopped)	 Creates problems with loved ones, work, or school
 Cravings (think about it a lot)	 Unsuccessful attempts to stop

Gambling Facts

1

* For gambling, this could be playing with money needed for something else, or chasing losses (trying to win back money lost).

8. Slide 9: Video gambling – 3 animations



Video gambling: one of the most addictive types of gambling.

70% of Oregonians in treatment for problem gambling say video gambling is their main form of gambling.²

2,000 locations have video gambling across Oregon.¹⁴

MOST of the money made from casinos and the Oregon Lottery comes from video gambling machines (slots, video poker, video lottery).^{10,11}

Jackpot \$100,000

Mad Bird Slots

Play Now

Gambling Facts

8

* There are many different types of gambling, but video gambling is more addictive than others.

Industry Tactics



Session Goals and Objectives

Estimated time: 10 minutes

Session Goal:

- Teach students that the gambling industry, like the gaming and alcohol industry, try to influence people to use their product for more.

Major Objectives:

- Relate gambling industry tactics to video games.
- Understand some people may develop a problem to products created to enhance enjoyment and make money.

Lesson: Industry Tactics

1. Slide 1: Gambling & Video Game Industry – 8 animations ☆

Appealing Products: Gambling & Gaming

Discussion: What are some similarities between video gambling and video games (on a phone or console) to get people to use their products more?

- Flashy graphics, lights, sounds
- Faster play
- Play with credits
- Gambling in video games





- Tons of games
- Lose track of time
- Spending more money increase reward
- On a comfortable device

ACTIVITY IDEA! Write down similarities between video gambling and gaming.

* Call on a few students for their feedback before proceeding.

* SLIDE ADVICE: Explain what each of these mean in the context of video games. See bullet points below for more information.

Explanation with each similarity:

1.  **Flashy graphics, lights, sounds:** makes games more exciting.¹⁶
2.  **Faster play:**
 - Video Slot Machines use buttons to bet every few seconds.¹⁷
 - Video game companies might design some games that you complete faster so you want to buy a new one sooner.



3. **Play with credits:** Some slot machines and phone games have in-game currency or credits, removing dollars from the game purchases used to advance.¹⁸
4. **Gambling in video games:** loot boxes and other gambling themes are incorporated into games.¹⁹
5. **Tons of games:** If you get bored with one video gambling or video games, there are more options for other games.
6. **Lose track of time:** Some video games and video gambling machines are designed to immerse people into the game, losing sense of time. This is how people can play video games or gamble for hours on end.¹⁷
7. **Spend more money to potentially increase reward:**
 - Video gambling machines have options to bet more to “increase your odds.” This could mean betting x10 or more to slightly increase your odds, so you lose faster.¹⁷
 - In App purchases and loot boxes will show ask you to spend more for more reward. However, what you’re purchasing is often worthless.
8. **Played on a comfortable device:**
 - Video Slot Machines have ergonomic chairs and easy to use buttons and touch screens so you can spend hours without getting tired.¹⁷
 - Video game controllers and phones are made to fit your hand so it doesn’t cramp. Phones are also a device we use every day.

Overall message: These products are intentionally designed to make money, and they use human psychology and scientific research to make their products more appealing – and potentially addicting!

Optional (HIDDEN SLIDE): Appealing Casino’s, gambling industry tricks VIDEO – ESTIMATED TIME 5 MINUTES

- a. Video Name: *How Casinos Trick You Into Gambling More* on Youtube: (4:24 length)
www.youtube.com/watch?v=9THLOo7WWoQ
- b. If needed for time, stop video at 2:24
- c. Please mention to students: This is what big casinos in Vegas do. Tribal casinos may use some of these tactics in Oregon, but they are a much smaller industry.

2. Slide 3: Advertising – 4 animations ☆

Appealing Advertisements: Tobacco, Alcohol, & Gambling

Discussion: What is the purpose of advertising in general?

