

WHY TAKE THE CHANCE ?
A PEER-LED GAMBLING PREVENTION PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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WHY TAKE THE CHANCE?
A Peer-Led Gambling Prevention Program

by

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Abstract

The following project provides an overview of the development of a program to raise awareness of youth gambling issues and to provide youth with the information and skills needed to make wise choices around their own gambling behavior.

The program developed was supported by a literature review, guidance counselor survey, youth group focus test, and expert review. The results of this research indicated gambling, especially youth gambling, is a relatively new area of study and there is little developed in the way of programs to address this issue. It was also indicated the implementation of a peer-led gambling prevention program would be a positive step in the direction of youth gambling prevention.

The findings led the researcher to develop the Why take the Chance? program. Why Take the Chance? is a peer-led gambling prevention program whereby senior high students are provided with the information and skills needed to deliver three sessions on gambling prevention to their junior peers at the intermediate level.

The program consists of an overview of why youth gambling is an issue and the rationale behind using a peer-led approach, suggestions on how to implement this program within the school system, a train the trainer suggested inservice, a peer leader training workshop, three gambling prevention sessions, and an evaluation component.

The Why Take the Chance? program will be available to school guidance counselors through the Community Health Addictions Services offices across the province.

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Introduction

The following section will discuss the purpose of the project, the objectives, rationale, and a review of the literature.

Purpose

The purpose of this project is to develop a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level.

Project Objectives

1. To raise awareness around youth gambling issues.
2. To provide a user friendly guide for guidance counsellors or youth group leaders to use as a means of providing knowledge and skills to students to prevent problem gambling behaviour.
3. To provide secondary students with an opportunity to learn about gambling issues and to develop the skills needed to be an effective peer leader.
4. To provide students at the intermediate level with knowledge and skills to enable them to make wise choices about gambling.

5. To provide the home, school, and community with the opportunity to reflect on their own gambling attitudes and behaviour and how these attitudes and behaviours influence our youth.

Rationale

Gambling is any gaming behaviour involving the risking of money or valuables on the outcome of a game, contest, or other event that is partially or totally dependent on chance (Addictions Foundation of Manitoba, 1996).

For most people, gambling is something they do occasionally as a form of recreation. They play bingo, buy a lottery ticket, bet a few dollars on a sporting event, or drop a coin into a machine. When the draw or the game is over, they move on to other non-gambling activities. For some people though, gambling becomes a problem (Alberta Alcohol and Drug Abuse Commission, 1997).

Problem gamblers play and continue to play games of chance. They gamble longer and with more money than intended. To the gambler, it does not matter if they win or lose, all that matters is the action. Some people are unable to control the urge to gamble. They crave and become dependent upon the action, which provides excitement and an escape from reality. They chase their losses with more bets and soon their debts grow. Problem gambling can make life very difficult. Besides creating money problems, problem gambling can cause trouble within the family, at work or school, with the law,

and with a person's mental and physical health (Addictions Services, Department of Health, 1996).

In recent years, many provinces in Canada have expanded their gambling activities. All are involved in the sale of lottery tickets, while several others have introduced commercial casinos and video lottery terminals. Such activities raise a great deal of revenue for provinces. It is this expansion that is sparking people's interest in the topic, as gambling is now more available to those who wish to participate (Addictions Foundation of Manitoba, 1996).

Gambling activity is on the rise in Newfoundland. It is difficult to estimate the number of Newfoundlanders experiencing problems with gambling since there have not been any formal prevalence studies to date completed in this province. However, utilising the results of research done in both Canada and the United States it is estimated the number of problem gamblers over the age of twenty years to be between 17,380-18,539, roughly 5,400 of these are considered probable pathological gamblers. Government revenues from gambling activity have steadily increased in this province over the past number of years (Addictions Services, Department of Health, 1996).

Gambling among youth is also gaining increased attention in a number of jurisdictions as concerns surface that risk taking tendencies among young people may put them at greater risk than adults for developing problems with gambling. Researchers at Harvard Medical School reviewed data from American and Canadian studies involving

more than 7,700 adolescents and concluded that between 10 and 14 per cent of North American adolescents risk developing (or returning) to a serious gambling problem (Canada's Drug Strategy Secretariat, 1996).

According to the Newfoundland and Labrador 1996 and 1998 Student Drug Use Survey Technical Reports, some students in our province are already looking for help with gambling. The main gambling activities our youth are involved in include bingo, playing cards for money, sports betting and playing lotteries.

Gambling attracts kids from all types of families, economic backgrounds, ethnic groups and religious faiths. However, the majority of kids do not become addicted. But as a society, while we frown on youth smoking, sex, alcohol and drug abuse, advertising messages are promoting gambling as a legitimate, safe, fun thrill. Researchers have found that teenagers experiment earlier and get hooked into gambling much more quickly today. Many young people start gambling before age eleven, earlier than they experiment with alcohol or other drugs (Minnesota Council on Compulsive Gambling, 1995).

While today's youth are relatively well informed about the risks of smoking, using drugs, and experimenting with sex, many have yet to see that gambling has its own risks. They may not even realize that they gamble. Placing a bet on a hockey game, pitching pennies against a wall, or buying a lottery ticket.....how many teens think of these as gambling? And how many would be able to recognise if they had slipped over the line from social to problem gambling? (Drug Dependency Services, 1997)

In the spring of 1995, the North American Think Tank on Youth Gambling Issues was convened at Harvard Medical School, with representation from government, education, the gambling industry, finance, law enforcement, the judiciary, health care and research from both Canada and the United States. Their purpose was to develop a blueprint for responsible public policy to address the issues associated with youth gambling. One of the seven recommendations was that curriculums and programs be developed to educate children, parents, and teachers about the issue of youth gambling (The Minnesota Council and Harvard Medical School, 1995).

The use of a participatory, peer-led approach is one way to provide young people with the knowledge and skills needed to make wise choices about the issues affecting their lives. Peer Education is an approach in which senior peers are trained to deliver educational sessions on a variety of health and social topics to their younger peers utilising a participatory approach. The value of a Peer Education approach is that: older peers are seen as credible and trustworthy sources of information; youth listen to and are influenced by their peers; peer leaders are given the opportunity to develop new skills and; peer leaders are given the opportunity to examine their own attitudes and behaviours related to the issues they are discussing with their younger peers (Alcohol and Drug Dependency Commission, 1991).

Utilising a peer-led approach whereby senior students deliver sessions to intermediate level students is a good fit with the developmental challenges facing 12-14

year old's as: they are interested in considering moral and value decisions; their peer relationships provide support; they are interested in acceptance by their peer group; they look for role models; and they can work in groups (Nova Scotia Commission on Drug Dependency, 1989).

Literature Review

In order to further determine if a peer led gambling prevention model is suited to the needs of youth in both intermediate and senior high levels, and to place the youth gambling issue within a provincial context, the following information was ascertained. It will be presented under the following sub topics, the provincial picture, the culture of gambling, trends in youth gambling, addictions prevention programs, an overview of peer-led models, intermediate and senior level youth developmental models gambling and the school health curriculum, and the role of the home, school and community.

The Provincial Picture

To date there are few gambling prevention materials and programs available to schools in Newfoundland and Labrador aimed at raising awareness of and helping youth deal with gambling issues. In 1996, Drug Dependency Services, the division of government mandated to address the education, prevention, assessment, and treatment of alcohol and other drug use in the province, changed it's name to Addictions Services to

allow for the inclusion of gambling as an addiction addressed. Since 1996, six new Gambling Addictions Counsellor positions were created and staffed in Community Health Boards across the province to provide counselling services to those experiencing problems with their own or a family member's gambling. Many of the counsellors have had to set up waiting lists. According to one Gambling Addictions Counsellor, the need is there and we are doing our best to respond. In 1997, a total of thirty-five (35) counsellors employed with Addictions or Mental Health Services from across the province, received in-depth training in current gambling counselling techniques.

Anecdotal evidence based on discussions with several Addictions Services personnel revealed, there is a noted increase in requests for information on gambling from schools and the community in general. The requests, mainly from Guidance Counsellors, are for materials that focus on youth as well as family gambling issues. Addiction Counsellors have expressed interest in receiving gambling related resources to address these requests.

Addictions Awareness Week (AAW) is an annual national prevention week organised to raise awareness around alcohol, other drug and gambling related issues. In 1997 the name for the Week was formally changed from Drug Awareness Week to Addictions Awareness Week to include gambling. The 1996 Addictions Awareness Week evaluations from participants across the province indicated a need from both the school and community perspective for more information on gambling. Based on this

request, youth gambling was one of three main focus areas highlighted during Addictions Awareness Week 1997. This focus on gambling awareness continues.

Allied Youth (AY) is a provincial youth group, affiliated with Addictions Services, with membership from both intermediate and secondary levels interested in addressing health and social issues that affect young people and the community at large. The members of Allied Youth have identified youth gambling as a key issue to be addressed by their organisation. To date, presentations on gambling have been organised at their regional rallies and their annual provincial conference. In speaking with the Provincial Coordinator for Allied Youth, it is clear that this youth group, experienced in peer-led approaches to learning, is interested in efforts to raise awareness around and prevent problem gambling behaviour.

Based on discussions held with both the Health Curriculum Consultant and the Guidance Services Coordinator with the Department of Education, the issue of youth gambling prevention is viewed as both timely and one in which they encourage the development of resources for use in the schools.

The Culture of Gambling

Over the last ten years there has been an abrupt change in Canadian's attitudes toward gambling. Almost all forms of gambling use to be illegal, but cash strapped governments have recognised this activity as a new and healthy source of revenue and

have become the biggest bookies in the country (Canadian Medical Association Journal, 1995). Once considered a sordid vice, gambling is now viewed as socially legitimate, if not a virtue. The gaming industry, as it euphemistically prefers to be known, has succeeded in recent years in shedding gambling's disreputable image (Canadian Medical Association Journal, 1995).

According to the Alberta Drug Dependency and Addictions Commission, gambling will be a major growth industry in the foreseeable future. For those experiencing problems with gambling, the problem is widespread effecting the individual, the family, work and the community. Gambling addiction is not new, but prior to the 1990's, little research and program development had been done to address it (Alberta Alcohol and Drug Abuse Commission, 1997). Luckily, societies views are starting to change with people seeing the devastation caused by problem gambling (families losing their houses, parents losing jobs, teenagers getting into trouble with the law).

At the community level, problems associated with gambling include increased criminal activity (in casinos and money generating activities), proliferation of pawnshops, and lost productivity in the workplace. Approximately two-thirds of compulsive gamblers admit to committing illegal acts to support their gambling habit (Addictions Research Foundation, 1995). At the school level, problems of youth using their lunch and bus money to gamble, gambling on school property and in video arcades and the

subsequent absenteeism to partake in such activities, is becoming more apparent. The effects of problem gambling at the family level are numerous: interpersonal conflict, alienation, lack of stability, family breakdown, separation or divorce, neglect, disregard for safety and an increased risk of problems for children (Addictions Research Foundation, 1995).

Trends in Youth Gambling

The advent of video lottery games and machines and the development of casinos in many provinces has led to an increasing concern about gambling by adolescents and the impact of a gambling society on adolescents. Since gambling is considered by health and addictions specialists to be an addictive behaviour, questions regarding students gambling activities were included in the 1996 and 1998 Newfoundland and Labrador Student Drug Use Surveys (Department of Health and Community Services, 1996 and 1998). These questions asked students about their involvement with gambling activities such as playing cards for money, betting on sports activities and playing lotteries. Both the Student Drug Use Survey's were given to approximately 4,000 students in grades 7 and 9 and levels I and III across the province. According to the results, almost three quarters (74%) of students reported "any" gambling behaviour in the twelve months prior to the survey and over one third (36%) reported gambling on a monthly basis. According to the Survey results, participating in at least one gambling activity increases

by grade level in all areas across the province. The most popular gambling activity among students was playing scratch tabs (60%) which is an illegal activity for those under the age of nineteen while the second most popular activity was playing cards for money (40.6%). A quote taken from the survey of a grade nine female student read "Gambling machines should not be in places.....where children's groups regularly visit because most children are very impressionable" (Department of Health and Community Services, 1998). A study completed in Alberta in 1995 showed that 8% of Alberta teens (12-17 years) were problem gamblers while another 15% were at risk for developing gambling problems (Canadian Centre on Substance Abuse/Addictions Research Foundation Canadian Profile, 1995).

