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Unit 2: What Is Gambling?

Differentiated Instruction Teaching/Learning Examples

Duration: Determined by Teacher

- 1 Self-Reflection
- 2 Think, Pair, Share—Tally Chart
- 3 Expert Groups—Fact Sheet
- 4 Discussion
- 5 Reflection

Unit 2: What Is Gambling?

Differentiated Instruction Details

KNOWLEDGE OF STUDENTS

Differentiation based on student:

- Readiness
- Interests
- Preferences: Styles Intelligences Other (e.g., environment, gender, culture)

NEED TO KNOW

- Students' preferred way of learning in order to support the in-class sessions and their RAFT choices

HOW TO FIND OUT

- Self-assessment based on the multiple intelligences

DIFFERENTIATED INSTRUCTION RESPONSE

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

Assessment and Evaluation

ASSESSMENT/SUCCESS CRITERIA

Knowledge and Understanding

- Demonstrates knowledge of key terminology and facts versus myths regarding gambling

Thinking

- Analyzes and interprets information from scenarios
- Make cross-connections between facts and real-life situations

Communication

- Expresses information in non-judgmental terms
- Expresses information and ideas in clear and logical format
- Uses conventions of the genre effectively

Application

- Uses software where appropriate to develop necessary formats
- Makes connections to real-world situations using data and personal experiences

Assessment Tools

- > Rubric
- > Checklists

Unit 2: What Is Gambling?

Prior Learning

Prior to this lesson, students will have:

- An understanding of collaborative work situations and protocol
- An understanding of techniques involved in scenario critical analysis
- An awareness of non-judgmental and judgmental opinions
- An understanding of fact versus fiction

Materials and Resources

MATERIALS

Appendix A

- Student Resource 1: Scenario Card—What Is the Problem?
- Student Resource 2: The 3 Rs of Reflection

Appendix B

- Teacher Resource 1: Background Information about Gambling
- Teacher Resource 2: Highlights from the *2009 OSDUHS Mental Health and Well-Being Report eBulletin, Vol. 11 (2)*, June 2010; Public Health and Regulatory Policy Research Unit, CAMH
- Teacher Resource 3: Problem Gambling.ca, Facts about
- Teacher Resource 4: About Gambling brochure

INTERNET RESOURCES

Problem Gambling Institute of Ontario at CAMH

www.ProblemGambling.ca

This multimedia, bilingual website provides screening tools, opportunities for online collaboration and training, and resources for professionals and for people with gambling problems and their family members. “The Facts About...” can also be found on this website.

The Mental Health and Well-Being of Ontario Students 1991–2009

www.camh.net/Research/Areas_of_research/Population_Life_Course_Studies/OSDUS/Detailed_MentalHealthReport_2009OSDUHS_Final_June2010.pdf

This report describes mental health, physical health and risk behaviour among Ontario students 1991–2009.

Ontario Student Drug Use & Health Survey

www.camh.net/Research/Areas_of_research/Population_Life_Course_Studies/OSDUS/Highlights_DrugReport_2009OSDUHS_Final_Web.pdf

This report examines epidemiological trends in student drug use. It summarizes the extent and patterns of alcohol, tobacco and other drug use among Ontario students enrolled in grades 7 to 12.

Lesson Plan

Connections

Minds On

- > Establishing a positive learning environment
- > Connecting to prior learning and/or experiences
- > Setting the context for learning

L: Literacy
ML: Mathematical Literacy
AfL, AoL: Assessment for/of Learning
SC: Skill Continua

INDIVIDUAL

- Students complete, privately, the self-reflection activity, Student Resource 1: Have You Ever Gambled?

AfL: Strategy/
Assessment Tool
AfL: Self-Reflection

THINK, PAIR, SHARE

- Provide students with a bar-graph template and a list of the types of gambling activities often undertaken by grades 5 through 12. Chart the statistics.
- Create a tally chart to question the members of the class to see which students have participated in the gambling activities in the list.
- Students indicate the percentage of involvement students would expect to find in a survey of society on another bar graph.

AfL: Tally Chart, Bar Graph

WHOLE CLASS DEBRIEF

- Facilitate a discussion of the results. Share the results of the *2010 Ontario Student Drug Use, Mental Health and Well-Being Report*, Teacher Resource 2.

AfL: Anecdotal Comments

Action

- > Introducing new learning or extending/reinforcing prior learning
- > Providing opportunities for practice and application of learning (guided > independent)

INDIVIDUAL EXPERT GROUPS

- Students do research in small groups using a variety of resources (newspaper, research reports and Internet) to complete fact sheets. Topics to cover:
 - What is gambling?
 - Who gambles?
 - How does gambling make one feel?
 - What are some of the reasons people choose to gamble?
 - What are some of the indicators that an individual may have a problem with gambling?

AfL: Strategy/
Assessment Tool

AfL: Resource Notes

Unit 2: What Is Gambling?

Connections

WHOLE CLASS DISCUSSION

- Presentation of fact sheets
- Summation of results
- Discussion led by teacher to introduce generalizations, see Teacher Resources 2, 3, 4
- Discussion about some of the stereotypes people have around gambling. What are the dangers of such stereotypes?

AfL: Fact Sheets, Oral Presentation, Anecdotal Comments

Consolidation and Connection

- > **Helping students demonstrate what they have learned**
- > **Providing opportunities for consolidation and reflection**

WHOLE CLASS DEBRIEF

- There are a number of risk factors that can lead to gambling and that individuals must be aware of in order to reduce the chances of developing a problem.
- If an individual is going to gamble, he or she needs to be informed and educated and constantly reflecting and “checking in” with him- or herself.
- One must stay alert re: self, family and peers.
- The teacher leads a discussion of the 5 Ws of gambling (who, what, when, where, why)

AfL or AoL: Strategy/ Assessment Tool
AfL: Anecdotal Comments

INDIVIDUAL RAFT ASSIGNMENTS

- The RAFT assignments are differentiated based on student intelligence preferences. RAFT assignments can be done independently, or in pairs or groups in class or out of class. In all cases students require an understanding of the aspects of a RAFT topic, and rubrics need to be supplied for all topic possibilities.

