



Gambling education pilot

DEMOS

About Demos

- Independent cross-party think-tank



Why gambling education?

- 17% of 11-15 year olds gambled with their own money in the last week



Project team

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PSHE
Association

Central and North West London
NHS Foundation Trust



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Project overview

- Aims
- Workplan
- Evaluation methods

Developing resources

GAMBLING – TEACHER

Lesson 1: How can we manage risk?

Context and

This is the first of four lessons promoting the wellbeing of pupils by helping them understand how to prevent harmful behaviours. This considers the specific risks of gambling.

Learning Objectives

Pupils will learn:

- how to effectively manage risk
- how personal beliefs can affect risk-taking
- how to use the 'ABC' model

Learning Outcomes

Pupils will be able to:

- List factors which influence risk-taking
- Explain the ABC model
- Explain how beliefs can affect risk-taking

Climate for Learning

Establish or reinforce expectations, especially relevant to the topic. Consider any sensitivities.

Links

PSHE Education - PSHE Relationships 29: the role of friends to access reliable information (Living in the Wider World) (including managing risk forms)

Lesson 2: How can we manage impulsive behaviour?

Context and Overview

This is the second of four lessons promoting the wellbeing of pupils by helping them understand how to prevent harmful behaviours. This focuses on why people take impulsive behaviour. Clear reference to the ABC model.

Overview

Key terms:

- Impulsivity
- Delayed gratification
- For the better

The Marshmallow Test 1960's by Protz

In these experiments, children were placed on a table with a single marshmallow and told that if they waited 15 minutes for the experimenter to return, they would be given two marshmallows instead of one.

In his studies – responses. Some children waited for the experimenter to return, others did not.

A minority of children (the most impulsive) given the second marshmallow.

Lesson 3: How can we help people who have developed problems with gambling?

Context and Overview

This is the third of four lessons promoting the wellbeing of pupils by helping them understand how to prevent harmful behaviours. This focuses on why people gamble. Clear reference to the ABC model.

Overview

Problem gambling is someone else in any form of gambling – failure to stop gambling.

Pathological gambling is closely associated with problem gambling. It includes using income to stop gambling, civil claims over gambling.

It is believed that 0.6% of the population (http://www.gamblingcommission.gov.uk/gambling-participation/GGPSSE)

Some psychologists believe that gambling is down to how people approach which suggests a detailed explanation:

³ DSM V (2013) – Di

Lesson 4: How can we challenge the hype of the gambling industry?

Context and Overview

Context

This is the fourth of four lessons promoting the wellbeing of pupils by helping them understand how to prevent harmful behaviours. It offers pupils an opportunity to apply the learning from the three previous lessons. There are also clear links here with the media's relationship with other risky behaviours such as smoking, drinking and drug abuse.

Overview

In 2013 Ofcom published a report, *Trends in Advertising Activity*, which found that the frequency of gambling advertising in the UK had dramatically increased following deregulation in 2007. In 2007 234,000 gambling commercials were aired, which rose to 1.4 million in 2012. The proportion of all commercials accounted for by gambling ads rose from 0.5% to 4.1% in the same period. On average in 2012 adults saw 630 gambling ads while children aged 4 to 15 saw 211 gambling ads.

The Gambling Act of 2014 (which followed the 2005 Gambling Act which led to the deregulation of gambling advertising in 2007) gives guidelines on responsible gambling advertising:

- Only licensed gambling operators can advertise
- Advertising must not be aimed at children or leave vulnerable people open to exploitation
- Advertising must display the gambleaware website
- TV advertising should generally be after 9pm watershed (does not apply to sport betting during sport fixtures)

Teacher Note

The Gambling Industry

The purpose of this lesson is not to demonise the gambling industry. They are promoting their trade just like any other potentially risky pastime might, fully sanctioned by law (see above). The emphasis should be on improving pupils' understanding of industry agendas, and how the ways in which risks are presented (e.g. as glamorous) can affect decision-making. The aim is to create a sense of balance by developing a more objective portrayal of gambling.

Piloting



Evaluation: early findings?

ACTUAL NORMAL

Questions



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