Addictions Prevention Programs

The goal of addictions prevention programs for adolescents is to prevent or delay the age of onset of smoking, drinking, other drug use and gambling, and to decrease the extent and prevalence of this harmful behaviour among youth. It has become increasingly clear there is no single program or strategy that is the ultimate answer to the prevention of alcohol, other drug or gambling related problems. Much work has been done in the area of addictions prevention across Canada over the last twenty years, however, due to a lack of consistent evaluation procedures, we are unsure as to what works well and what does not and why. Luckily, much wisdom has emerged from the

experience of a multitude of practitioners, researchers and community partners, so as the field of prevention moves forward, this learning will be a critical factor in determining success (Alberta Alcohol and Drug Abuse Commission, 1996). On a positive note, peer programs specifically were found to show a definite superiority for the magnitude of the effect size obtained on all outcome measures.

Peer education approaches have been utilised in the addictions prevention field for the past nine years. The programs utilising this approach have been well received and sought after by those in the school system. Currently in this province, there are two peer education addictions programs available and in use in many schools and community groups across the province: **Making A Difference**, a peer-led smoking prevention program; and, **Peer Drug Education**, a peer-led drug education program. As peer led approaches become more accepted and accessible, other lifestyle issues can be addressed using a similar peer-led model.

An Overview of Peer-Led Models

Peer-led models are viewed as positive approaches to providing participants with the knowledge and skills needed to make healthy and informed choices around lifestyle issues (Komro et al, 1996). The peer-led approach has been widely used with seniors, students, those with similar disabilities and those finding themselves in similar situations, i.e. Association of New Canadians. A peer led approach builds on people's strengths and

uniqueness as participation by the target group ensures relevance and peers understand more readily the issues and ideals of their own peer group.

When developing and coordinating the delivery of any prevention initiative, results in terms of changes in behaviours, especially health related behaviours, take time to be recognised. It is with this understanding in mind that the success rates of other peer-led programs are primarily based on the interest of the target group, level of participation, the transferability of the approach to other health related lifestyle choices, and the peer networks that remain based on the level of comfort that evolves (Smart, 1993).

Peer approaches take many forms from peer education to peer support to peer counselling. The following is a brief description of the various peer approaches:

- Peer Education is an approach whereby senior peers are trained to present on lifestyle issues to their junior peers.
- Peer Support is an approach used whereby peers experiencing the same issues support one another in an organised way, i.e. small group discussions around quitting smoking.
- Peer Counselling is an approach used whereby senior youth are trained to counsel or refer, under the supervision of their guidance counsellor, individual peers who are experiencing difficulties.

All three peer approaches have found their way into the school system with their use relevant to the needs identified. For the purpose of raising awareness around youth gambling issues and providing youth not currently experiencing problems associated with gambling with the knowledge and skills necessary to make informed and healthy choices, the peer education approach is an appropriate fit. To its credit, the peer education approach is less controversial than peer counselling and peer support and the peer leaders require less training and supervision as they are not dealing directly with issues individual students may be experiencing. According to research conducted by Tobler, 1986, peer education programs were identified as effective for the average school based adolescent population.

Intermediate and Senior Level Youth Developmental Challenges.

During the 9-13 year old (intermediate school level) developmental period, youth are physically maturing, becoming more influenced by friends, and beginning to think abstractly to some extent. Many are receiving mixed messages about drinking, taking other drugs, and gambling and some are beginning to experiment with these behaviours. Because youth at this age are naturally moving away from familial influences and are drawn more to their friends thinking and behaviour, this is an ideal time for positive peer role models to intervene and present the facts needed for these youth to make healthy lifestyle choices. As some are at the stage where experimentation is beginning, knowing

there are alternatives and knowing how to handle peer pressure to partake in potentially harmful activities is essential to safely navigate these times. Also, since this is the time when abstract thinking is being developed, youth at this age can think more along the lines of actions and consequences and understand the concept of harm reduction. Participating in a peer-led approach on healthy lifestyle issues fits well with this age group (Addictions Research Foundation, 1991).

During the 14-17 year old (senior high school level) developmental period, youth have a strong desire to be independent of their parents and to belong to a peer group. Challenging adult authority on issues is common, and opportunities to drink, smoke, and gamble are becoming more frequent. As youth move through adolescence, they are faced more and more with the challenges of navigating through a world of unhealthy choices. Providing youth at this age with the opportunity to speak for what they believe in, to understand why decisions are made and how they can influence their younger brothers or sisters, is beneficial. Being part of a peer led approach is a natural fit for adolescents at this stage of development (Addictions Research Foundation, 1991).

Gambling and the School Health Curriculum

Positive life experiences and conditions occurring early in life can greatly influence healthy outcomes later on. It has been well demonstrated that the potential to influence behaviour is much greater before unhealthy attitudes and behaviours are well

established. Therefore, prevention efforts which focus on early interventions with youth and their key influences, can have a powerful impact on the development of capable and successful adults (Alberta Alcohol and Drug Abuse Commission, 1996). It is with this in mind, and the fact that our young people spend most of their waking hours in school, that an approach to raise awareness around youth gambling and ways to prevent potential problems is a good fit.

The current health curriculum for intermediate grade levels focuses on the importance of making healthy and informed decisions around the health and social issues facing our youth today. Importance is also given to choices around alcohol and other drug use. As it is only recently that gambling is recognized as an issue for youth and is categorised as behaviour that can be addictive, it is important to supplement the current health curriculum with the information now available.

Information on gambling can be used not only to supplement health classes, but also math, economics, sociology, political science and history. Providing students with practical examples that relate to everyday happenings is a great way to increase student's interest in the subject matter and to apply their learning to real life situations. At the senior level, peer-led prevention programs can provide an opportunity for students to become role models, learn presentation skills, and challenge their own views on lifestyle issues.

The Role of the Home, School, and Community

Utilizing a comprehensive approach to assist students in making healthy choices around healthy lifestyle issues has been in place for a number of years. Youth are greatly influenced by their environment be it the home, school or their community. What is acceptable in these environments influences adolescents as they go through their developmental stages. Involving these influential areas is therefore essential in assisting youth make healthy lifestyle choices. Gambling in the last ten years has gained considerable acceptance in our North American culture. The taboos that once surrounded players of such games have all but lifted and taken a dramatic turn, as it is now seen as a form of recreation in all walks of life. With this change in attitude comes change in behaviour which can lead to problems associated with problem gambling.

With this in mind, the following are suggested ways the home, school, and community can become involved in the prevention of the problems that can result from youth gambling:

Home

- Talk to children about safe gambling activity.
- Refrain from purchasing lottery tickets for youth or asking them to purchase tickets for adults.
- Be positive role models by keeping your own gambling behaviour in check and seek help if problems related to any gambling behaviour do start to occur.

School

- Review/develop a policy on gambling activity on school property.
- Encourage the school district to develop a policy.
- Encourage guidance counsellors and teachers to learn the signs to watch for and how to help youth involved in unhealthy gambling activity.
- Add gambling prevention to the curriculum when discussing healthy lifestyles.

Community

- Educate ourselves around gambling activity and the problems that can result if this activity gets out of hand.
- Advocate for gambling addiction services.
- Promote healthy lifestyle choices for members of the community.

Conclusion

In conclusion, the literature reviewed seemed to indicate that the implementation of a youth gambling prevention peer-led approach could be beneficial to our target population and a positive step in the direction of youth gambling prevention. As gambling, especially youth gambling, is a relatively new area of study, and there is currently little developed in the way of programs to address this issue, I decided to pursue

the following methodology and subsequent development of the Why Take the Chance? program.

Methodology

The following section will provide the methodology and a description and rationale for the survey instruments, the youth group focus test and the expert analysis used in the study. The limitations of this study are also provided.

Guidance Counsellor Survey Methodology

School guidance counsellors charged with intermediate and senior high students, one from each health region across the province, were randomly selected for this study. Five Guidance Counsellor were called by the researcher and asked to participate in this study. Upon agreement, each Guidance Counsellor was faxed a copy of the Disclosure and Consent Form (see Appendix C) and asked to read and sign the form and fax it back to the researcher. A time and date was set for each telephone interview. The Guidance Counsellor Telephone Survey (see Appendix D) was used. The results of the survey were analysed and are discussed in the Results and Discussion Section.

Allied Youth Focus Test Methodology

Beta testing involved focus testing the program with members of the target population. A focus group testing was chosen as: youth are the target group for this

program; the program will be delivered to youth in a group and; it has been my experience that youth are comfortable providing input in a group setting. The group chosen for the focus test was Allied Youth. Allied Youth (AY) is a provincial youth group with membership from both intermediate and secondary levels who address health and social issues that affect young people and the community at large. The researcher asked the AY Provincial Coordinator for her consent and assistance in organizing the focus test group (see Appendix E). A group of both senior and intermediate level AY members were asked to participate in the study. A letter to parents/guardians (see Appendix F) along with a Disclosure and Consent Form (see Appendix G) were provided to ten Allied Youth Group members. Upon receipt of both parental/guardian and youth group member consent, a focus group test time was scheduled. Ten Allied Youth member met with the researcher and an Allied Youth Group Leader for an hour long focus test session during one of their monthly meetings. During the focus test session, the researcher provided the youth with an overview of the Why Take the Chance peer-led gambling prevention program and asked each group member to complete the Youth Group Focus Test Questionnaire (see Appendix H). Along with Questionnaire, valuable discussions also took place around the program between the researcher and the youth in attendance. At the end of the session, the Allied Youth members were thanked for their input and told a completed version of this program would be made available for their use. The results of this focus test were analysed and are discussed in the Results and Discussion Section.

Expert Analyst Methodology

Alpha Testing involved asking an expert in the field to review the program. Having a program reviewed by an expert in the field is a common practice which helps to validate the program's appropriateness and relevancy to content, the target group and the proposed method of delivery. The expert chosen to review this program was trained as a Guidance Counsellor. He is currently working with intermediate and senior level high school students. The expert also has vast training and experience in counselling youth with addictions issues. The expert analysis involved asking the expert to privately review the program and complete the Expert Program Review Questionnaire (see Appendix I). The comments from the review were analysed and are discussed in the Results and Discussion Section.

Limitations of Study

Although this program was reviewed by a youth focus group, the program was not pilot tested at the time of submission.

Also, I would liked to have had the financial resources to conduct a face to face group focus test with a larger number of guidance counsellors from across the province. I think because the issue of youth gambling is still so new, all would have benefited from a group discussion and information session.

Results and Discussion

The following section provides the results of the Guidance Counsellor Survey, the Allied Youth Focus Test, the Expert Analysis and a discussion summarizing these findings and subsequent program development.

Results of Guidance Counsellor Survey

The following is a summary of the results of the Guidance Counsellor Questionnaire. A total of five Guidance Counsellors representing each of the Health Regions across the province were contacted by phone and administered a questionnaire. All were cooperative and interested in answering the questions posed.

1. In response to the questions "Do you see youth gambling as an issue in your school?" One guidance counsellor said she was unsure as she was not yet receiving referrals on this issue, one said gambling was a big issue last year but not this year, one said it was only an issue for some and two said gambling was an issue in their schools. Interestingly, the two guidance counsellors who said youth gambling was an issue in their school were charged with intermediate level students. The guidance counsellor who said gambling was only an issue for some qualified his answer by saying he may just be ignorant to happenings around this issue.
2. In response to the question "What kind and level of gambling are you seeing?" those who felt youth gambling was an issue in the previous question said they

were seeing under age youth in drinking establishments playing the VLT machines, young people buying scratch and win tickets and pull tabs, and pitching coins against a wall. One intermediate level guidance counsellor reported "I use to see students pitching quarters but now they have graduated to pitching loonies and twoonies." The senior high guidance counsellor who stated in the previous question that gambling was not a problem this year said that the year before students in his school were buying lotto tickets, scratch and win tickets and pull tabs. When asked why he thought gambling behaviour had changed in his school, he said there was a crack down on the local stores by inspectors warning them about the fines related to selling gambling tickets to youth under age.