- Advertisers try to convince individuals that using their product will make their life better or more enjoyable.
- Actors are often young, healthy people, celebrities, or cartoon mascots.
- Ads may not tell you the risks of the product, or downplay the risks or potential harms.
- Smoking, drinking, and gambling are learned habits. The industry tries to get people to acquire and maintain that habit.



Industry Tactics



2

* Possible answers: Persuade people to buy their product; portray an appealing product.

Getting Help



Session Goals and Objectives

Estimated time: 5 minutes

Session Goal:

- Teach students that anyone who develops a problem with gambling can recover and live a fulfilling life.

Major Objectives:

- Discuss ways to prevent addictions.
- Teach students that gambling recovery is possible and free in Oregon for gamblers and their loved ones.

Lesson: Getting Help

1. Slide 1: Preventing Addictions

Preventing Addictions¹⁵

- Participate in your favorite hobbies, like sports, music, and clubs.
- Strengthen healthy relationships with friends and family.
- Learn a new skill and enhance skills you have.
- Maintain a strong bond to school.
- Reach out for help when life is hard.

A cartoon illustration of a young man in a blue soccer jersey and black shorts, standing on a green field with a soccer ball at his feet. The background is a large, light gray soccer ball.A cartoon illustration of three people from behind, wearing pink, blue, and white hoodies, with their arms raised in a cheering gesture.A cartoon illustration of a person with long dark hair, wearing a white shirt and green pants, sitting cross-legged and reading a red book.A cartoon illustration of a blue graduation cap with a gold tassel, next to a rolled-up yellow diploma tied with a blue ribbon.

Getting Help

1



2. Slide 2: Remember the 7 C's

If someone in your life struggles with a disorder or addiction, remember the 7 C's:



1. I didn't cause it.
2. I can't control it.
3. I can't cure it.
4. I can learn to cope with it.
5. By taking better care of myself.
6. By communicating my feelings.
7. By making healthy choices.

Getting Help



2

3. Slide 3: Problem Gambling Help in Oregon

Problem Gambling Help in Oregon

- Help is FREE in Oregon
- Confidential
- For people who gamble
- For family and friends of a person who gambles



Oregon Problem Gambling Helpline:
1-877-MY-LIMIT or OPGR.ORG

Getting Help



3

4. Slide 4: Additional Help & Support for Teens

Additional Help & Support for Teens

- **School Counselor**
- **Al-Anon / Alateen:** support for a family members' alcohol problems
- **Helplines:** FREE help for tobacco, alcohol, and drugs at Helplines.MCHealthy.net
- **Oregon YouthLine:** Teen's helping teens with stress, anxiety, mental health, and more. No problem is too big or small!



ACTIVITY IDEA! Write down what someone you can go to in a time of crisis.

G

4

Perspectives of People Experiencing a Problem with Gambling



Session Goals and Objectives

Estimated time: 15 minutes

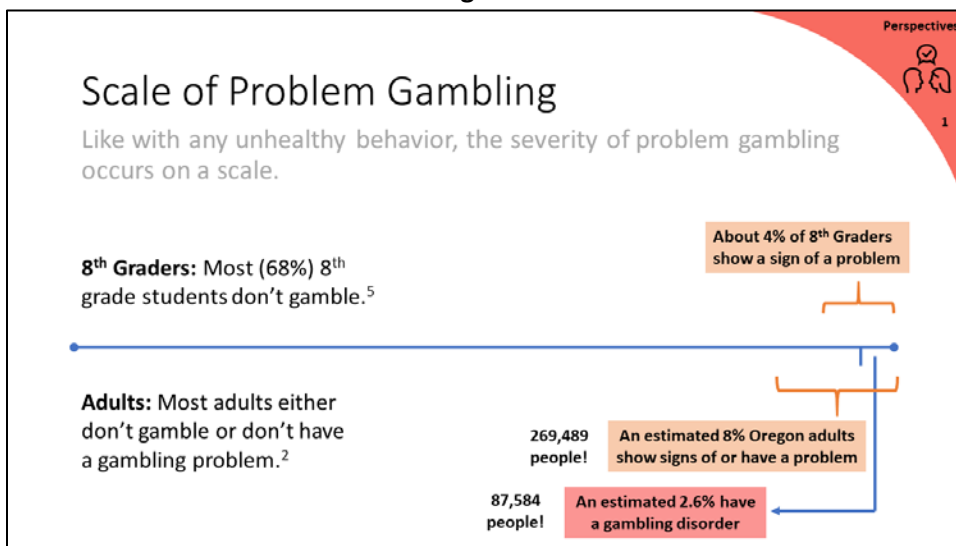
Session Goal:

- Teach students about the difficulties that a gambling addiction causes a person.

Major Objectives:

- Discuss the scope of problem gambling in Oregon.
- Teach students about Disordered Gambling.
- Teach students the difficulties of being a person experiencing a problem with gambling.

1. Slide 1: Scale of Problem Gambling





2. Slide 2: Developing a Gambling Disorder

Perspectives
2

Developing a Gambling Disorder²

Problem Gambling:

- Gambling despite negative personal, social, or financial consequences.
- If any of these criteria are met.

Disordered Gambling:
(moderate to severe problem gambling)

4 or more criteria met in the diagnosis of a gambling disorder.

 Preoccupied with Gambling	 Hiding or Lying About Gambling	 "Chasing" Losses with More Gambling
 Restlessness or Irritable When not Gambling	 Repeated Unsuccessful Attempts to Stop	 Borrowing Money to Gamble
 Gambling to Escape Problems	 Increasing Bets	 Jeopardizing Relationships and Job Opportunities

Helpful explanations if needed:

1. **Preoccupied with gambling:** thinking too much about gambling when you aren't gambling, to the point that it disrupts daily life.
2. **Hiding or lying about gambling:** not being truthful about gambling behaviors or outcomes.
3. **"Chasing" losses with more gambling:** gambling over budget to try and win back money lost.
4. Restlessness or irritable when not gambling.
5. Repeated unsuccessful attempts to stop gambling.
6. Borrowing money to gamble.
7. **Gambling to escape problems:** this could be in the form of escaping life responsibilities, depression, pain, stress, etc.
8. Increasing bets.
9. Jeopardizing relationships and job opportunities.

3. Slide 3: Gambling Fallacies – 2 animations ☆


Perspectives
3

Gambling Fallacies

Errors in logical decision making from a person experiencing a problem with gambling.


Fallacy: Normalizing behavior

- Comparing yourself to others around you.
- If others around you are experiencing warning signs of problem gambling, you may think that behavior is normal.



Fallacy: Confusing often with memorable

- Thinking a rare big win happens more often than it does.






4. Slide 4: Gambling Fallacies continued – 3 animations ☆

Gambling Fallacies

Errors in logical decision making from a person experiencing a problem with gambling.



Fallacy: Superstition

- Having a ritual or object to bring you luck.
- Fact: superstitions do not change the odds!


Fallacy: Ignoring the Odds

- Continuing to gamble knowing you will lose.

Fallacy: Forgetting the Law of Large Numbers

- The more a game of chance is played, the more likely the overall outcome will match the odds.²⁰

Perspectives



4

5. Slide 5: Gambling Fallacies continued – 2 animations ☆

Gambling Fallacies

Errors in logical decision making from a person experiencing a problem with gambling.


Fallacy: Early wins and occasional rewards encourage false hope

- Problem gambling may begin when someone wins big. Continued small wins can cause playing on hope, overlooking continued losses.


Fallacy: Attributing success to skill and failure to bad luck

- Winning is often attributed to skill, and failure to something out of their control.