AfL: RAFT Tasks

DIFFERENTIATED INSTRUCTION TEACHING/LEARNING EXAMPLES

	Role	Audience	Format	Topic
1	Survey company	Teenagers	Questionnaire	Create a fact-and-fiction questionnaire to gather information about the level of understanding regarding gambling among the student population in your school.
2	Playwright	Teenagers	Script	Create scenarios, based on the information that was learned in this session, that show the many consequences arising as a result of gambling in a family or community.
3	Graphic artist	Adult	Poster	Create a poster to illustrate one of the 5 Ws of gambling.
4	Rap artist	Adult	Radio infomercial	Create a rap for a radio infomercial that alerts teenagers to the risk factors associated with gambling.

Unit 2: What Is Gambling?

Connections

	Role	Audience	Format	Topic
5	Health educator	Adult	Business letter	Create a business letter to be sent to the director of the local school district expressing your concern about youth problem-gambling, and recommend action to be taken by the school board to increase youth awareness on this issue.

INDIVIDUAL METACOGNITION AFL: RAFT FORMAT

- The 3 Rs of Reflection: Students use the 3 Rs of Reflection (Retell, Relate, Reflect) as a way for them to reflect on their learning prior to the next class.

AfL: 3 Rs of Reflection

Student Resource 1

Have you ever gambled?

Have you ever gambled?

yes no

Take a few minutes to answer these questions.

This is for your eyes only and will not be shared with the class or handed in.

1. Check all the games you have **EVER** played for *keepsies*

- POGS Marbles Crazy Bones
 Trading cards (sports or other types)
 Other (please describe) _____

2. Check all the games you have **EVER** played for *fun (not for money)*

- Dominoes Board games using dice (Monopoly, Payday, Trouble, etc.)
 Cards Games of skill (playing pool, bowling, shooting hoops, etc.)

3. Check all the games you have **EVER** played for *money*

- Bingo Dominoes Dice
 Lottery tickets Scratch tickets Pull Tabs (Nevada tickets)
 Cards Sports events PRO-LINE or other sports lottery
 Slot machines Games of skill (playing pool, bowling, shooting hoops, etc.)
 Other (please describe) _____

If you checked any of the boxes, then you have gambled. Many young people believe that just because they don't go to casinos or racetracks, they are not gambling. The research clearly shows, however, that young people are gambling.

Questions 1 and 2 explore different ways that society is introduced to the idea of gambling. Gambling means risking something of value (for example, money, an iPod, jewellery or brand-name sneakers) on an event in which the outcome is uncertain (that is, you don't know if you will win or lose).

Student Resource 2

The 3 Rs of Reflection

NON-NEGOTIABLE

Use the 3 Rs (Retell, Relate, Reflect) to explain your learning.

NEGOTIABLE

1. Topics

Select one of the topics below for your reflection:

- a) Thoughts that I had during the discussion of this unit
- b) The need for family and community vigilance
- c) The skills I used during this unit
- d) After this unit I will...

2. Formats

Select one of the following presentation formats for your reflection:

- a) Written reflection—point form or paragraph
- b) Recorded oral reflection (mini recorder)
- c) Presentation software—slides with images and graphics

OPTIONAL

- A. Make a two-minute presentation of reflective learning during a class.
- B. Act as a guest speaker in the class.

Teacher Resource 1

P. 1

Background Information about Gambling

WHY IS IT IMPORTANT TO TALK ABOUT YOUTH AND GAMBLING?

- Rapid expansion of legalized gambling.
- Change in public sentiment.
- Youth who gamble are at higher risk for other problems.
- Need for a balanced message.

The two important social phenomena affecting youth gambling today are the growth of legalized gambling and changes in public sentiment toward gambling. In Canada, gambling is legal in all provinces, and this rapid expansion has led to concerns about youth gambling and problem gambling.

Although public opinion about gambling varies, negative attitudes have shifted toward tolerance and acceptance. Gambling appears to have transformed its public image from a prohibited vice to an acceptable leisure activity.

WHAT IS GAMBLING?

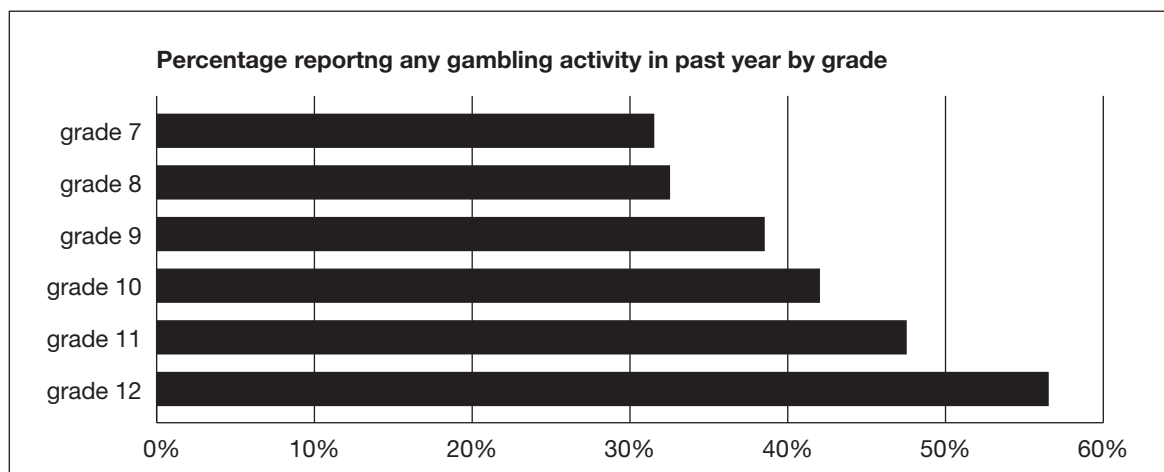
Gambling means risking something of value (for example, money, an iPod, jewellery or brand-name sneakers) on an event in which the outcome is uncertain (that is, you don't know if you will win or lose).