3. In response to the question "What problems are young people experiencing as a result of this activity?" the comments focussed around youth using their lunch money to gamble therefore leaving them without enough funds to buy lunch. This was seen as a serious issue by the two counsellors who had reported gambling as an issue in their schools. One Counsellor said "these students are bringing a fair amount of money to school, money their parents can barely afford to give, and this money is being wasted away on gambling." An intermediate level guidance counsellor said that many students at his schools are arriving at school with upwards of \$5.00 a day.

4. In response to the question “Do you have sufficient information on youth gambling?” the comments ranged from “I have nothing on gambling” to “I have little to no information.”
5. In response to the question “Would you be interested in implementing a peer-led gambling prevention program in your school?” all guidance counsellors participating in this study said yes. One counsellor stated that she was very interested in anything that was student led while another commented he would really like to have a program that was pro active(preventative) and not reactive. Another guidance counsellor stated that he was familiar with the peer-led approach and liked it while still another commented that her peer counselling course needed a practical project like this one for the students.

Allied Youth Focus Test Results

The following is a summary of the results of the Focus Group test session. A total of ten Allied Youth members representing both intermediate and senior high school levels participated in the one hour focus group session.

1. In response to the question “Is the training session outlined suitable for senior high students?” all focus group participants said “yes.” Two of the comments that seemed to sum up their thoughts were: “this program would keep them interested and it’s also interactive” and “I think many senior high students will be able to enjoy this program.”

2. In response to the question "Do you feel the three gambling prevention sessions will be helpful to intermediate level students?" all focus group participants again said "yes." Their comments included: "I think it (the program) would be helpful because now a days more and more younger people are gambling"; "(yes), because we are at a vulnerable age" and ; "yes because it's good to have people to look up to, like older peers."

3. In response to the question "What would you change about the program?" the main suggestion was to also bring to the intermediate level class a person who was addicted to gambling or someone who knew someone who was. This was discussed at length with the researcher concluding she would include this suggestion in the Additional Ideas and Gambling Resources Section that would be left with the classroom teacher at the end of the three sessions. As for other comments to this question, one respondent said "nothing! it seems very interesting and it's wonderful how educational games are included." The majority of participants also kindly indicated they liked my presentation, thought is was a good program, said they had learned a lot and wished me luck.

4. In response to the question "Any Additional comments?" some comments included: "This is a very serious topic this is very often overlooked and is treated as only "fun" not a problem"; "This program is very good, I would be interested in getting involved" and "everyday in our school there are announcements made

about gambling—there are multiple decks of cards in the office taken away from students.”

Expert Analyst Results

The following are the results of the expert analyst review of the program:

1. In the response to the question “Do you feel the approach taken in this program is one that would be useful in getting the information across to youth?” the expert responded “Very much so. Practical, informative and age appropriate. It utilizes a delivery model that is becoming more popular in our schools.
2. In response to the question “Do you feel the information covered in this program is relevant and suitable for the intended participants?” the expert responded “I do, however there may be a need to convince local schools of the need.” Gambling is seldom recognized as a pressing issue given the other problems at intermediate. This underscores the need for the program.
3. In response to the question “Is there anything you would suggest adding to this program?” the expert responded “the strength of the program is how user friendly it is.” This can be added to by colour coding the sections, indexing with tabs etc. This will greatly increase the chances of it being highly used.
4. In response to the question “Is there anything you would suggest deleting from this program?” the expert responded “not at all very comprehensive”

5. In response to the question "Any additional comments?" the expert responded "Extremely well done." The training sessions are very youth oriented utilizing non-traditional approaches."

Discussion

Based on the results of my telephone interviews with the school guidance counsellors it was clear that while the majority saw youth gambling as an issue of varying degrees within their respective schools, and all are interested in obtaining information on youth gambling, there is a need to raise the awareness of this frontline group around the possible negative impacts of youth gambling. While some were unclear as to the amount of youth gambling currently happening in their school, the results of both the 1996 and 1998 Newfoundland and Labrador Student Drug Use Surveys state conclusively, and comparably, to the other three Atlantic Provinces, that gambling is a growing activity of choice for our adolescent population and already teenagers are seeking help for their addiction. The recognition that gambling is an addiction, and that youth as well as adults can become addicted to this unhealthy behaviour, is relatively new. Based on these realities, and the fact that the school guidance counsellors interviewed were all interested in implementing a peer-led gambling prevention program, I felt confident to proceed with the development of the intended program.

Upon completion of the program, a youth focus group was asked to review it for suitability of content and method of delivery. The results of their completed

questionnaires, our candid discussions around the kinds of gambling they are seeing at school everyday, and their enthusiasm for this approach to imparting lifestyle information to both intermediate and senior high students, led this researcher to feel confident that the Peer Leader Training Workshop, the three Gambling Prevention Sessions, and the Evaluation process was suitable for the target population.

The comments and suggestions made by the Expert Analyst were both validating and insightful. The emphasis on the user friendly approach was deliberate to ensure this program was a contender in a school system with competing areas for attention, and in a subject area where there is little knowledge in the field. The results of the expert analysis confirmed with this researcher there is room and a need in the school system for a program as outlined.

With this piece of research in place, and based on the findings from my literature review, this author has completed the development of the program entitled Why Take the Chance? (see Appendix A). This program consists of an Overview of why youth gambling is an issue and the rationale behind using a peer-led prevention approach, Suggestions on How to Implement this Program within the school system, a Train the Trainers Suggested Inservice, a Peer Leader Training Workshop, three Gambling Prevention Sessions, and an Evaluation component. Both senior high and intermediate level students are the primary targets of this peer-led gambling prevention program. These students would have varying degrees of exposure to gambling activity with some only knowing gambling exists. to those living in a home where gambling is an issue, to

those who gamble themselves. As the program also focuses on the home, school, and community, these groups will have an opportunity to reflect on their own attitudes and behaviours around gambling and the way their views and actions influence the gambling attitudes and behaviours of our youth.

Upon completion of a pilot phase, copies of this program will be available to guidance counsellors at both the intermediate and senior levels through their local Community Health Addictions Services office. Schools interested in implementing this program will be asked to call Addictions Services to arrange for inservicing on the program and assistance with the Peer Leader Training Workshop if necessary. Addictions Services, Department of Health, have agreed to periodically review the program in consultation with their Regional offices and the schools implementing the program, to determine the need for any changes in content, activities and training.

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APPENDICES

Appendix A

WHY TAKE THE CHANCE?

A Peer-Led Gambling Prevention Program

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Program Overview

Purpose

The purpose of this project is to provide a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level.

Project Overview

This program consists of a discussion about current youth gambling issues, the use of a peer-led prevention approach, a peer leader training workshop, three intermediate level sessions on gambling, an evaluation component, and suggestions on ways to implement this program within the school system or the community.

The Peer Leaders Training Workshop focuses on the development of presentation skills and classroom management techniques along with raising awareness around gambling, why gambling is an issue for young people, and ways to prevent the potential problems associated with gambling. Time will be put aside to provide Peer Leaders the opportunity to review the three gambling prevention sessions they will be presenting to their junior peers along with time for a practice run of each.

The three sessions provided to intermediate level students are participatory in nature. Attitudes about gambling, problems that arise from gambling activity, how to make wise decisions about gambling, and things the home, school, and community can

do to raise awareness around the potential harms associated with problem gambling are covered in these sessions.

The **How To Implement this Program** section for guidance counsellors provides suggestions on how to integrate this program into the existing health curriculum, how and who to recruit as peer leaders, peer leader training considerations and ways to organise the actual delivery of the sessions to intermediate level students. As mentioned above, this program could also be adopted and adapted to suit youth groups.

Project Objectives

1. To raise awareness around youth gambling issues.
2. To provide a user friendly guide for guidance counsellors or youth group leaders to use as a means of providing knowledge and skills to students to prevent problem gambling behaviour.
3. To provide secondary students with an opportunity to learn about gambling issues and to develop the skills needed to be an effective peer leader.
4. To provide students at the intermediate level with knowledge and skills to enable them to make wise choices about gambling.
5. To provide the home, school, and community with the opportunity to reflect on they're own gambling attitudes and behaviour and how these attitudes and behaviours influence our youth.

Target Population

Intermediate level students and youth groups with members in the same age range are the primary targets of this peer-led gambling prevention program. These students would have varying degrees of exposure to gambling activity with some only knowing gambling exists, to those living in a home where gambling is an issue, to those who gamble themselves.

The senior peer leaders themselves are the secondary target population. Although this program is intended to provide knowledge and skills to enable intermediate levels students to make wise decisions around gambling activity, the peer-led approach lends itself to the same knowledge and skills being imparted to the peer leaders.

As this program focuses on the home, school, and community, these groups will also have an opportunity to reflect on their own attitudes and behaviours around gambling and the way their views and actions influence the gambling attitudes and behaviours of our youth.

Rationale

Gambling is any gaming behaviour involving the risking of money or valuables on the outcome of a game, contest, or other event that is partially or totally dependent on chance (Addictions Foundation of Manitoba, 1996)

For most people, gambling is something they do occasionally as a form of recreation. They play bingo, buy a lottery ticket, bet a few dollars on a sporting event, or drop a coin into a machine. When the draw or the game is over, they move on to other non gambling activities. For some people though, gambling becomes a problem (Alberta Alcohol and Drug Abuse Commission, 1997).

Problem gamblers play and continue to play games of chance. They gamble longer and with more money than intended. To the gambler, it does not matter if they win or lose, all that matters is the action. Some people are unable to control the urge to gamble. They crave and become dependent upon the action, which provides excitement and an escape from reality. They chase their losses with more bets and soon their debts grow. Problem gambling can make life very difficult. Besides creating money problems, problem gambling can cause trouble within the family, at work or school, with the law, and with a person's mental and physical health (Addictions Services, Department of Health, 1996).

In recent years, many provinces in Canada have expanded their gambling activities. All are involved in the sale of lottery tickets, while several others have introduced commercial casinos and video lottery terminals. Such activities raise a great deal of revenue for provinces. It is this expansion that is sparking people's interest in the topic, as gambling is now more available to those who wish to participate (Addictions Foundation of Manitoba, 1996).

Gambling activity is on the rise in Newfoundland. It is difficult to estimate the number of Newfoundlanders experiencing problems with gambling since there have not been any formal prevalence studies to date completed in this province. However, utilising the results of research done in both Canada and the United States it is estimated the number of problem gamblers over the age of twenty years to be between 17,380-18,539, roughly 5,400 of these are considered probable pathological gamblers. Government revenues from gambling activity have steadily increased in this province over the past number of years (Addictions Services, Department of Health, 1996).

Gambling among youth is also gaining increased attention in a number of jurisdictions as concerns surface that risk taking tendencies among young people may put them at greater risk than adults for developing problems with gambling. Researchers at Harvard Medical School reviewed data from American and Canadian studies involving more than 7,700 adolescents and concluded that between 10 and 14 per cent of North American adolescents risk developing (or returning) to a serious gambling problem (Canada's Drug Strategy Secretariat, 1996).

According to both the 1996 and 1998 Newfoundland and Labrador Student Drug Use Survey Technical Reports, some students in our province are already looking for help with gambling. The main gambling activities our youth are involved in include bingo, playing cards for money, sports betting and playing lotteries.

Gambling attracts kids from all types of families, economic backgrounds, ethnic groups and religious faiths. However, the majority of kids do not become addicted. But

as a society, while we frown on youth smoking, sex, alcohol and drug abuse, advertising messages are promoting gambling as a legitimate, safe, fun thrill. Researchers have found that teenagers experiment earlier and get hooked into gambling much more quickly today. Many young people start gambling before age eleven, earlier than they experiment with alcohol or other drugs (Minnesota Council on Compulsive Gambling, 1995).

While today's youth are relatively well informed about the risks of smoking, using drugs, and experimenting with sex, many have yet to see that gambling has its own risks. They may not even realize that they gamble. Placing a bet on a hockey game, pitching pennies against a wall, or buying a lottery ticket.....how many teens think of these as gambling? And how many would be able to recognise if they had slipped over the line from social to problem gambling? (Drug Dependency Services, 1997).