Perspectives



5



6. Slide 6: Action Problem Gambling – 3 animations ☆


Action Problem Gambling

Gambling for the excitement, rush, and action.


Phases:

- 1. Winning:** seeking excitement! May win initially, which could encourage false hope for future wins.
- 2. Chasing Losses:** Trying to win back money lost, forgetting or ignoring law of large numbers.
- 3. Panic:** Lost money, relationships, and more could lead to panic, regret, and remorse.

Perspectives



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* Gambling fallacies and signs of a problem can show in a person in different ways. We are going to discuss two types problem gambling: Action Problem Gambling and Zone Problem Gambling.



7. Slide 7: Zone Problem Gambling – 4 animations ☆

Zone Problem Gambling

Gambling to escape into “the zone.”

- Becoming completely absorbed into the game, the zone becomes a new reality.
- Often used to escape pain, stress, or discomfort in life.
- May take place at a slot or video gambling machine, where gambling is isolated and lonely.
- When most severe, a person who gambles to escape into “the zone” may need to spend everything they have to feel satisfied.

Perspectives

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8. Slide 8: Escaping into “The Zone” Video

This video discusses the perspective of a person who recovered from a problem with gambling (video length, 1:37):
 Video Name: *Extra: Slot machines and “The Zone”* on Youtube: <https://www.youtube.com/watch?v=yMZHbJ6LxUA>

9. Slide 9: Gambling Opportunities in Our Community – 5 animations ☆

Gambling Opportunities: In our community

Perspectives

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* The woman in the video mentioned that when she sees images of slot machine or a symbol of gambling, it triggers her to want to gamble again. That is how powerful an addiction can be.

* Consider this reality: When someone develops a problem with gambling, or they are now in recovery, imagine how difficult it is for them to not gamble when they see opportunities or symbols.

- You are at home on the computer or watching TV, and a gambling ad comes on. This makes you want to gamble.
 - ▶ You decide to go to your favorite restaurant and you see video gambling machines. This makes you want to gamble.
 - ▶ You stop at a gas station and there are lottery tickets. This makes you want to gamble.
 - ▶ You stop at the grocery store and they also have lottery tickets. This makes you want to gamble.
 - ▶ You drive around town and see signs and a billboard to gamble. This makes you want to gamble.
 - ▶ You are on your phone, and another gambling ad pops up. This makes you want to gamble.
- Gambling opportunities are everywhere, and it is very difficult to stay away. When the habit hub in your brain takes over your desire to gamble, cues and triggers take over your decision making.
 - **This is what happens to people struggling with tobacco, drugs, and alcohol use disorders too.** Try to have empathy for people struggling with addiction because it is a disease and it is hard to quit.
 - Remember, hope and help is available to teach people how to overcome addictions!

Healthy Decision Making



Session Goals and Objectives

Estimated time: 15 minutes

Session Goal:

- Teach students about positive, healthy decision making.

Major Objectives:

- Discuss the difference between positive decision making and negative risk taking.
- Teach students how to make positive, healthy decisions through the DECIDE Model.

1. Slide 1: Positive Risk Taking & Decision Making – 2 animations ☆

Healthy Decision Making

1

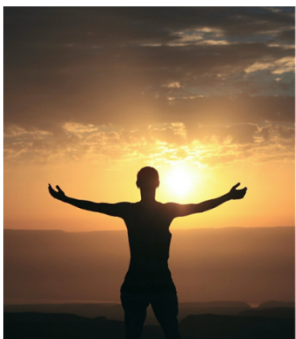
Positive Risk Taking & Decision Making

Life in a way is a gamble, we take risks every day.

Discussion: When you take a positive & healthy risk, what could you gain?

- Confidence
- Skills
- Friendships
- Self-esteem
- Accomplishing your goals
- Recognition for accomplishing goals
- Healthy body and mind

Making negative risky decisions could result in losing these things!