WHO GAMBLES?

Most Canadian adults gamble and do so without experiencing problems. For example, a 2006 study¹ found that 63.3% of Ontario adults had gambled at least once in the past 12 months. Lottery tickets, raffle tickets and scratch tickets were the most common gambling activities that Ontario adults engaged in.

Many young people gamble as well. In a 2008 study² (Turner, N.) of students in grades 5 to 13, 65% reported having gambled at least once.

Note too that gambling participation increases steadily with age (see chart below).

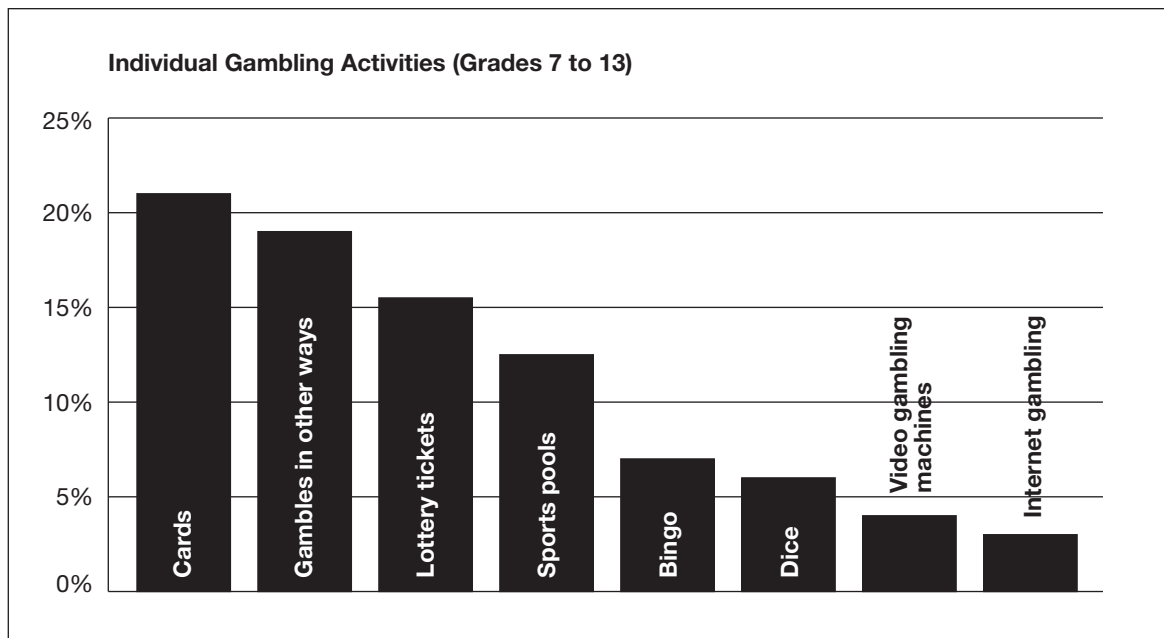


Teacher Resource 1

P. 2

TYPES OF GAMBLING ACTIVITIES

Gambling is no longer an adult-only activity, and the forms of gambling that youth participate in are as varied as the types of gambling activities that adults participate in. The most common forms of gambling among youth usually depend upon the age and gender of the youth. For example, a 2010 study⁴ of students in grades 7 to 13 found that participants gamble on the following activities:

**WHY DO YOUTH GAMBLE?**

In a 2006 survey⁵ of 15- to 17-year-olds in Ontario, the most common reasons for gambling were:

- to have fun (89.2%)
- hoping to win money (70.3%).

HOW DOES GAMBLING MAKE YOU FEEL?

The anticipation of a win can be very exciting, and an actual win can create a feeling of euphoria. It can make you feel important, successful, skilled—and happy. However, when people lose, these feelings can be replaced by anxiety, sadness, desperation, frustration and anger.

IS GAMBLING ADDICTIVE?

Some people do become addicted to gambling. You can become addicted to any activity that feels good or allows you to emotionally escape from your problems. This includes drinking alcohol, using other drugs, shopping and gambling.

Teacher Resource 1

P. 3

IS GAMBLING HARMFUL?

Gambling can be harmful. Gambling is a problem when it:

- gets in the way of work, school or other activities (for example, when it results in lower grades, lower productivity, higher absenteeism or job loss)
- harms your mental or physical health
- hurts you financially
- leads you to commit crimes, such as stealing to pay off your debts
- causes problems with your family or friends.

REFERENCES:

¹ Wiebe, J., Mun, P. & Kauffman, N. (2006). *Gambling and Problem Gambling in Ontario 2005*. Toronto, ON: Responsible Gambling Council (Ontario).

² Turner, N., Macdonald, J., Bartoshuk, M. & Zangeneh, M. (2008). Adolescent gambling behaviour, attitudes and gambling problems. *International Journal of Mental Health and Addiction*, 6 (2), 223–237.

³ White, M., Mun, P., Kauffman, N., Whelan, C. & Matthew, R. (2007). *Teen Gambling in Ontario: Behaviours and Perceptions Among 15 to 17 Year Olds*. Responsible Gambling Council (Ontario).