In the spring of 1995, the North American Think Tank on Youth Gambling Issues was convened at Harvard Medical School, with representation from government, education, the gambling industry, finance, law enforcement, the judiciary, health care and research from both Canada and the United States. Their purpose was to develop a blueprint for responsible public policy to address the issues associated with youth gambling. One of the seven recommendations was that curriculum's and programs be developed to educate children, parents, and teachers about the issue of youth gambling (The Minnesota Council and Harvard Medical School, 1995).

The use of a participatory, peer-led approach is one way to provide young people with the knowledge and skills needed to make wise choices about the issues affecting their lives. Peer Education is an approach in which senior peers are trained to deliver educational sessions on a variety of health and social topics to their younger peers utilising a participatory approach. The value of a Peer Education approach is that: older peers are seen as credible and trustworthy sources of information; youth listen to and are influenced by their peers; peer leaders are given the opportunity to develop new skills; and peer leaders are given the opportunity to examine their own attitudes and behaviours related to the issues they are discussing with their younger peers (Alcohol and Drug Dependency Commission, 1991).

Utilising a peer-led approach whereby senior students deliver sessions to intermediate level students is a good fit with the developmental challenges facing 12-14 year old's as: they are interested in considering moral and value decisions; their peer relationships provide support; they are interested in acceptance by their peer group; they look for role models; and they can work in groups (Nova Scotia Commission on Drug Dependency, 1989).

To date there is very little information on youth gambling prevention available in this province.

Evaluation

The project is developed complete with three role specific evaluations. Peer leaders, intermediate level students, and the classroom teacher will be asked to complete their respective evaluation form at the conclusion of the three sessions. The Evaluation forms will then be returned to the school guidance counsellor. Peer leaders and the guidance counsellor will review and discuss the need for any changes to the program based on the input received. Peer leaders will also complete an evaluation at the end of their Peer Leader Training Workshop.

Addictions Services, Department of Health, will periodically review the program in consultation with Regional Addiction's Services and the schools implementing the program, to determine the need for changes in content, activities, training etc.

Preliminary Testing

Alpha Testing involved asking an expert in the field to review the program.

Beta testing involved reviewing the program with the target population. A group of both senior and intermediate level students were brought together to review this program. During this review, the youth were asked to comment on the relevancy and appropriateness of both the peer leader training and the three sessions on gambling prevention.

Adjustments to the program were made based on this input.

Implementation

Upon completion of a pilot phase, copies of this program will be available to guidance counsellors at both the intermediate and senior levels through their local Community Health Addictions Services office. Schools interested in implementing this program will be asked to call Addictions Services to arrange for inservicing on the program and assistance with the Peer Leader Training Workshop if necessary.

Suggestions on How to use this Manual

How to Implement this Program

The Why Take the Chance program was developed to assist young people to make wise choices about their involvement in gambling activities. It is written utilizing a participatory peer-led approach.

The following suggestions may prove useful to you as you begin the process of implementing the program. If you have any questions, please contact the Community Health Addictions Services Office in your area (see numbers listed in your telephone directory).

The program is composed of four sections. A Train the Trainers Suggested Inservice for Guidance Counsellors or Youth Group Leaders; a Peer Leader Training Workshop; three Gambling Prevention Sessions; and Evaluation section.

Things to Keep in Mind

1. It is important to keep in mind that organizing a peer-led program is initially a time consuming venture which should become less demanding as you become more familiar with the program.
2. It is important to link in the beginning with intermediate level schools/classes/groups who are interested in partnering in this initiative so all are part of the process.
3. It is important as well for the High school to buy into this peer-led approach as time taken from regularly scheduled classes for students who participate is needed.
4. Talking to other high schools who have implemented similar peer-led approaches would be helpful to discuss the do's and don'ts based on their experiences. An overview of the

schools in your area who are implementing this approach is available through your local Community Health Addictions Services Office.

5. There may be students already involved in a Peer Counselling Program who may be interested in this approach as they already have some related training and would make ideal candidates for implementing this program in the younger grades.
6. As the skills Peer Leaders need to implement this program are generic to any program of this nature, it is highly transferable to many other healthy lifestyle topic area.
7. It is important to know your schools policy on gambling on school premises.
8. This peer led approach is one way to assist our youth make healthy choices about gambling activity, but not the only one as this is a home, school and community issue.

How To Select Peer Leaders

Attracting young people to this program may be difficult or easy depending on the programs currently offered at the school and the emphasis placed on students playing a role in their own education.

Utilizing the suggested Peer Leader Application Form and the Peer Leader Contract should assist with the selection process.

The following tips are also suggested as a way to ease through the process. Please feel free to implement your own school selection process if one is already in place.

Tips for Selecting Peer Leaders:

Peer Leaders can be recruited from levels I-III. It may be wise to select students from different grades as if they are all from level III then you will lose your trained students at graduation time.

If there are already Peer Counsellors in your school, you may wish to utilize their skills for this program.

As the sessions in this program will be delivered to intermediate level students during regular school time, selecting students who are able to catch up on work missed during their regular classes is a must.

The students selected to participate in this program should be good role models for their junior peers. As this program is about making wise choices around gambling behaviour, it would be best if the students chosen to be Peer Leaders demonstrated a sense of responsibility towards gambling to help validate the messages in the program.

The youth selected should be interested in youth health and social issues and the need to prevent youth partaking in behaviours that could lead to harm.

As this is a time consuming venture, it is important that the students selected have time to become involved. It is important to see how this program fits with other activities.

As this program will be delivered by the students, maturity and a good sense of responsibility are essential traits in students selected.

The youth selected should have an interest in helping their younger peers.

Why Take the Chance?
Gambling Prevention Program
Peer Leader Application Form

Why Take the Chance? is a peer-led gambling prevention program developed for use in schools and community youth groups. The goal of the program is to equip young people with the information and skills needed to make responsible and informed choices about gambling. Through this program, senior high students are trained to deliver three 40 minute gambling prevention sessions to intermediate level students or youth group members.

Please complete the questions below as they will help to determine if you and the Why Take the Chance? program is suited for each other.

Name: _____ Age _____ Grade _____
 Address: _____ Male _____ Female _____
 _____ Classroom number _____

1. Why do you want to be a Peer Leader?

2. Why are you interested in youth gambling issues?

3. Would you be willing to not partake in gambling activity for the duration of your involvement in this program? Yes _____ No _____

4. How do you feel about young people gambling? _____

5. Would you be interested in gaining new knowledge about youth gambling issues and learn presentation skills by attending a Peer Leader Training Workshop?
Yes _____ No _____
6. Do you see yourself as being a positive role model for younger peers?
Yes _____ No _____ Comment _____
7. What other school or youth group activity(s) are you involved in?
8. Have you been involved in any other peer-led programs? Yes _____ No _____
If yes, please list _____
9. As this program requires a substantial commitment of time, will this be a problem for you?
Yes _____ No _____

Please provide any additional comments, qualifications or experiences that would be helpful to you as a Peer Leader.

Thank you for your interest in the youth gambling issue.

Please return this application to your School Guidance Counsellor or Youth Group Leader.

Why Take the Chance?

Peer Leaders Commitment

I, _____, as a trained Peer Leader for the Why Take the Chance? gambling prevention program, understand and undertake to fulfil the following responsibilities:

I will do my best to set a positive example for the intermediate level students.

I will refrain from gambling for the duration of my participation in this program.

I will take an active role in completing all assigned peer leadership tasks.

I will deliver the sessions in a mature manner, utilising the skills developed during the training workshop.

I will deliver the gambling prevention sessions to at least one intermediate level class.

I will prepare and deliver the sessions as part of a team.

In return for your full participation and commitment to the program you will:

assist in promoting the health of your peers

develop organisational and public speaking skills

develop leadership skills

I further understand that failure to adhere to any part of this commitment will result in the termination of this agreement.

Peer Leader's Signature _____

Program Coordinator's Signature _____

Date _____

Thank you for choosing to participate in this program. With your dedication to the gambling issue, we can make a difference.

Why Take The Chance?
A Peer-Led Gambling Prevention Program
Parental Consent Form

Dear Parent/Guardian:

Your son/daughter, _____, has been selected, through an application process, to be trained as a Peer Leader for the gambling prevention program **Why Take the Chance?**.

The goal of this program is to equip young people with the knowledge and skills needed to make responsible choices about gambling. Through this program, high school students (like your son or daughter) are trained to deliver three 40 minute gambling prevention sessions to intermediate level students during school hours.

The peer-led approach has proven effective as older peers are seen by their junior peers as credible sources of information, and youth listen to and are influenced by their peers.

The Peer Leaders, through a _____ training workshop, are provided with the opportunity to examine their own attitudes and behaviours related to gambling activity. The Peer Leaders will also learn facts about youth gambling behaviours along with communication, presentation, and classroom management skills. The Peer Leaders will be trained to present the gambling prevention sessions in pairs.

If you have any questions about the training or would like more information about the program, please contact the school guidance counsellor at _____.

Parents or guardians of potential Peer Leaders are asked to sign the following consent form and return it to the guidance counsellor by _____ .

The dates, times and locations for the Peer Leader Training Workshop are as follows:

Regards,

Parental Consent Form
Why Take the Chance?
Peer Leader Training Workshop

I understand that my son/daughter, _____, has been selected to be trained as a Peer Leader for the gambling prevention program Why Take the Chance?.

I give my consent for _____ to participate in the program, to attend the training on _____ and to present sessions on gambling prevention, as part of a team, to intermediate level classes as assigned.

I acknowledge having received the cover letter provided with this form and I have read and understand the contents of the same.

Name: _____

Address: _____

Phone: _____

Any additional information: _____

Signature of parent or guardian: _____

Date: _____

Tips for Setting up the Peer Leader Training Workshop

The following tips may prove useful when coordinating a Peer Leader Training Workshop in your School or Community Group:

1. Make use of the school or community facilities available to you. It would be helpful to reserve a couple of break-off rooms for small group sessions and to give participants an opportunity to prepare their practice sessions.
2. The training workshop can be completed over a number of evening sessions or during a weekend. Do whatever best suites the students and your needs.
3. Have lots of flip chart paper and markers available for the Peer Leaders to use.
4. Snacks are important. See what arrangements can be made food wise.
5. Breaks during the training for young people are also important. It may be helpful to book the gym for a time to help youth get rid of built up energy.
6. There may be a student available from another school or even from a program in your own school who could come in and discuss their experiences using this approach.
7. It may be helpful to invite a representative who will be coordinating the program from the intermediate school so that they can get a sense of what the program is about and what their role would be.
8. Certificates recognizing the completion of training may also be of interest to the newly trained Peer Leaders. Contact your local Community Health Addictions Services Office or your school administration to see what might be available.

9. When discussing the section on gambling behaviour and youth, it may be helpful to invite a representative from the Community Health Addictions Services Office to present on this section.
10. Presenting information in front of one's peers is always a little nerve wrecking. Please keep this in mind when instructing the Peer Leaders to present their practice session.
11. This is a voluntary program for those agreeing to participate. Try to keep the training sessions light yet focussed in order to keep the students interested.
12. Keep in mind that it is important to build a team approach. Time has to be allotted to help the group feel comfortable with one another when discussing concerns, etc.

Integrating the Program into Existing Curriculum

The current Health Curriculum for intermediate grade levels focuses on the importance of making healthy and informed decisions around the health and social issues facing youth today. Importance is also given to choices around alcohol and other drug use. Since gambling has only recently surfaced as an issue for youth and is categorised as behaviour that can be addictive, it is important to supplement the current health curriculum with the information now available.

The preparation and delivery of a peer-led gambling prevention program would provide a nice project for a health class. Information on gambling can be used not only to supplement health classes, but also math, economics, sociology, political science and history. Providing students with practical examples that relate to everyday happenings is a great way to increase student's interest in the subject matter and to apply their learning to real life situations.

At the senior high level within the health curriculum, peer-led prevention programs can provide an opportunity to highlight health and social issues affecting our youth today and also provide benefits to the senior high students allowing the opportunity to become role models, learn presentation skills, and challenge their own views on lifestyle issues.

Over the past number of years, Peer Counselling has become part of many senior high school health curriculums. There may be opportunities to integrate this peer-led approach within this already existing program. Another option is to start a separate group who would focus specifically on peer education keeping in mind the skills learned will be transferrable to other health or social topic areas i.e. teen pregnancy, smoking or other drug use.