2. Slide 2: Positive Risk Taking vs. Negative Risk Taking – 8 animations ☆

Healthy Decision Making

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Positive Risk Taking vs Negative Risk Taking

Likely to improve your life	Likely to disrupt or cause problems in life
Odds of success are in your favor	Odds of success may not be in your favor
Something you can afford to lose	Something you cannot afford to lose, or do not want to lose
What you could win is of significant value to you	What you could win doesn't improve your life in a meaningful way to you

What decision is worth taking a risk on?

* Ask students what ideas they have for decisions worth taking a risk on. Advance to next slide for examples.




3. Slide 3: Examples of Positive Decision Making – 1 animation ☆

Healthy Decision Making
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Examples of Positive Decision Making


Completing your education

1. Achieve knowledge, skills, and experience.
2. Earn more money: on average the more education you have, the more money you earn.
3. Receive scholarships for high academic achievement.



Trying out for a sports team and/or music group (band, orchestra, choir)

1. Improve skills and experience.
2. Make new friends and strengthen relationships.
3. Improve self-esteem and perseverance.



4. Slide 4: Overcoming Negative Risky Decisions – 6 animations ☆

Healthy Decision Making
4

Why people make negative risky decisions & What to do instead

1. Didn't weigh all pros vs cons	Take time to weigh pros vs cons.
2. Not enough time	Plan ahead / choose positive outcome.
3. Lack of knowledge	Learn the facts from a reliable source.
4. Acting impulsively	Think it through.
5. Peer pressure	Difficult decisions gain respect from those who matter.
6. Don't care or low self-esteem	Remember, you matter!

* See next page for helpful explanations of this slide.

Examples of things to do instead

1. Didn't weigh all pros and cons: Instead, make time to think through the decision if you can.
2. Not enough time: Instead, think situations through ahead of time, and if in a pinch, trust your conscience on what decision will give you a positive outcome. You can also ask a trusted adult.
3. Lack of knowledge: Instead, learn the facts from reliable sources. The more you know about decisions you could make improves your chances for a positive outcome.
4. Acting impulsively: Instead, use your top-down logical decision making. For example: don't eat too many ice cream cones and get sick! You could also use the DECIDE Model, which we will learn in a few minutes.
5. Peer pressure: Instead, making a positive and difficult decision often gains respect from those who matter.
6. Don't care: Remember, you matter! You are worthy of a healthy, happy life filled with positive loving relationships. Stay true to you and your values.




5. Slide 5: Determining Positive Risk – 2 animations ☆

Healthy Decision Making
5

How to determine a risk is positive


- Weigh the pros (possible gains) and cons (possible losses).
- The risk has these outcomes:
 - The odds are in your favor, or you gain something positive from the experience.
 - Likely to improve your life.
 - You don't risk losing something significant.
- Be an objective problem solver.
 - Try not to make the decision emotionally.
 - Give yourself the same advice you'd give a friend.
- Ask a trusted adult or a neutral person about their knowledge, experience, and insight.
 - If you don't know, ask for help!




6. Slide 6: The Decide Model

Healthy Decision Making
6

Practice: The DECIDE Model

 Class activity! Start #1-4 of the DECIDE Model for a decision you make (personal or school related) and complete #5-6 at home.

1. D	Define the decision	Determine what decision needs to be made.
2. E	Explore your options	Determine what your options are.
3. C	Consider the pros & cons	Outline the pros (possible gains) and cons (possible losses) of the options.
4. I	Identify your values	Outline your values that relate to the decision and options.
5. D	Decide and act	Make a choice and act.
6. E	Evaluate the results	Take time to reflect on your choice after it was made.

*  Student Activity, the DECIDE Model Worksheet: pass out worksheet.

* Read slide, then use example below for greater understanding of assignment.