⁴ Paglia-Boak, A., Mann, R.E., Adlaf, E.M., Beitchman, J.H., Wolfe, D. & Rehm, J. (2010). *The Mental Health and Well-being of Ontario Students, 1991–2009: Detailed OSDUHS Findings* (CAMH Research Document Series No. 29). Toronto, ON: Centre for Addiction and Mental Health.

⁵ White et al., 2007.

Highlights from the 2009 OSDUHS Mental Health and Well-Being Report

This *eBulletin* presents a summary of physical and mental health-related findings from the 2009 Ontario Student Drug Use and Health Survey (OSDUHS), an Ontario-wide school survey of 9,112 students in grades 7 to 12. Also presented is an overview of changes since 1991, where possible.

Table 1 presents the 2009 prevalence estimates for selected indicators of physical health, mental health and risky behaviours among students in grades 7 through to 12, for the total sample and for males and females separately.

Table 1. Selected Mental Health and Well-Being Indicators from the 2009 OSDUHS (Grades 7 to 12)

	Total % (95% CI)	Estimated No. [†]	Males %	Females %
Physical Health Indicators				
poor self-rated physical health	14.5 (13.3-15.8)	146,000	10.8	18.5 *
physically inactive (no days of activity in past week)	8.5 (7.6-9.5)	85,000	7.9	9.1
sedentary behaviour (7+ hours of screen time daily)	9.7 (8.7-10.7)	93,000	11.4	7.8 *
overweight or obese	25.2 (23.8-26.7)	246,000	30.0	20.1 *
treated for a physical injury (past year)	40.5 (38.5-42.5)	386,000	43.0	37.6 *
participated in the "choking game" (lifetime)	5.3 (4.4-6.3)	55,000	5.1	5.5
Mental Health Indicators				
used tranquilizers/sedatives medically (past year)	3.7 (3.0-4.7)	39,000	2.8	4.7 *
used an ADHD drug medically (past year)	2.7 (2.1-3.5)	28,000	3.9	1.4 *
prescribed medication for depression/anxiety/both	3.3 (2.7-4.0)	34,000	2.6	4.0
mental health professional visit (past year)	23.8 (22.0-25.8)	253,000	22.3	25.5
used telephone crisis helpline (past year)	1.9 (1.4-2.6)	20,000	1.1	2.8 *
poor self-rated mental health	11.7 (10.3-13.2)	122,000	8.4	15.0 *
low self-esteem	8.3 (7.3-9.5)	87,000	6.5	10.1 *
depressive symptoms (past week)	5.4 (4.4-6.6)	56,000	2.8	8.1 *
elevated psychological distress (past few weeks)	31.0 (29.1-32.9)	327,000	23.4	38.8 *
suicide ideation (past year)	9.5 (8.3-10.8)	99,000	7.6	11.4 *
suicide attempt (past year)	2.8 (2.2-3.5)	29,000	2.5	3.1
Risky and Problem Behaviours				
delinquent behaviour (past year)	10.7 (9.3-12.2)	113,000	14.1	7.2 *
carried a weapon (past year)	7.3 (6.2-8.6)	78,000	11.4	3.2 *
gang fighting (past year)	2.8 (2.2-3.5)	29,000	4.4	1.1 *
belong to a gang currently	2.3 (1.8-3.0)	24,000	3.3	1.3 *
fought at school (past year)	15.1 (13.4-16.9)	156,000	23.3	6.7 *
threatened/injured with weapon at school (past year)	6.8 (5.7-8.1)	70,000	8.5	5.1 *
worried be harmed or threatened at school	12.3 (11.2-13.5)	125,000	11.6	13.0
been bullied at school (since September)	28.9 (26.9-31.0)	300,000	26.5	31.4 *
bullied others at school (since September)	25.1 (23.2-27.2)	260,000	28.1	22.1 *
Gambling and Video Gaming				
any gambling activity (past year)	42.6 (40.2-45.0)	452,000	50.5	34.3 *
multi-gambling activity (past year)	3.0 (2.2-4.0)	32,000	4.5	1.5 *
gambling problem (past year)	2.8 (2.0-3.9)	29,000	4.3	1.2 *
video gaming problem (past year)	10.3 (9.0-11.7)	97,000	16.0	4.0 *

Notes: CI is the confidence interval; [†] the estimated number of students is based on a population of about 1,023,900 students in Ontario; * indicates a significant sex difference (p<.05).

Males are significantly more likely than females to be overweight or obese. Males are significantly more likely than females to report the following: sedentary behaviour, experiencing an injury that requires treatment, using a prescribed ADHD drug, delinquent and violent behaviours, belonging to a “gang,” bullying others, gambling, a gambling problem, and video gaming problem.

Females are more likely to report the following: poor physical health, using prescribed tranquillizer medication, being prescribed medication to treat anxiety or depression, visiting a professional for mental health reasons, using a crisis helpline, low self-esteem, depressive symptoms, psychological distress, suicide ideation, and being bullied at school.

Selected Ten-Year Trends, 1999–2009 (Grades 7 to 12)

- The percentage of students reporting at least one physical injury in the past year was significantly higher in 2009 (40%) than in 2003 (35%), when monitoring first began.
- The percentage of student reporting a mental health care visit significantly increased over the past decade (from 12% in 1999 to 24% in 2009).
- Over the past decade, there were no significant changes in the percentage of students who reported elevated psychological distress, depressive symptoms, or suicide ideation.
- The percentage of students reporting any gambling in 2009 (43%) is significantly lower than the estimate from 2003 (57%), when this measure first began. Similarly, multi-gambling activity is significantly lower in 2009 (3%) compared with the estimate from 2003 (6%).
- The percentage of students reporting a gambling problem significantly decreased over the past decade, from 7% in 1999 down to 3% in 2009.

