

About Gambling - Level 1 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 4:49 minutes

With Student Video Viewing Guide - 10 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes

Group Activity - 10-15 minutes

Independent Practice - 5-10 minutes

Extended Learning - 5-10 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Bullet list: What are some types of LOW-RISK Gambling? Why do you think some people do this, even if they know they will most likely lose their money? (Low Risk- Playing dice, scratch lotto cards, buying a lotto ticket Why? It's fun, and may cost only a couple of dollars.

Pause the video to talk about - Did you know online video game creators tracked your play? Why do you think they often wait until you are losing to try to sell you a loot crate? (So we keep playing, it makes us think we can win, it helps us enough to keep playing, etc.)

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

If you gamble or place bets while your brain is still growing and developing, you may not be able to identify the risks of what you are doing. You may believe you will “win big” but feel very disappointed when you lose. How can you use your brakes and turn away from gambling? What could you do or say if someone asked you to gamble?

- **Independent Practice Activity (10 minutes) -**

Materials needed: Pencil, paper, crayons
Criteria for Success: Completed comic book panels showing how gambling might start and how it can be dangerous

- **Group Lesson Activity (10 minutes) -**

Materials needed: White board or chart paper, marker
Criteria for Success: Completed list with student provided ideas of what else they can do with their time (Play a new board game, create/ do a craft, do a chore, help their sibling read a book, ride their scooter)

- **Extended Learning Activity (5-10 minutes at home) -**

Materials needed: Index card, pencil/ marker

Criteria for Success: Student completes Top 3 items they would like to share at home then uses it as a discussion starter at home with grown-ups

- **Brain Quiz Answer Key (5-10 minutes)**

1. **True or False:** You are more likely to be struck by lightning than have your family win the lottery. **(True)**
2. **Fill in the blanks** with the following word bank- wager/ money/ lost/ gambling: ____ is playing a game in which something, such as ____, can be won or _____. You might hear other names for gambling like placing a bet or _____. (Gambling, money, lost, wager)
3. **Circle the correct answer:** Playing the lottery, buying scratch cards, or betting money in card or sports games is called - **HIGH-RISK GAMBLING** or **LOW-RISK GAMBLING**.
4. **True or False:** Many gaming companies even disguise gambling within video games by trying to convince you to spend money on things that help you win. **(True)**
5. **True or False:** Gambling can never become a problem like alcohol or drug use. **(False)**