Ways to get the Home, School, and Community Involved

Utilizing a comprehensive approach to assist students to make healthy choices around healthy lifestyle issues has been in place for a number of years. Youth are greatly influenced by their environment be it in the home, school, or their community at large. What is acceptable in these environments influences adolescents as they go through their developmental changes. Involving these influential areas is therefore essential in assisting our youth make healthy lifestyle choices. Gambling in the last (ten) years has gained considerable acceptance in our North American culture. The taboos that once surrounded players of such games have all but lifted and taken a dramatic turn as it is now seen as a form of recreation in all walks of life. With this change in attitude comes change in behaviour which can lead to problems associated with problem gambling.

With this in mind, the following are suggested ways to involve the home, school, and community in the prevention of the problems that can result from teenage gambling:

Home

- Talk to your children about safe gambling activity.
- Refrain from purchasing lottery tickets for youth or asking them to purchase tickets for adults.
- Be positive role models by keeping our own gambling behaviour in check and seek help if problems related to any gambling behaviour do start to occur.

School

- Review/develop policy on gambling activity on school property.
- Encourage the school district to develop a policy.
- Encourage guidance counsellors and teachers to learn the signs to watch for and how to help youth involved in unhealthy gambling activity.
- Add gambling prevention to the curriculum when discussing healthy lifestyles.

Community

- Educate ourselves around gambling activity and the problems that can result if this activity gets out of hand.
- Advocate for gambling addiction services.
- Promote healthy lifestyle choices for members of the community.

Train the Trainer Suggested Inservice

Training of Trainer Inservice Goals and Objectives

The following is a list of goals and objectives to keep in mind when providing inservicing to those who will be implementing this program in their school or community youth group.

Goal

To familiarise school guidance counsellors or youth group leaders with the **Why Take the Chance?** program to prepare them to coordinate this program in the most efficient, effective, and enjoyable way possible.

Objectives

1. To introduce the program and discuss the rationale behind its development.
2. To clarify the roles of Addictions Services staff, the Guidance Counsellor or Youth Group Leader, and the Peer Leaders in this program.
3. To provide an opportunity for program leaders to review, ask questions and become familiar with the program.
4. To provide an opportunity to discuss how best to coordinate this peer-led approach with Both senior and intermediate level schools.
5. To provide an opportunity to discuss effective ways to monitor the program.

Training Inservice Suggested Agenda

The following is a list of suggested areas to cover when inservicing Guidance Counsellors or Youth Group Leaders on the delivery of the **Why Take the Chance?** program. These suggested areas might be covered during an individual meeting with a potential **Why Take the Chance?** program coordinator or in a group setting with interested individuals from a number of schools or youth groups.

Suggested areas to address:

1. Provide an overview of the **Why Take The Chance?** peer-led gambling prevention program.
2. Review of the Goals and Objectives of the program.
3. Provide an opportunity for potential program coordinators to discuss youth gambling issues in their area.
4. Provide the rationale for why this program is utilising a peer-led approach.
5. Discuss ways to coordinate this program in the school or in a community youth group.
6. Discuss the roles of each of the players and the time commitment involved.
7. Provide an opportunity to discuss possible obstacles to implementation.
8. Walk through the Peer Leader Training Workshop and the three Gambling Prevention Sessions.
9. Discuss the evaluation section and what to do with the results of each.
10. Provide an opportunity for potential program coordinators to ask questions.

Peer Leader Training Workshop

Peer Leader Training Workshop

Goals and Objectives

Goal

To prepare the Peer Leaders to deliver three gambling prevention sessions to their intermediate level peers.

Objectives

1. To provide Peer Leaders with an opportunity to become familiar with peer education.
2. To provide Peer Leaders with an opportunity to become familiar with the program materials.
3. To provide an opportunity for Peer Leaders to acquire the skills needed to effectively deliver three gambling prevention sessions.
4. To provide Peer Leaders with opportunities to practice presentation and communication skills learned during the training session.
5. To clarify with Peer Leaders a clear understanding of their responsibilities and commitment to the program.
6. To provide Peer Leaders with an opportunity to practice delivering the three gambling prevention sessions.

Peer Leader Training Workshop Agenda

Introduction to the Program

Ice Breaker

Why are we here?

Being a Peer Leader and Being Twelve

Break

Why is Gambling and Issue?

Overview of the Three Gambling Prevention Sessions

Presentation Skills

Break

Teaching Techniques

Youth Group Management

Peer Leader's Checklists, Session Formats, and Flipcharts

Lunch

Team Session Preparation

Session Presentation

Implementation Plan

Questions From the Floor

Summary and Evaluation

Introduction to the Program

TIME: 10 minutes

NUMBER OF FACILITATORS REQUIRED: One

SETTING: Large meeting room, chairs arranged in horseshoe formation.

OBJECTIVES:

1. To welcome participants to the workshop
2. To determine who is attending

MATERIALS: Registration sheet

CONTENT

METHOD

The purpose of this portion of the agenda is to introduce the facilitators and the participants and to check to see who is attending. This is also a good time to review the facility (washroom locations, etc.) if the training is being held outside the school setting.

ICE BREAKER**TIME:** 30 Minutes**NUMBER OF FACILITATORS REQUIRED:** One**SETTING:** Meeting room, chairs in horseshoe formation, sufficient space to "mingle"**OBJECTIVES:**

1. To add fun to the workshop
2. To provide an opportunity for participants to get to know each other better
3. To warm up participants for activities to follow

MATERIALS: # Q-Cards, # Straight Pins, Flipchart and Markers, Box, # Pens**CONTENT**

Name Tag Exercise

METHOD

The purpose of this exercise is to assist participants and facilitators in getting to know each other better.

Tell the students the workshop will begin with a fun activity.

NAME TAG EXERCISE

Distribute Q-cards with A, B, or C written on each along with stick pins. Give the following instructions: (Write a sample card on the board as the students fill out their cards).

Write your name in the middle of the card.

In the upper left corner, write three music groups you like.

In the upper right corner, write three web sites you like to visit.

In the lower left corner, list your three favourite movies.

In the lower right corner, list two people you would like to meet.

Pin the card to your shirt.

Stand up and for the next few minutes walk around the room looking at as many cards as possible. Don't forget to look at people's faces before and after you read their cards. You must do this without talking. This is the hard part of the exercise.

Now, get into groups of three, again without talking, with an A, B, and C, in each group. Sit down anywhere.

The A's will begin. For one minute, A, tell B and C something about yourself and what you have written on your card.

A's minute is up. Now, it is B's turn to do the same.

And now C's, you tell the group something about yourselves.

Now go back to your seats.

You have now had a chance to get to know at least two other people in detail and quietly get to know all in the room by observation.

WHY ARE WE HERE?**TIME:** 20 Minutes**NUMBER OF FACILITATORS:** One**SETTING:**

Horseshoe format in large meeting room

OBJECTIVES:

1. To provide an overview of the "Why Take The Chance?" peer-led gambling prevention program
2. To review the goals and objectives of the workshop
3. To explain the reasons for holding the workshop
4. To explain what is expected of the workshop participants
5. To review the agenda
6. To explore the participants' reasons for applying to the program

MATERIALS: Flip chart, markers, Why Take the Chance program manual,
agendas

CONTENT

The Why Take The Chance? program is a peer-led gambling prevention program. The program is made up of a two day Peer Leader Training Workshop which you are now attending and three Gambling Prevention Sessions which you will be trained to deliver to intermediate level students.

METHOD**OVERVIEW OF PROGRAM**

Provide an overview of the Why Take The Chance? program to participants. Show the Program Manual.

CONTENT

You are attending this workshop because you are a senior high school student and have shown an interest in both youth gambling issues and becoming a Peer Leader. The goal of this workshop is to prepare Peer Leaders to effectively deliver the three Gambling Prevention Sessions to intermediate level students.

We hope to accomplish this by:

1. Providing Peer Leaders with an opportunity to learn what peer education is about.
2. Providing Peer Leaders with an opportunity to become familiar with the program materials.
3. Providing Peer Leaders with opportunities to practice presentation and communication skills learned during this training session.
4. Clarifying with Peer Leaders their responsibilities and commitment to the program.
5. Providing Peer Leaders with an opportunity to practice delivering the three Gambling Prevention Sessions.

METHOD

DISCUSSION

Ask participants to discuss their reasons for wanting to be involved in this program. Write the reasons on the flipchart. Tape the flipchart paper to the meeting room walls when the exercise is completed.

WORKSHOP OBJECTIVES

Explain to participants why we are holding the workshop and the objectives we hope to accomplish. Have the objectives written on the flipchart.

CONTENT

We see this program as not only benefiting the intermediate level students receiving the three sessions but also the peer leaders.

We ask that you view this workshop as an opportunity to be trained to help others and to develop new knowledge and skills for yourself. The responsibility to do this lies with you. The more you participate and put into the workshop the more you will gain. As a workshop participant, you will be expected to participate in all activities.

When the training is complete you and your partner will be asked to deliver the three sessions in the program to intermediate level classes in your school. The school guidance counsellor will arrange these opportunities with intermediate level classes and you will be responsible to make contact with the teacher and then deliver the sessions.

As a Peer Leader for this program you will be expected to prepare your material and practice with your partner. You will be expected to deliver the sessions in a mature manner, showing the class that learning can be fun while keeping in mind the seriousness of the youth gambling issue.

You will also be asked to make a commitment to this program at the end of the workshop.

METHOD

PARTICIPANTS CONTRIBUTION

Explain to the participants what is expected of them.

WORKSHOP AGENDA

Hand out the agenda. Explain how the workshop will proceed and see if there are any questions or problems.

BEING A PEER LEADER AND BEING TWELVE**TIME:** 20 Minutes**NUMBER OF FACILITATORS REQUIRED:** One**SETTING:** Horseshoe formation large group discussion**OBJECTIVES:**

1. To define what a Peer Leader is and why the peer-led approach is used
2. To try and remember what it was like being 12-14 years old

MATERIALS: Flipchart, Markers**CONTENT**

A Peer Leader, for the purposes of this program, is a senior high student who volunteers time to train, prepare and present sessions on gambling prevention to their younger peers.

The peer-led approach is used because young people trust and respect their older peers and see them as being credible sources of information. Younger peers want to be like their senior peers and that is where the positive role modelling comes in.

METHOD**PEER LEADERS**

Explain to the participants what a Peer Leader is and why this approach is used to address health and social issues with young people.

CONTENT

METHOD

BEING TWELVE

Brainstorm to come up with words or phrases that describe what it was like being 12-14 years old. Write the words or phrases on the flipchart. Now ask the group to compare how they felt and what it would be like to be 12-14 year old today. Is there a difference? Are there more influences to gamble these days? Would they like to be twelve again? What have they learned about life that they did not know when they were twelve? Is it tough being twelve?

WHY IS GAMBLING AN ISSUE**TIME:** 45 Minutes**NUMBER OF FACILITATORS REQUIRED:** One**SETTING:** Horseshoe formation for large group discussion followed by small group formation**OBJECTIVES:**

1. To provide participants with an opportunity to express their views on various gambling issues
2. To clarify the myths and facts about gambling

MATERIALS: Flipchart, Markers, Box and Paper**CONTENT**

See Content I for the **Facts About Gambling** survey and the answer sheet.

Gambling Issues for Discussion:

1. Should gambling be allowed in public places?
2. Do video arcades teach young people how to gamble?
3. Should there be a legal age to gamble?
4. Should stores be punished for selling lottery tickets to minors?

METHOD**Facts About Gambling survey**

Ask participants to answer **True** or **False** to each gambling question. Discuss with the group the correct response.

Gambling Issues

Divide the group into six teams of three. Let each team pick a gambling issue from a box and ask them to discuss and present their attitudes on the issue to the rest of the group. Discuss issues as a group.