Selected Long-Term Trends, 1991–2009 (Grades 7, 9, and 11 only)

- Reports of poor physical health were lowest in 1991, when monitoring first began. Poor self-rated health significantly increased until the mid-2000s and has since remained elevated.
- The percentage of students reporting delinquent behaviour is significantly lower today compared with estimates from the early 1990s.
- Since the early 1990s, there have been significant decreases in the percentage of students reporting assaulting someone, carrying a weapon, and gang fighting.
- The percentage of students reporting selling cannabis significantly increased between 1991 and 2001, and still remains at a higher level compared with the estimates from the early 1990s.

Methods:

CAMH's *Ontario Student Drug Use and Health Survey* (OSDUHS) is an Ontario-wide survey of elementary/middle school students in grades 7 and 8 and secondary school students in grades 9 to 12. The survey has been conducted every two years since 1977 with the purpose of monitoring substance use, perceptions about substance use, mental health, physical health, and risk behaviours among students. The 2009 survey, which used a stratified (region, school type) two-stage (school, class) cluster design was based on 9,112 students in grades 7 to 12 from 47 public and Catholic school boards, 181 schools, and 573 classes. Self-administered questionnaires, which promote anonymity, were administered by staff from the Institute for Social Research, York University on a classroom basis between November 2008 and June 2009. The student participation rate was 65%. The 2009 total sample represents about 1,023,900 students in grades 7 to 12. Note that beginning in 1999, students in grades 7 through to 12 were surveyed, whereas only grades 7, 9, and 11 were surveyed in the cycles prior to 1999. All survey estimates were weighted, and variance and statistical tests were corrected for the sampling design.

Measures & Terminology:

- **Physical activity** was measured by asking students to indicate on how many of the past 7 days they exercised or played sports for a total of at least 60 minutes that "increased your heart rate and made you breathe hard some of the time." Inactive is defined as reporting no days of physical activity.
- **Sedentary behaviour** (also called "screen time") is defined as watching TV and/or on a computer for 7 hours or more per day, on average, during the 7 days before the survey.
- **Overweight and obesity:** exceeding the age-and-sex-specific body mass index (BMI) cut-off values established for children and adolescents and recommended by the International Obesity Task Force, based on self-reported height and weight.
- **The "choking game"** is self-asphyxiation or being choked by someone else for the purpose of a euphoric feeling (or "a high").
- **Medical drug use** is defined as reporting the use of the prescription drug with a doctor's prescription at least once in the past 12 months.
- **Mental health professional visit** is defined as reporting at least one visit to a doctor, nurse, or counsellor for emotional or mental health reasons in the past 12 months.
- **Low self-esteem** is defined as responding negatively to at least 3 out of 6 items adapted from the Rosenberg Self-Esteem Scale.
- **Depressive symptoms** is defined as "usually" or "often" experiencing all 4 symptoms on the Center for Epidemiologic Studies Depression subscale (past 7 days time frame).
- **Elevated psychological distress** is measured with the General Health Questionnaire (GHQ), which is a 12-item screening instrument designed to assess current mental health. The items assess the recent frequency of experiencing 12 symptoms (e.g., stress, depression, problem making decisions). Psychological distress is defined as experiencing at least 3 of the 12 symptoms.
- **Delinquent behaviour** is defined as participating in 3 or more of 11 behaviours (e.g., theft, vandalism, assault, car theft/joyriding, drug selling) at least once in the past 12 months.

(continued...)

- **Bullying** is defined as "...when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose." Students were asked what was the main way they were bullied, and bullied others, since September. The response options were: (1) was not involved in bullying at school; (2) physical attacks (e.g., beat up, pushed or kicked), (3) verbal attacks (e.g., teased, threatened, spread rumours), and (4) stole or damaged possessions. The prevalence rates for bullying victim and perpetrator are based on these modal questions.
- **Any gambling activity** is defined as reporting gambling money in the past 12 months on 1 or more of the 10 gambling activities asked about in the survey.
- **Multi-gambling activity** is defined as gambling money in the past 12 months on 5 or more of the 10 gambling activities.
- **Gambling problem** is measured with a reduced version of the South Oaks Gambling Screen Revised for Adolescents (SOGS-RA), and is defined as experiencing 2 or more of the 6 symptoms in the past 12 months.
- **Video gaming problem** is measured with the Problem Video Game Playing (PVP) Scale, and is defined as experiencing 5 or more of 9 symptoms in the past 12 months.
- **Region:** the survey design divides the province into four regions: Toronto; Northern Ontario (Parry Sound District, Nipissing District and farther north); Western Ontario (Peel District, Dufferin County and farther west); and Eastern Ontario (Simcoe County, York County and farther east).
- **95% confidence interval (CI)** can be crudely interpreted as being 95% likely to include the "true" value if every student in grade 7 to grade 12 in Ontario was surveyed.
- **Statistically significant difference** refers to a difference between two percentages that is not likely due to chance. For example, a difference found at the $p < .05$ level of statistical significance is one that is less than 5% likely to occur by chance alone.

Source:

Paglia-Boak, A., Mann, R.E., Adlaf, E.M., Beitchman, J.H., Wolfe, D., & Rehm, J. (2010). *The mental health and well-being of Ontario students, 1991-2009: Detailed OSDUHS findings* (CAMH Research Document Series No. 29). Toronto, ON: Centre for Addiction and Mental Health. [Available online at <http://www.camh.net/research/osdus.html>]

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For information on CAMH population health surveys please visit: http://www.camh.net/research/population_life_course.html

Media Enquiries: Tel: 416-595-6015

Facts About . . .