Example of the DECIDE Model:

1. D: Stay up late on a school night and play video games.
2. E: Options: Go to bed on time or stay up late.

3. C:

1. Go to bed on time: PROS – more rested, feel better, maintain a good night time routine; CONS – miss out on game time.
2. Stay up late: PROS – more game time; CONS: tired, may be late for school, may be grumpy, parents upset you stayed up late, may miss breakfast because slept in, may develop an unsustainable routine.

4. I: Sleep, being happy in the morning, being pleasant to be around, value entertainment, value experience with other people.

5. D: Go to bed on time.

6. E: Evaluate at the end of the next day. Possible outcomes...

1. If going to on time: Feel good, can concentrate, patient with friends, stayed awake in class, understood the lessons in class, got done with school work early so you had less homework, had more time the next day to continue video game.
2. If staying up late: Tired, short tempered, snippy with friends, fell asleep in class, took longer to finish homework at home because you didn't understand the lesson, missed out on time playing video game the next day.

Evaluation Form: Problem Gambling Lessons

Name: _____ Gender: _____ Age: _____

Date: _____ Teacher's name: _____ Period#: _____

After this lesson:

	Yes	No
1. I understand there are many addictions that can affect a family.		
2. I understand the risk factors, signs, and symptoms of problem gambling.		
3. I am more informed to make healthy decisions in my everyday life.		
4. I know where to find help for families and people struggling with a gambling problem, or another addiction.		

Do any of these apply to you?

	Yes	No
5. I have worried about someone's tobacco/alcohol/drug use or gambling in my family, in the past or now.		
6. I have concerns about alcohol/drug use or gambling, and am interested in talking with my school counselor or Youth Line.		
7. I have my own smartphone.		

OPTIONAL: I would like more information about: (check all that apply)

English	Spanish (Español)
_____ Alateen/Alanon (<i>How to help family or friends</i>)	_____ Alateen/Alanon
_____ Alcoholics Anonymous (<i>AA/12 Questions/ Am I an Addict?</i>)	_____ Alcoholicos Anonimos
_____ Problem Gambling	_____ Apostador compulsivo
_____ How to stop smoking/vaping: (<i>Circle one</i>) - teen or adult	_____ Para dejar de fumar
_____ Specific Drug: _____ (write in)	_____ Drogas: _____ (escribe aqui)

	Low			Average				Excellent		
I would rate this presentation:	1	2	3	4	5	6	7	8	9	10

Other comments or questions?

Homework Activities

See the homework assignments in the student guide or next page

There are two options to choose from for the homework assignments:

- **Homework Activity A: See Next Page.** Complete the homework #1 (quiz a parent/guardian) and homework #2 (matching signs and symptoms). Students are asked to obtain a signature from a parent or guardian.
- **Homework Activity B: Problem Gambling Art Search.** See description below. On a 8 ½ by 11" piece of paper, have students artistically depict what they had learned. Guidelines and information on this can be found at: Art.MCHealthy.net.

Submit student artwork into the local and statewide art search to Marion County Health Promotion & Prevention Services (contact at MCHDPrevention@co.marion.or.us) for a chance to receive recognition and prizes! Submissions accepted year round; selections will be made in March of each year.

Answer Key

Homework Activity A:

7. Homework #1: Quiz a Parent. Be sure to check to see if a parent/guardian signed it.

1. False; 2. False; 3. True; 4. False; 5. True; 6. False

8. Homework #2: Matching signs and symptoms.

1. H; 2. B; 3. E; 4. A; 5. G; 6. C; 7. D; 8. F

Homework Activity B: Problem Gambling Art Search.

Create a poster that illustrates one of the below concepts, or develop your own positive prevention message. You do not have to use these exact words. The concepts below are just some ideas.