CONTENT

5. Should gambling advertising be allowed in the media?
6. Should schools have policies on gambling on school premises?

METHOD

CONTENT I

FACTS ABOUT YOUTH GAMBLING

- | | TRUE | FALSE |
|---|------|-------|
| 1. If you buy one ticket on the Lotto 6/49 draw, your odds of winning the jackpot are 1 in 14 million. | | |
| 2. If you are gambling and have lost more than you can afford, a good strategy is to borrow some money and keep gambling to get back what has been lost. | | |
| 3. Feeling lucky will increase the likelihood of winning on a VLT machine. | | |
| 4. For most people gambling is an innocent pastime. | | |
| 5. Teenagers are too young to become addicted to gambling. | | |
| 6. Only males can become problem gamblers. | | |
| 7. There is a line between social and problem gambling. | | |
| 8. In gambling, "chasing losses" means asking those who are losing to stop gambling. | | |
| 9. Lying, stealing, unexplained absences from home and school, extreme moodiness, and unexplained debts or windfalls are all signs a teenager may have a problem with gambling. | | |
| 10. People who have a problem with gambling can just stop gambling on their own. | | |

Facts About Gambling**Answer Sheet**

1. (True)The odds of winning the Lotto 6/49 jackpot are 1 in 14 million. The odds are determined mathematically.
2. (False)This will likely lead to more losses. Trying to regain losses only increases the likelihood of more losses. The best strategy is to stop gambling.
3. (False) Feeling lucky will not influence the outcome of the next play. VLT's are based on random chance not on how a person is feeling.
4. (True) For most of the population, buying a lottery ticket, playing a game of bingo or having a game of cards is a form of entertainment, but some people have trouble when it comes to gambling. Gambling is not a casual activity for them.
5. (False) For a small but significant number of teens, gambling becomes an addiction that is just as powerful and destructive as a drug addiction.
6. (False) Problem gamblers can be male or female and they can come from any social background.
7. (True) Social gambling is when you can play a game of chance and can walk away , win or loose, when the game is through. Problem gambling is when a person continues to gamble in spite of negative consequences.
8. (False) Chasing losses is when a gambler tries to win back the money already lost.
9. (True) These are some of the signs that could mean a teenager is having problems with gambling.
10. (False) Gambling is similar to other addictions, most who have developed a gambling problem usually need to get help to deal with their addiction.

THREE CONCURRENT SESSIONS

TIME: 90 Minutes

NUMBER OF FACILITATORS: Three

SETTING: Large group discussion followed by three separate areas for group work

OBJECTIVES:

1. To familiarize participants with the content of the three gambling prevention sessions
2. To provide participants with an opportunity to see how various teaching methods are used

MATERIALS: Three flipcharts, Markers, Chairs, # Three Gambling Session Plans

CONTENT

See the three gambling prevention sessions located at the end of the Peer Training Workshop.

The facilitators should each be assigned one session. They are to walk through the session with each small group highlighting the teaching techniques and the rationale behind each session. They are asked, as well, to give the groups a chance to experience for themselves a few of the exercises. These sessions should be viewed as not only an opportunity to familiarize the participants with the teaching techniques but also to make sure the participants are familiar with the content of the sessions.

METHOD

Concurrent Session Review

Explain to the group that they will now be given the opportunity to review the content of the three gambling prevention sessions. This will be accomplished by dividing the group into three small groups and having the small groups rotate between the three facilitators, each presenting either session 1, 2, or 3, every 30 minutes.

The sessions should be timed by one of the facilitators.

PRESENTATION SKILLS**TIME:** 80 Minutes**NUMBER OF FACILITATORS:** Three**SETTING:** Horseshoe formation in large room and three separate areas for small group work**OBJECTIVES:**

1. To review some of the basic skills required to make effective presentations
2. To practice some of these presentation skills in small groups

MATERIALS: Flipchart, markers, bowl or box to draw from, # Expressions Activity Sheet,
Geometric Designs Activity Sheet

CONTENT

When giving a presentation it is important to have good presentation skills. These skills are necessary to keep the audience interested in what you are saying and to help you get the information across in the best way possible.

There are nine skills that we will discuss and demonstrate here. Three of the skills will be practised in small groups.

See Content II for Presentation Skill Descriptions.

METHOD**Presentation Skills**

Explain to the group the need for good presentation skills.

Go over each of the presentation skills using examples. Discuss skills with the group where appropriate. (eg. things they may have noticed during presentations).

CONTENT

See Content III for the Small Group Exercises.

METHOD

Presentation Skills Activities

Divide the group into three smaller groups and assign a facilitator to each. In separate areas have the facilitator lead the small group through the Small Group Exercises. Each exercise should take 20 minutes.

CONTENT II

EFFECTIVE PRESENTATION SKILLS

VOLUME OF DELIVERY: Try to speak twenty percent louder than normal conversation.

EXPRESSION: How one speaks is as important as the message. Speak clearly, slowly and with proper emphasis. Maintain a positive attitude.

EYE CONTACT: Look directly at the person who is asking or answering a question, as well as when speaking to them. Maintain eye contact with the entire group.

POSTURE/STANCE: To avoid distracting habits, stand with feet slightly apart, weight evenly distributed. Try not to shift from side to side.

SPACE TO SPEAK: Use the space available to speak to the group. It is not necessary to stand rigidly at the front of the room.

CLARIFY: Be specific about the information to be shared. Keep comments clear and supportive.

A RELAXED CLIMATE: Creating a relaxed atmosphere is important for participants to feel confident in taking part in group discussions.

SPEED OF DELIVERY: Some speakers tend to speak too fast. Pauses should be used. They can get your thoughts on track, slow you down and get the attention of students who may be wandering.

PROVIDE CLEAR INSTRUCTIONS: Simple directions are very important, particularly in younger grades where vocabulary may be limited.

CONTENT III

SMALL GROUP EXERCISES

EXPRESSIONS:

Hand out the Expressions Activity Sheet. Ask each participant to participate using the appropriate expression.

GEOMETRIC DESIGNS:

Participants should be paired and seated back-to-back with their partner. One member of each pair should instruct the other to draw one of the geometric shapes provided without defining the shape or allowing it to be seen.

The first time this activity is done, the participant providing instruction may not look at the drawing until it is complete, and the participant executing the drawing may not ask questions. The activity should then be repeated, with a second geometric shape chosen, only this time the participant receiving directions may ask for clarifications. The activity is then repeated a third time, this time allowing the participant who is giving directions to watch the drawing evolve and to provide further instructions on request only. If time permits, the participants can switch roles using a second set of drawings.

PRACTICE PRESENTATIONS—IMPROMPTU SPEAKING:

Each participant puts a topic into a container within their group each group member pulls a topic out and immediately proceeds to speak for one minute on that topic.

EXPRESSIONS ACTIVITY SHEET

Tongue Twisters

Repeat, as clearly as possible

- . The sixth sick sheik's sixth sheep's sick.
- . A truly rural frugal ruler's mural.
- . Six slim sleek saplings.
- . Stop chop shops selling chopped shop chops.
- . Better buy bigger rubber baby buggy bumpers.
- . Fill the sieve with thistles; then sift the thistles through the sieve.

Expression

Repeat, with appropriate expression:

- . I am terribly tired and discouraged.
- . What a beautiful view!
- . Get out of here. I hate you!
- . Well! What do you think you're doing?
- . I know. It's the tenth time you've told me.
- . I am so lonely I can't stand it.
- . My brother is the best pitcher in the league.
- . I'm so excited. We're going to Bermuda!
- . I am absolutely positive that I send the letter.

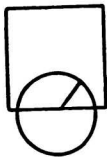
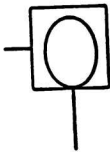
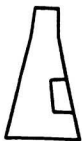
Repeat the words, "yes", "well", "really", and "possibly" with these emotions:

- . Happiness
- . Pride
- . Fatigue
- . Fright
- . Anger
- . Suspicion
- . Innocence
- . Sorrow

Say the word "oh" with the inflection called for in these phrases:

- . That hurts!
- . MMM I love it!
- . So what!
- . Do you expect me to believe that?
- . Well, perhaps ...
- . Look out!
- . Don't be so rude. P.A.C.E. (Police Assisting Community Education). Nova Scotia Commission on Drug Dependency, 1989.

GEOMETRIC DESIGNS



TEACHING TECHNIQUES

TIME: 30 Minutes

NUMBER OF FACILITATORS: one

SETTING: Large group, horseshoe formation

OBJECTIVES:

1. To review various teaching techniques
2. To demonstrate to the group teaching techniques they will be using when delivering the three sessions

MATERIALS: Flipchart, Markers

CONTENT

There are many different ways to get your messages across. Some ways are more interesting than others. No one wants to sit and listen to lectures. People remember material more if they are able to contribute to the learning and experience or try out new skills.

The teaching methods discussed are ones that you can use when delivering the gambling prevention sessions to the students.

See Content IV for Teaching Techniques.

METHOD

Teaching Techniques

Explain to the group about the use of various teaching techniques.

Teaching Techniques Demonstration

The facilitators should explain and demonstrate the teaching techniques using examples that the participants may encounter in their session delivery.

Discuss each technique with the group to see if they would be comfortable using it and if they have any concerns about the same. Writing methods on the flip chart may be helpful.

TEACHING TECHNIQUES**CONTENT IV**

BRAINSTORMING is a technique used to come up with a variety of ideas on a topic of discussion. Brainstorming gets the group involved in the learning process. There is no judgement placed on any of the ideas when they are generated, all ideas are accepted. At the end, the group evaluates the ideas.

Method:

1. A topic is introduced.
2. Participants are asked to verbalize all their ideas on the topic.
3. The facilitator records all of the ideas on a chalk board/flipchart.
4. The ideas are discussed.

ROLE-PLAYING is acting out a real life situation in front of a group. There is no script. Role-playing explores possible solutions to problems and provides insight into differing attitudes.

Role-playing:

- puts ideas into action
- lets participants learn by doing
- allows participants to try out skills in a safe environment.

Method:

1. Two or more participants are given a role play scenario.
2. They are asked to act out the scenario.
3. A discussion should follow. Note: It is useful to demonstrate a sample role play.

LEADING A LARGE GROUP DISCUSSION is one of the most commonly used teaching techniques. The leader has to be familiar with the material being discussed, be able to keep the group on topic. It is the leader's responsibility to make sure everyone who wants to has a chance to speak. The leader also has to control the noise level of the group.

Method:

1. The leader opens the floor to participants to express their views on the topic at hand.
2. The discussion is carried out in an orderly fashion.
3. The leader summarizes the outcome of the discussion.

TEAM-TEACHING involves two or more facilitators. Co-facilitators can support each other, share the responsibility for covering the topics, and split up to lead small group discussions. In the role playing activities, co-facilitators can act out one of the scenarios to demonstrate how to role play, easing inhibitions participants may have. Co-facilitators are able to supplement each other's observations and summarize comments; ie. one can record points on the flip chart while the other leads a discussion.

Method:

1. Co-facilitators will prepare the material to be presented, assigning different parts to each.
2. Co-facilitators should be on hand to assist their teammate during his/her section.

SMALL GROUP FACILITATION

Dividing the participants into a number of small groups to carry out assigned activities is very useful for the discussion of and the completion of tasks. People working in small groups are more apt to give their opinion and contribute to the task at hand.

Method:

1. Ask the participants to number according to the number of groups you would like (ie. one to six to form six groups, all the one's go in a group).
2. Assign a task to the groups.
3. Ask the groups to appoint a group leader to keep the discussions on track and a recorder to record and present the discussions to the large group.
4. Ask each group recorder to report back to the large group.

LECTURING is a prepared oral presentation that provides factual material in a direct and logical manner for audiences of any size.

- There is very little need to do a straight lecture. Presenting material doesn't have to be boring; you should make the presentation as interesting and exciting as possible. You shouldn't read notes—you should know the material Q-cards are alright to use to keep you on track.
- You can use overheads, flipcharts and chalkboards to highlight the main points you want to discuss.
- A question and answer period usually follows a lecture.
- Question and answer periods get the group involved it gives the group a chance to ask questions on parts of the topic that interest them.
- Set ground rules before you begin a question and answer period:
 - 1) Raise your hand before asking a question.
 - 2) I will take questions on this topic.

WHEN STUDENTS ASK QUESTIONS

- All students should be acknowledged when they ask a question; you should thank them for asking and say that their question was a good one.
- In responding to a student's question, repeat the question to the class and provide a simple and clear answer.
- When uncertain of the answer, tell this to the student and promise that an answer will be provided at a later time.
- Some students ask questions that have nothing to do with the material being discussedit is best to deal with this question clearly and return to the lesson.