Ontario Teens (Ages 15–17)

- The most common gambling activity among Ontario teens is betting on a dare or challenge.
- Poker is the second most common gambling activity.
- Teens spend the most time and money on Internet gambling compared to other gambling activities.
- Most teens gamble for entertainment/fun and for monetary reasons, such as needing money or wanting to win back lost money.
- Most teens get money to gamble from a job and from their parents (i.e., allowance).
- 45% of teens played poker in the past year.
- 18% of teens worry about their friends' poker playing and 15% feel that poker is a problem at their school.
- Males prefer gambling activities related to skill, such as Pro-line/Sport Select.
- Females prefer gambling activities involving luck, such as raffle tickets.
- 3.9% of Ontario teens are affected by problem gambling.
- The most common gambling activities among teens affected by problem gambling are:
 - playing arcade/video games for money
 - betting on a dare or challenge that they or someone else could do something
 - betting on an outcome of a game that they were playing, excluding poker.¹

Ontario Students (Grades 7–12)

- The most common gambling activities among students are cards.²
- Males are significantly more likely than females to gamble on most games, like card games, dice, sports pools and sports lottery tickets.²
- 3% of students gamble over the Internet and play Internet poker.²
- Many gambling activities gradually increase with grade and peak in grade 12.²
- There was a significant increase in playing cards for money between 2001 and 2007.²
- 2.3% of students may have a gambling problem (about 24,000 students).²
- Males are more likely than females to be at risk for problem gambling.²
- 19% of students would be embarrassed or ashamed if their friends discovered that someone in their family was affected by problem gambling.³
- Females are more likely than males to perceive gambling addiction as shameful.³

References

1. White, M.A., Mun, P., Kauffman, N., Whelan, C. & Regan, M. (2007, January). [Teen gambling in Ontario: Behaviours and perceptions among 15 to 17 year-olds](#). Toronto: Responsible Gambling Council.
2. Adlaf, E.M., Paglia-Boak, A., Beitchman, J.H. & Wolfe, D. (2007). [The mental health and well-being of Ontario students 1991-2007: Detailed OSDUHS findings](#), CAMH Research Document Series, No. 22. Toronto: Centre for Addiction and Mental Health.
3. Centre for Addiction and Mental Health. (2008). [Students' perceptions of shame associated with addiction, gambling, and mental illness](#). CAMH Population Studies eBulletin, July/August 2008, Vol. 9, No. 4. Toronto: Author.

about

gambling



What is gambling?

You are gambling when:

- you risk something of value (for example, money)
- the outcome is uncertain (you don't know if you will win or lose).

Have you ever gambled?

Many young people believe that just because they don't go to casinos or racetracks, they are not gambling. Ask yourself, have you ever:

- bought a raffle or lottery ticket?
- bet money with friends on the result of a sporting event?
- bet money on a game of cards or played bingo for money?
- bet a gadget (for example, an iPod) on a dare?

WHAT DO PEOPLE GAMBLE?

Most people gamble money. Other possessions that are sometimes used for betting include cigarettes, iPods, jewellery, CDs or brand-name sneakers.



If you answered yes to any of these questions, then you have gambled.

DID YOU KNOW?

In Deadwood, South Dakota, Wild Bill Hickok was shot while playing poker. Wild Bill's cards, a pair of eights and a pair of aces, have become known as the Dead Man's Hand.



Who gambles?

Most Canadian adults gamble—and do so without experiencing problems. Many young people gamble as well.

In a 2006 survey of Ontario students aged 15 to 17 years:

- One in three (35%) reported gambling at least once in the past year.
- The most common gambling activities were betting on a dare, playing cards for money, buying lottery or raffle tickets, and betting money on sports.
- Youth spent more time and money on Internet gambling than on any other form of gambling.

A 2009 survey of Ontario students in grades 7 to 12 found that:

- Male students are more likely than females to engage in most gambling activities.
- 2% (about 24,000 students—enough to fill more than 480 school buses) may have a gambling problem.



true or false

1. You've lost several times in a row at bingo, so you are getting closer to a win.
2. Over the past year, every lottery draw has included two numbers between 31 and 39. This means that the lottery organization favours these numbers.
3. A coin is flipped 10 times, and the results are nine heads and one tail. When the coin is flipped 10 more times, there will be more tails than heads because there were so many heads the first time.
4. In a lottery, all numbers have the same chance of winning.
5. A random-looking number (for example, 12-5-23-7-19-34) is more likely to win than a number that has a pattern in it (for example, 1-2-3-4-5-6).

1. FALSE. No matter how often you play, the odds of winning are always the same.
2. FALSE. Each number drawn is a random event—it is independent of the other numbers. Results from one draw are not connected to results from another draw.
3. FALSE. Every coin flip is a completely separate event. The most likely result in the next 10 flips is five heads and five tails, because each time the chance of either heads or tails is 50 per cent. But any combination of heads and tails is possible.
4. TRUE. Lottery organizations carefully balance and test their numbers to make sure that the balls are identical. All combinations have the same chance of coming up.
5. FALSE. All number combinations have the same chance of winning.

Answers:

Is gambling addictive?