- Gambling and gaming **can** be a risky activity. Check out OPGR.org to learn more.
- You can prevent problem gambling and problem gaming. Learn more by visiting OPGR.org.
- Anyone with a gambling problem can get free help! Contact OPGR.org.
- Gambling problems can happen to anyone. Help is available.
- Create balance in your life. Gambling or gaming shouldn't interfere with time spent with family and friends.
- People who gamble should set and stick to a time and money limit.
- Did you know that gambling can become a problem? To learn more visit OPGR.org.
- Lying about gambling and/or betting more than intended are warning signs of problem gambling. Visit OPGR.org.
- People can recover from gambling problems. Help is available!
- The person struggling with a gambling problem is not the only one affected. Help is available!

Artwork should be on letter-size 8½-by-11 white paper. Please do not have the artwork show a winning hand or a winning combination of symbols. That can cause problems for some people who struggle with problem gambling. If you use a computer to create what you submit, you must draw the artwork by hand (no clip art, etc.).

Artwork will be submitted into a statewide art search March of every year. Go to Art.MCHealthy.net for more information.

Problem Gambling Lesson: In-Class & Homework Activities

Complete this in-class activity and homework (next page). Be sure to get a parent signature on the next page.

Student Name: _____ Class Period: _____ Date: _____

In-Class Activity: Write down 15 facts or things you found interesting from today's lesson. The first one is written for you to get you started!

Gambling is an activity that carries risk.	1.
2.	3.
4.	5.
6.	7.
8.	9.
10.	11.
12.	13.
14.	15.

Homework #1: Quiz a Parent. Ask your parent or guardian the following true/false questions and mark 'X' for the answers. Be sure to read the correct answers when finished. **Obtain a signature when completed.**

Parent/Guardian Signature: _____

True	False	Question	Answer
		1. If you flip a coin and it comes up "tails" 10 times in a row, it will most likely come up heads next.	False: The coin does not know which side it landed on last. Each time you flip a coin, there is an equal chance that it will land on 'heads' or 'tails', no exception.
		2. Kids do not develop serious gambling addictions.	False: Kids can develop a gambling problem. Like with alcohol or drug use, gambling affects the same parts of the brain, and kids are susceptible due to their developing brain and habits.
		3. Gambling can affect a student's school attendance, grades, and behavior.	True: Youth gambling has been linked to higher rates of skipping school and having a negative impact on grades and in-school behavior.
		4. Gambling is a great way to make money and become wealthy.	False: Very few people win a lot of money when they gamble. In fact, the most people will lose MORE money than they win.
		5. Treatment for Problem Gambling is FREE in Oregon.	True: By calling 1-877-MY LIMIT or visiting OPGR.org online, anyone who needs it can talk to a trained counselor and receive FREE, CONFIDENTIAL treatment.
		6. Gambling is a safe alternative to alcohol and drug use.	False: People who develop a gambling problem often times also have a drug or alcohol problem as well.

Homework #2: Matching Signs and Symptoms. Behavioral addictions/disorders (like problem gambling) are similar to substance use addictions/disorders. Below are some signs and symptoms of alcohol misuse and problem gambling. Match similar signs and symptoms of problem gambling to alcohol misuse by putting the letter next to the matching option.

Alcohol Misuse Signs & Symptoms

1.		Increasing the amount of drinking to feel the desired effect	
2.		Drinking to escape problems (stress, depression, etc.)	
3.		Alcohol withdrawal (irritable or sick when stopped)	
4.		Cravings for alcohol (think about it a lot)	
5.		Doing risky things when drunk	
6.		Less desire to engage in other activities or interests	
7.		Drinking causes problems with loved ones, work, or school	
8.		Unsuccessful attempts to stop drinking	

Problem Gambling Signs & Symptoms

- Increasing intensity of interest in gambling (thinking about it a lot)
- Gambling to escape problems like depression, or when there is a crisis
- Less desire to engage in other activities and interests
- Frequent absences from school, home, or work to gamble
- Restlessness or irritable when not gambling
- Repeated unsuccessful attempts to stop gambling
- Risking losing more by "chasing" losses (trying to win back money lost) or borrowing money
- Increasing time and money spent gambling

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