WHEN YOU ASK THE QUESTIONS

- Give students enough time to think about the question and answer.

- Rephrase questions if no one responds.
- If the answer is wrong, pick out the positive parts and say would anyone else like to add something.

REMEMBER:

- Always allow time in your presentation for questions.
- Some people use an "ask-it-basket" before the presentation for students to place questions in a box and the presenter can prepare the answers beforehand.
- Always thank people for asking and answering questions.

CLASSROOM MANAGEMENT**TIME:** 30 Minutes**NUMBER OF FACILITATORS:** One**SETTING:** Large group setting, (horseshoe formation), followed by small groups**OBJECTIVES:**

1. To explain and demonstrate to participants how to manage a class when giving a presentation
2. To look at classroom situations that may occur and provide suggestions on how to handle them
3. To provide participants with an opportunity to suggest solutions to sticky situations

MATERIALS: Flipchart, Markers, Paper**CONTENT**

When presenting material to a class, the presenter must have good presentation skills and teaching techniques and also know how to manage a group.

When delivering a presentation a number of situations can occur and prior knowledge on how to handle these situations is essential.

Explain to participants that when they will be presenting to the class, the teacher will always be present to share in the responsibility of class management.

METHOD**Classroom Management**

Explain to participants about the importance of classroom management.

CONTENT**Principles of Classroom Management:**

1. Be sure to prepare the material you are presenting. Strong preparation is essential to keep both you and the group on track.
 2. Be sure to give clear instructions to activities. This will eliminate needless talking and confusion.
 3. Cover the classroom ground rules with the teacher before the presentation.
 4. Review the ground rules with the class at the beginning of the presentation ie.
 - one person speaks at a time
 - no put downs
 - everyone listens
 - right to pass
 - no personal questions
 - seating arrangement
 - small group work.
- Someone asks you a personal question.
 - The group discussion gets out of hand.
 - The small groups are not completing their assigned task.
 - The class is bored with the presentation.
 - There is a lot of talking and fidgeting going on.

METHOD**The How To's**

Go over the basic principles of classroom management.

Sticky Situations

At times during your presentation you may find yourself faced with a sticky situation.

Share examples with the group.

CONTENT**Sticky Situations**

1. **Someone asks you a personal question.** Remind participants of the ground rule stating no personal questions.
2. **The group discussion gets out of hand.** Stop the discussion and remind the class of the discussion ground rules.
3. **The small groups are not completing their assigned tasks.** Go over the instructions again. Ask if there are any questions.
4. **The class is bored with the presentation.** Stop the instruction and try a different approach. eg. small group discussion. Involve the class more.
5. **There is a lot of talking and fidgeting going on.** Stop the presentation and ask what the problem is. Perhaps the room is too warm, students need to have a stretch, or they may already know the information being presented.
6. **There is one person disrupting the class.** Zeroing in on that person may be a way to deal with them. eg. eye contact, standing next to the person. Stop talking for a few seconds. See what that person has to add to the discussion.

Don't forget that the teacher is there to help.

METHOD

Review and discuss with participants ways they can handle or avoid these situations.

Explain to participants that it is best to deal with distractions early.

CONTENT

See Content V for Sticky Situations

METHOD

Sticky Situations Activity

Divide the class into small groups. Give each group three sticky situation scenarios and ask them to come up with ways to deal with them. Have each group report back to the larger group. A discussion on each situation and other ways to handle them could follow.

CONTENT V

STICKY SITUATIONS

1. You arrive to present the session and discover you left the flipcharts you had prepared at home.
2. The fire alarm goes off in the building.
3. A child says they are not feeling well during your session.
4. A child begins to test your authority (gets saucy).
5. Things are not going too well for your teammate during their part of the presentation.
6. Someone in the class gets visibly upset about the gambling issue.
7. A student reveals to the class that they saw another group member gambling.
8. The people you have assigned to a particular group cannot seem to work together.
9. You forget how to run an exercise.
10. The class does not participate in the discussions. They are like bumps on a log.

PREPARATION, CHECKLISTS, FORMATS AND FLIPCHARTS

TIME: 30 Minutes

NUMBER OF FACILITATORS REQUIRED: One

SETTING: Large group discussion, (horseshoe formation)

OBJECTIVES:

1. To show what planning is needed to deliver an effective presentation
2. To help participants realize the importance of session preparation and planning
3. To explain the session plan format and how to follow it
4. To discuss how to introduce the program to the class
5. To discuss and demonstrate the use of presentation materials

MATERIALS: # Peer Leader Checklists, Flipchart and Markers,
Program Introduction Sheets, Session Plan Format

CONTENT

As with anything you do, it is important that you prepare beforehand. The more you prepare, the more confident you will feel and less nervous.

When preparing your session:

- Make sure you are familiar with all the material you will be discussing.
- Know how to run all of the activities.
- Have all your handouts prepared.

METHOD

Preparation

Explain to the participants the importance of preparation.

CONTENT

Put time aside to go over the session you will be presenting and since you are working in teams you will need to meet with your team mate to prepare.

The checklist for Peer Leaders will help you know what to expect before you go into the classroom.

See Content VI for Peer Leader Checklist

Be sure to introduce yourself, your team mate, where you are from, why you are there, what you will be doing, and what you hope to accomplish.

Summarize the main points that you presented.

Have a good conclusion, thanking the class and the teacher for cooperating with you and your partner.

See Content VII for Session Plan Format and VIII for Introduction Sheet

METHOD**Peer Leader Checklist**

Show the participants the Peer Leader Checklist. Run through the list with them explaining why each piece of information is important. The Checklist can be placed on a flipchart or handed out to each participant.

Session Plan Format

Explain to participants that when presenting material it is important to use the following rule of thumb:

Say what you will do

Do it

Say what you did

Show the Session Plan Format and the Introduction Sheet and explain each section.

CONTENT

Principles for Preparing Flipcharts

- Lettering should be a minimum of one inch
- Have a two inch border on all sides
- Place a lined page underneath to help when preparing
- Place only key points on the flipchart
- Use strong colours
- Stand to the side of the flipchart

METHOD

Presentation Materials

Show participants sample flipcharts that have been prepared for each session. Explain the principles behind using and preparing a flipchart.

WHY TAKE THE CHANCE?

Peer Leader's Checklist

Session:	1	2	3
----------	---	---	---

Presentation Date: _____

Time: _____

Location: _____

Name of Teacher: _____

Age Level: _____

Size of Class: _____

Class Rules: _____

Other Comments: _____

CONTENT VII

SESSION PLAN FORMAT

Title

Purpose:

Time:

Grade Level:

Teaching Technique:

Setting:

Objectives:

Materials:

Content

Method

CONTENT VIII**INTRODUCTION**

- Peer Leaders are senior high school students that have been trained to deliver gambling prevention sessions to intermediate level students.
- We are here because we are interested in youth gambling issues and would like to make you aware and able to handle pressure to gambling.
- The "Why Take The Chance?" Program was developed to equip youth group members with the information and skills needed to make responsible choices about gambling. Young people should make their own decision about gambling based on what is important to them and not what someone else wants them to do.
- The "Why Take The Chance?" Program is made up of three sessions. One looks at the youth gambling issue itself, one looks at the pressures to gamble and the last one looks at ways to say 'no' to peer pressure to gamble.
- We want these sessions to be fun and relaxing. We will be organizing a number of small group activities as well as role-playing and large group brainstorming activities.
- We need your cooperation and support over the next three sessions. We would like for you to participate and make this experience rewarding for both your youth group and ourselves.
- General ground rules:
 - One person speaks at a time.
 - Everyone will have a chance to participate.
 - Tell us if you do not understand the activity instructions.
 - Have Fun!!
- Add any other class rules that you have discussed with the teacher.

TEAM SESSION PREPARATIONS**TIME:** 2 Hours**NUMBER OF FACILITATORS REQUIRED:** Three**SETTING:** Teams are free to find their own space to work on their session preparation**OBJECTIVES:**

1. To give the team members an opportunity to work together
2. To allow participants an opportunity to begin preparing one of the sessions

MATERIALS: Flipchart paper, Markers, # Session Plans**CONTENT****METHOD**

Session Preparations

Explain to the group that they will now be given the opportunity to prepare one of the Why Take The Chance? sessions for presentation.

Divide the group into three groups of teams. Assign each team in the group either session 1, 2, or 3. Ask the teams to work independently, wherever they can find a quiet space, and prepare their session to present to the other two teams in their group.

The team will be given 40 minutes to present their session. This should be sufficient time to get through the entire session, as they will be presenting to only five other people and not an entire class.

CONTENT

METHOD

There will be 10 minutes between each presentation for the small group to discuss the presentation, the next group to get set-up, and for a short break.

A facilitator will be present in each small group and participants are asked to take on the role of 12-14 year olds.

Tell the teams that the facilitators will be available throughout the preparation time to answer any questions.

SESSION PRESENTATIONS**TIME:** 2 ½ Hours**NUMBER OF FACILITATORS:** Three**SETTING:** Space and chairs for three small groups to work**OBJECTIVES:**

1. To provide teams with the opportunity to present a gambling prevention session
2. To give participants an opportunity to see how other teams present the material
3. To provide an opportunity for participants to discuss the three sessions
4. To provide an opportunity for the participants to practice their presentation skills

MATERIALS: Three Flipcharts, Markers**CONTENT**

Be sure to keep this fun, positive and relaxing for the teams presenting but also be sure that the seriousness of the task comes across.

METHOD**Presentations**

Each team is given forty minutes to present their session to the other two teams and the facilitator. The small group is to assume the role of 12-14 year old youth group members, asking questions appropriate to that age group. At the end of each session, the presenters and the small group should have a short discussion on the session and how everyone felt, any suggestions, praise, etc. This format should continue until all teams have had a chance to present.

DISCUSSION ON PRESENTATIONS**TIME:** 30 Minutes**NUMBER OF FACILITATORS:** One**SETTING:** large group discussion**OBJECTIVES:**

1. To provide participants with an opportunity to discuss how they felt presenting their session with other participants
2. To discuss any problems participants encountered while preparing or presenting the material
3. To try and resolve any concerns the participants may have in the preparing or presenting of the sessions

MATERIALS: Flipchart, Markers

CONTENT**METHOD**

Discussion

Bring the group together and ask them to discuss how they felt preparing or presenting their session and any concerns they may have. As a large group, try to resolve any concerns the participants may have.

FLIPCHART PREPARATIONS**TIME:** 60 Minutes**NUMBER OF FACILITATORS:** One**SETTING:** Tables (if available) should be provided**OBJECTIVES:**

1. To give teams an opportunity to plan their presentation aids
2. To allow teams to begin to work on the same
3. To facilitate sharing of ideas between teams

MATERIALS: Flipchart paper, Markers, Pencils, Rulers**CONTENT****METHOD**

Flipchart Preparations

Teams are asked to plan what presentation aids they will need for their session delivery and begin work on the same.

Refer Peer Leaders back to Principles of Preparing Flipcharts

PLANS FOR IMPLEMENTATION

TIME: 15 Minutes

NUMBER OF FACILITATORS: One

SETTING: Horseshoe formation

OBJECTIVES:

1. To discuss the program implementation plans with the participants
2. To answer any questions they may have on the same

MATERIALS: Flipchart, Markers

CONTENT

METHOD

Implementation Plans

The Guidance Counsellor discusses with the group the plans they have made for program implementation in their area. Any implementation questions or concerns the participants may have could be cleared up during this time.

QUESTIONS FROM THE FLOOR**TIME:** 30 Minutes**NUMBER OF FACILITATORS:** One**SETTING:** Large Circle**OBJECTIVES:**

1. To allow participants an opportunity to voice any questions they may have about the program
2. To help facilitators evaluate the workshop

MATERIALS: Flipchart, Markers, Workshop Agenda

CONTENT**METHOD**

Questions

Open the floor to questions about the program. If there are no questions, prompt the group by going through the agenda and asking if everyone understood the material covered in each section.