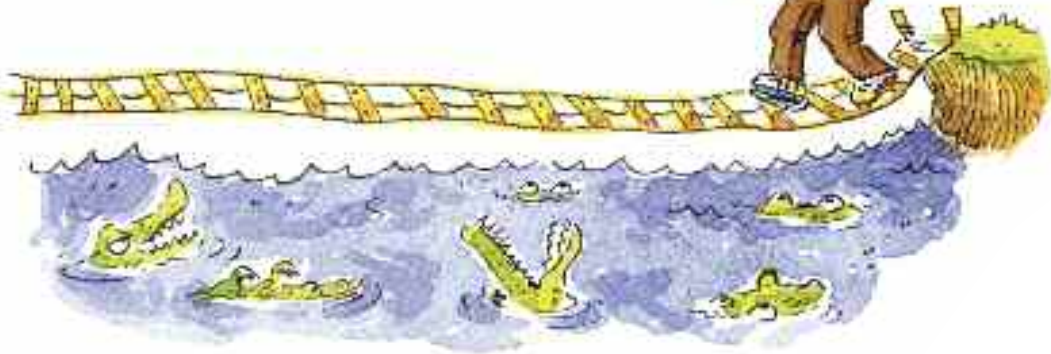
Some people do become addicted to gambling. You can become addicted to any activity that feels good or allows you to forget your problems for a while. This includes drinking alcohol, using other drugs and shopping, as well as gambling.

Who is at risk of developing a gambling problem?

You are more at risk of developing a gambling problem if:

- you start gambling at an early age
- you have a big win early in your gambling history
- you have money problems
- you have had a recent personal loss or change, such as relationship problems or the death of a loved one
- you gamble to cope with physical pain, emotional pain or stress
- you often feel lonely, bored, depressed or anxious
- you feel your life lacks direction
- you have been abused or traumatized
- you or someone in your family have (or had) problems with alcohol or other drugs, gambling or overspending
- you think you have a way of gambling that increases your chances of winning
- you feel you have to win back what you have lost
- you often take risks or act without thinking.

The more items in this list that are true for you, the more care you need to take if you gamble.

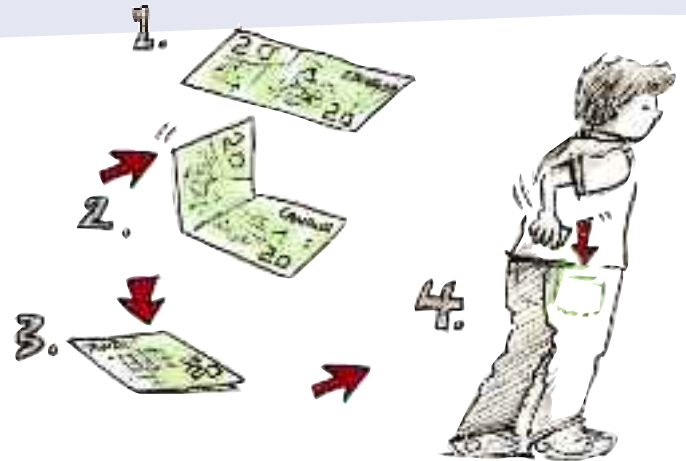


DID YOU KNOW?

Around the year 1000 A.D., the kings of Norway and Sweden settled a dispute over ownership of the island of Hising by rolling a pair of dice. Norway won the bet and the two kings reportedly parted on good terms.

FAST FACTS

Doubling your bet after a loss is one of the fastest ways to guarantee that you will lose all your money. The only sure way to "double" your money is to take a \$20 bill, fold it over and put it back in your pocket.



DID YOU KNOW?

Ancient German tribesmen who gambled away all their money would sometimes bet their personal freedom, so that the winner could sell the loser as a slave.

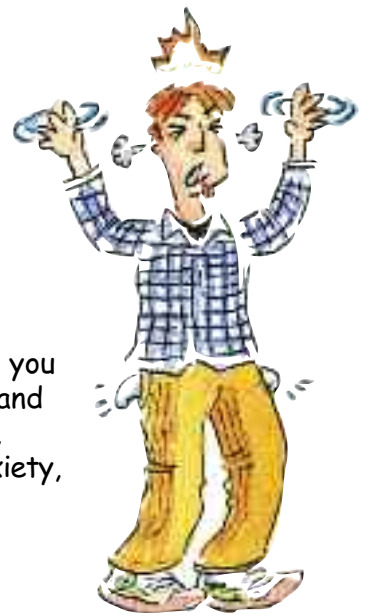
FAST FACTS

People who gamble to escape depression, anxiety or stress often end up making their lives much worse by losing more than they can afford to.



How does gambling make you feel?

Thinking about winning can be very exciting, and an actual win can make you feel important, successful, skilled—and very happy. However, when you lose, these feelings can be replaced by anxiety, sadness, desperation, frustration and anger.



FAST FACTS

"Chasing" is when you try to win back your gambling losses. It may involve not only chasing the money that you lost, but also chasing the feeling of how great it was to win.



Is gambling harmful?

Gambling can be harmful. Gambling is a problem when it:

- leads you to commit crimes, such as stealing to pay off your debts
- harms your mental or physical health
- hurts your wallet
- causes problems with your family or friends
- gets in the way of work, school or other activities (for example, when it results in lower grades, more time off school or work, or job loss).

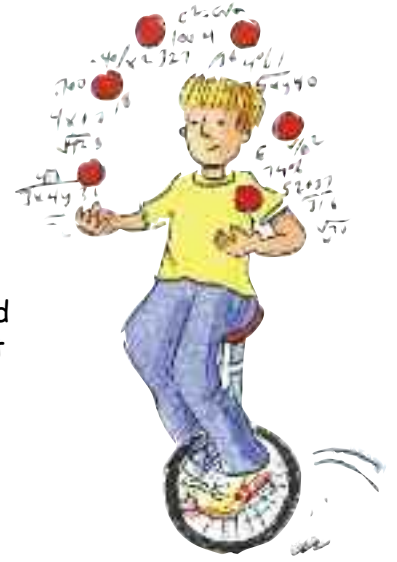


FAST FACTS

The only certainty in gambling is that the more you play, the more likely you will lose.

Can I make a living as a professional gambler?

