



# About Gambling - Level 3 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 Guide, 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.

## Viewing the Video:

Without Student Video Viewing Guide - (8 minutes)

With Student Video Viewing Guide - (9-12 minutes)

## Student Activities:

Activity #1 Write About It - (15 minutes)

Activity #2 Group Art Activity - (15 minutes)

Activity #3 Extended Learning - (10 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students “popcorn out” (share without raising hand) to get the wheels turning, answering the question:
- What do you know about gambling? (EX- you can bet on cards or dice, you can bet on sports, some people have a problem with it, some people may lose more money than they can afford to).
- Ask students to “pair and share” with a classmate what they think “low-risk gambling” might be? (EX- scratch cards, sports bets, games with families & friends, may seem fun).

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.



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## Staff Activity Guide

### Brain Quiz Answer Key: (5-10 minutes)

1. Betting or wagering on games of chance and taking risky action in hopes of winning money is called \_\_\_\_\_.  
(Answer: Gambling)
2. Repeated problematic gambling behavior that causes significant problems or stress is called \_\_\_\_\_.  
(Answer: d. Problem Gambling)
3. Digital purchasing systems within video games or apps that disguise the cost of playing a game until players are emotionally or financially committed are called \_\_\_\_\_.  
(Answer: c. Predatory Monetization Schemes)
4. True or False- Gambling is a biopsychosocial addiction that can result in cravings, tolerance, and withdrawals.  
(Answer: True)
5. The combination of gambling mechanics with social media and video games to entice youth is \_\_\_\_\_.  
(Answer: a. Gamblification)
6. Placing bets for enjoyment with an accurate perception of risk and the acceptance of potential negative outcomes is \_\_\_\_\_. (Answer: b. Social Gambling)

### Student Activity Options:

#### Activity #1 Write About It (5-10 minutes)

- a. Materials needed: journal or paper and pen.
- b. "Write About It" Have the students write on the following reflection: What strategies will you use to protect yourself from gambling addiction?
- c. Criteria for success: student can identify strategies to protect themselves from gambling (EX- Protect your brain while it is growing, don't use gambling as entertainment, find other activities to spend time on such as sports or a job).

#### Activity #2 Group Art Activity (15 minutes)

- a. Materials needed: 11X14 poster-size paper to illustrate their acronym, markers or colored pencils.
- b. Prompt or directions: divide the students into groups of 3-5. Have the students use the letters G A M B L I N G to create an acronym about gambling.
- c. Criteria for success: students use the letters to successfully create an acronym, (EX- Gamblification, Addiction, Monetization, Battling Emotions, Lying to cover up gambling, Identify and understand gambling, Negative Outcomes, Games know the gamer.)

#### Activity #3 Extended Learning (15 minutes)

- a. Materials needed: None.
- b. Directions: divide the class into groups of 3-5 students per group. Have each group create a story of a teenager or a young adult who is dealing with a gambling addiction. Be sure to include the teenager or young adult's current symptoms and warning signs.
- c. Criteria for success: students will be able to identify symptoms and warning signs of gambling addiction in teenagers or young adults. (EX- Constantly thinking about it, can't cut back, using gambling to battle emotions, lying to cover up gambling)