Only those few people with great mathematical and psychological skills have a better chance than most of winning at poker and other card games. Just as most talented young hockey players never make it to the National Hockey League, very few good card players can make a living as a gambler.



What are your chances of winning?

You are likely to lose in the short term and over time because:

- It is impossible to predict or control something that is **random**. You cannot control slot machines, lottery balls or the throw of dice.
- **Each result is independent**. What happened before has no impact on the results of current or future play. Gambling games have no memory: lottery balls do not know what numbers were drawn in the past, and dice do not know what the previous roll was.
- Even in games that involve some skill (for example, poker, sports betting) the **"house" (the game operator) has the advantage**, because games are set up to guarantee a profit for the house.

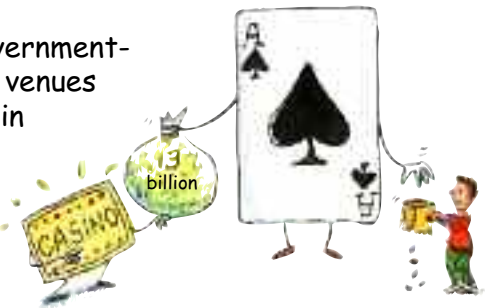


What about the gambling industry?

The gambling industry is like most other businesses. It provides a service (places to gamble) and hopes to make as much money as it possibly can.

Gambling is one of the largest entertainment industries in Canada. It brings in more money than television and movie rentals and more than the combined revenues from magazine and book sales, drinking places, spectator sports, movie theatres and performing arts.

In 2005-2006, government-operated gambling venues in Canada brought in over \$13 billion.



WHAT ARE YOUR ODDS?

Your odds of winning a Lotto 6/49 jackpot are about 1 in 14 million.

Consider this analogy: Suppose you need to phone someone. You know the person lives in a large Canadian city, but you don't know the person's name, phone number or which city the person lives in. Now imagine a stack of 14 phone books from Canada's largest cities. Cover your eyes, randomly choose one of the books, flip the pages, place your finger on the open page, and dial the number closest to your finger.

Your chance of finding the person on your first try is 1 in 14 million—the same as your chance of winning a Lotto 6/49 jackpot.

Is gambling legal?



Having friends over for a poker game is legal, but would be illegal if you kept a "cut" (a share of the takings).

Organizing a sports pool with 10 or fewer people is legal, but taking a cut from each bet to ensure a profit is illegal.

Private bets between individuals are legal (for example, a bet between two friends on the result of a hockey game), but the same bet with a bookmaker would be illegal.



FAST FACTS

In Ontario, you must be at least 18 years old to buy a lottery ticket or Proline ticket. An underage person cannot claim a prize.

FAST FACTS

You must be at least 19 years old to enter a casino.



DID YOU KNOW?

Cheating at a gambling game is a criminal offence.



How can I reduce my risks?

ALL TYPES OF GAMBLING HAVE RISKS. IF YOU CHOOSE TO GAMBLE, CONSIDER THE FOLLOWING WAYS TO LIMIT THE RISK:



SET A LIMIT ON YOUR TIME AND MONEY: SPEND ONLY WHAT YOU CAN AFFORD TO LOSE. WHEN YOUR BUDGET IS GONE OR YOUR TIME IS UP, WALK AWAY! DO NOT TRY TO WIN BACK YOUR LOSSES.



UNDERSTAND THE ODDS: THE HOUSE ALWAYS HAS THE EDGE—ODDS ARE THAT YOU WILL LOSE.

KEEP A DIARY OF HOW MUCH YOU PLAY, AND RECORD YOUR WINS AND LOSSES: WE OFTEN ONLY REMEMBER OUR WINS! A DIARY CAN HELP YOU KEEP TRACK OF YOUR LOSSES SO YOU KNOW IF YOU ARE SPENDING TOO MUCH.



RECOGNIZE YOUR RISK FACTORS: AVOID GAMBLING WHEN YOU FEEL SAD, BORED, LONELY, ANXIOUS OR ANGRY, BECAUSE YOU MAY BE MORE LIKELY TO GET CARRIED AWAY AND OVERSPEND. MIXING ALCOHOL OR OTHER DRUGS WITH GAMBLING CAN ALSO LEAD TO OVERSPENDING ON GAMBLING.



For more information on addiction and mental health issues, or a copy of this resource, please contact the CAMH McLaughlin Information Centre:

Ontario toll-free:
1 800 463-6273
Toronto: **416 595-6111**

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LISTEN TO THE CONCERNS OF OTHERS: IF OTHER PEOPLE EXPRESS CONCERN ABOUT YOUR GAMBLING, LISTEN TO THEM! THEY MAY BE SEEING SOMETHING YOU ARE IGNORING.



VIEW GAMBLING AS ENTERTAINMENT AND NOT AS A WAY TO MAKE MONEY: PLAY KNOWING THAT YOU WILL ALMOST CERTAINLY LOSE.



HAVE A BALANCED LIFESTYLE: HAVE OTHER FUN AND MEANINGFUL ACTIVITIES IN YOUR LIFE—NOT JUST GAMBLING.

How can I get help?

Do you, a family member or a friend have a problem with gambling? If you want help, you can talk to someone you trust, such as your doctor, a teacher, a health nurse, or a guidance or addiction counsellor. You might also want to contact a problem gambling centre or a self-help group (look in the Yellow Pages of your phone book under "Gambling"). Here are other places that can help:

- CAMH's Problem Gambling Service at **1 888 647-4414**
- CAMH's Adolescent Clinical and Educational Services (ACES) at **416 535-8501 ext. 1730**
- CAMH's problem gambling website at www.problemgambling.ca
- Ontario Problem Gambling Helpline at **1 888 230-3505**
- Kids Help Phone at **1 800 668-6868**.