SUMMARY, THANK YOU AND EVALUATION

TIME: 20 Minutes

NUMBER OF FACILITATORS: One

SETTING: Horseshoe formation

OBJECTIVES:

1. To summarize the peer leader training workshop
2. To thank the participants for attending and participating in this program
3. To evaluate the workshop

MATERIALS: # Evaluation Forms, Flipchart and Markers

CONTENT

We are now familiar with both the content and method of delivery for the Why Take The Chance? program.

We have talked about the need for a Youth gambling prevention program and why senior students are involved. We also talked about the implementation of this program and what you are responsible for. Any concerns/ problems you have about the program should be brought to the attention of your school Guidance Counsellor. Anything about the program that needs improving should be written on the evaluation sheets.

METHOD

Workshop Summary

Summarize the workshop.

CONTENT

METHOD

Thank You

Thank the group for their active participation during the workshop.

Thank them also for showing their concern about youth gambling issues and for caring enough to try to make a difference.

Wish them well in their session delivery.

Evaluation of Workshop

Hand out a workshop evaluation form to each participant and ask them to complete the form and hand it in as they are leaving.

WHY TAKE THE CHANCE ?

Gambling Prevention Sessions

Why Take the Chance?**Three Gambling Prevention Sessions**

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Gambling Prevention Sessions

Goals and Objectives

Goal: To equip young people with the information and skills needed to make wise choices about gambling.

Objectives:

1. To provide students with a clear understanding about gambling.
2. To discuss why gambling is an issue for young people.
3. To determine reasons why young people gamble.
4. To recognise warning signs of problem gambling behaviour.
5. To learn and practice using a decision making model.
6. To develop ways to raise awareness of the gambling issues in the home, school and community.

WHY TAKE THE CHANCE?

Youth and Gambling

Purpose:

To increase student's awareness of gambling and youth gambling issues.

Time: 40 minutes

Age Level: 12 - 14 years

Teaching technique: Peer-led, team teaching approach

Setting: Classroom

Objectives:

The student's will be able to:

1. Discuss the what gambling is.
2. Discuss why gambling is an issue for young people.
3. Discuss the myths and facts about gambling.

Materials:

Flip chart and paper, markers, pencils, paper, Gambling Game Sheets

Content**5 minutes**

See Content I for suggested introduction.

Method**Introduction**

- **Introduce your Team**
- **Explain what a Peer Leader is, why you are there and what you hope to accomplish**
- **Provide an overview of the program**
- **Discuss how you would like the class to cooperate and any ground rules for the class**

Session One Overview

Briefly state that today's session will look at what gambling is, youth issues around gambling, and the reasons why young people gamble.

5 minutes

Sample answers to discuss:

- gambling is any behaviour that involves the risking of money or valuables on the outcome of a game, contest, or other event that is partially or totally dependent on chance.
- For most people, gambling is something they do occasionally as a form of recreation. When the draw or the game is over, they move on to other non-gambling activities. For some people however, gambling becomes a problem.
- Bingo, pulltabs, slot machines, casinos, sports betting, lotteries, scratch tickets, raffles

What is gambling?

Ask the class the following questions to get a sense of their gambling knowledge, attitudes and behaviours.

- Can anyone explain what gambling is?
- Why is gambling a problem?
- What are some different kinds of gambling?

Content

20 minutes

See Content II for Game Show Questions and Answers

5 minutes

Reasons why gambling is an issue for young people:

This generation of young people is the first to grow up in a culture where gambling is not only legal and accepted but promoted.

Gambling is an illegal activity for anyone under the age of 19 years

Adolescents are still developing psychologically, emotionally and socially and are therefore less able to deal with the appeal of gambling and the losses involved.

Risk taking is especially attractive to teens who are eager to test themselves against their peers and their world. Teens need to understand the line between responsible and harmful risk taking behaviour and social and problem gambling.

Method

Game Show

Divide the class into teams of 5 by the numbering method. Explain they are on a game show and you are the game show host. Say you will read a statement and each Team has 30 seconds to decide if it's true or false. When the time is up, have groups raise their hands indicating the answer they picked. Discuss the reason for the correct answer. Ask the other Peer Leader keep score. The team with the most points wins.

Why gambling is an issue for young people

Provide a brief overview of youth gambling issues. Ask if anyone in the class has any additional reasons to add.

Summary

Summarize the main points in the session

1. We discussed what gambling is, why it can be a problem and some different kinds of gambling.
2. We discussed the myths and facts about gambling.
3. We discussed why gambling is an issue for young people.

Activity

Ask the class to take note of any gambling activity in their school or community. At the next session they will be asked to briefly discuss with the class what they have observed.

Thank You

Thank the class and teacher for their time and cooperation, say when you will be back and what the next session will be about.

Introduction

- Peer Leaders are senior high students who have been trained to deliver gambling prevention sessions to intermediate level students.
- We are here because we are interested in youth gambling issues and would like to make you aware and able to handle pressure to gamble.
- The Why Take The Chance? program was developed to provide help with the information and skills needed to make responsible choices about gambling. Young people should make their own decision about gambling based on what is important to them and not what someone else wants them to do.
- The Why Take The Chance? program is made up of three sessions. One looks at youth gambling issues, one looks at making wise choices around gambling and the other looks at gambling as everyone's concern.
- We want these sessions to be fun and relaxing. We will be organizing a number of small group activities as well as role plays and large group brainstorming activities.
- We need your cooperation and support over the next three sessions. We would like for all of you to participate and make this a good experience for both your class and ourselves.
- General ground rules:
 - One person speaks at a time.
 - Everyone has a chance to participate.
 - Let us know if you do not understand any instructions.
 - Those not wishing to speak have the right to pass.
 - Have Fun !!
- Add any other class rules that you have discussed with the teacher.

Game Show Questions and Answers**TRUE****FALSE**

1. If you buy one ticket on the Lotto 6/49 draw, your odds of winning the jackpot are 1 in 14 million.
2. If you are gambling and have lost more than you can afford, a good strategy is to borrow some money and keep gambling to get back what has been lost.
3. Feeling lucky will increase the likelihood of winning on a VLT machine.
4. For most people gambling is an innocent pastime.
5. Teenagers are too young to become addicted to gambling.
6. Only males can become problem gamblers.
7. There is a line between social and problem gambling.
8. In gambling, "chasing losses" means asking those who are losing to stop gambling.
9. Lying, stealing, unexplained absences from home and school, extreme moodiness, and unexplained debts or windfalls are all signs a teenager may have a problem with gambling.
10. People who have a problem with gambling can just stop gambling on their own.

Facts About Gambling

Answer Sheet

1. (True) The odds of winning the Lotto 6/49 jackpot are 1 in 14 million. The odds are determined mathematically.
2. (False) This will likely lead to more losses. Trying to regain losses only increases the likelihood of more losses. The best strategy is to stop gambling.
3. (False) Feeling lucky will not influence the outcome of the next play. VLT's are based on random chance not on how a person is feeling.
4. (True) For most of the population, buying a lottery ticket, playing a game of bingo or having a game of cards is a form of entertainment, but some people have trouble when it comes to gambling. Gambling is not a casual activity for them.
5. (False) For a small but significant number of teens, gambling becomes an addiction that is just as powerful and destructive as a drug addiction.
6. (False) Problem gamblers can be male or female and they can come from any social background.
7. (True) Social gambling is when you can play a game of chance and can walk away, win or lose, when the game is through. Problem gambling is when a person continues to gamble in spite of negative consequences.
8. (False) Chasing losses is when a gambler tries to win back the money already lost.
9. (True) These are some of the signs that could mean a teenager is having problems with gambling.
10. (False) Gambling is similar to other addictions, most who have developed a gambling problem usually need to get help to deal with their addiction.

Why Take The Chance?

Making Wise Choices

Purpose:

To help students identify why young people gamble, warning signs that may indicate a gambling problem, and to help them, using a decision making model, make wise choices about gambling.

Time: 40 min.

Age Level: 12 - 14 years

Teaching Technique: Peer-led, team teaching approach

Setting: Classroom

Objectives:

The student will be able to:

1. Discuss reasons why young people gamble.
2. Discuss warning signs of problem gambling behaviour.
3. Use a decision-making model to help them make wise choices about gambling.

Materials:

Flip chart and paper, markers, pencils, sample situations, # decision-making model,

Content

3 minutes

1. We discussed what gambling is, why it can be a problem and some different kinds of gambling
2. We learned some myths and facts about gambling
3. We discussed why gambling is an issue for young people

5 minutes

Some reasons why young people gamble:

- history of gambling in the family
- problems at home
- low self-esteem
- peer pressure
- the action of the game
- to win money
- to gain attention from peers
- to escape reality
- excitement and fun

Method

Recap of Session One

Session Two Overview

Explain that today's session looks at the reasons why young people gamble, warning signs that may indicate a gambling problem, and how to make wise choices when faced with a decision to gamble.

Activity Review

Review the class observation findings. Ask students if they were surprised by the amount of gambling around them. Ask what they learned from this activity.

Reasons why young people gambling

Ask the class to brainstorm to come up with reasons why young people gamble. Write these reasons on the board or flip chart.

Content

5 Minutes

Sample warning signs:

- Selling personal belongings
- Lying, cheating and stealing
- Unexplained debts or windfalls of cash
- Telephone calls from strangers
- Unexplained absences from home, school or work
- Borrowing money and never making an effort to pay it back
- Extreme moodiness

20 minutes

See Content III for sample stories

Explain when young people have an opportunity to discuss and prepare a response to a situation they are better able to deal with the situation if it does occur.

Decision-Making Model

- Define the problem
- Explore the possible solutions
- Consider the pros and cons of each solution
- Identify the best alternatives
- Do act on the solution
- Evaluate

See Content IV for discussion and sample problem.

Method

Warning Signs of Problem Gambling

Discuss with the class there is a difference between social gambling and problem gambling. Explain there are several warning signs to watch for that could indicate gambling is causing problems for a young person. Discuss some of the warning signs with the class.

Finding Solutions

Divide the class into small groups of six. Give each group a story and ask them to come up with a positive solution not to gamble. Present this solution to the class.

Decision Making Model

Explain to students that handling pressure to gamble is no different than being involved in any problem situation. When faced with a problem situation, you should follow a decision making model. Write the decision making model steps on flip chart, discuss each step using a sample problem.

Now ask the small groups to examine their story again except this time they are asked to follow the decision-making model. Ask them to identify the problem, the possible solutions, the pros and cons of each solution and the best alternative. Have someone in each group explain their answers to the class. Ask the

Content**Method**

class to comment on the solution.....is it realistic and reasonable, is there another possible solution?

3 minutes

Summary

Summarize the main points of this session:

1. There are many reasons why young people gamble
2. There are warning signs that could indicate problem gamble behaviour
3. A decision making model is helpful when trying to make a decision about what is best for you.

Activity

Ask the group to try and find an opportunity to use the decision making model before your next session.

Thank You

Thank the class and classroom teacher for their cooperation and say when you will be back to present the third and final session.

Sample Situations

Situation One:

Jack is in grade nine. Almost every weekend he and three others friends get together to play cards. The bets are relatively small – only five or ten cents a bet on each hand. On this particular night, one of his friends invited another student along to play. Sean is a new student at school this year. Just as they are beginning to play, Sean throws \$5 into the pot and says "Hey, let's make it more interesting!" Jack really can't afford to lose that amount of money, but doesn't want to look cheap or scared to play. What are Jack's options in this situation?

Situation Two:

Shauna is a mature looking 16 year old. Both of her parents buy lottery tickets regularly and play the VLT's when they go out for an evening. On several occasions they have won \$200 to \$300, and out of these winnings, have bought Shauna something she has been wanting, usually clothes.

Shauna recently broke up with her boyfriend. They had gone out together for about a year. She is still quite hurt and down about the break-up.

Coming home from school one day, Shauna passes a restaurant and notices some VLT's through the window. She thinks to herself, "maybe I should go in and try my luck....." What is Shauna thinking and what should she do?

Situation Three:

You notice your friend Tony, who never misses school, has been absent ten times in the last two months. He hasn't been sick but you notice when he is in school, he looks tired and stressed. You've tried talking to him to find out what's wrong, but you get an angry "leave me alone!" in response. You've noticed Tony is hanging with new friends and is always talking sports scores with them. Yesterday Tony came up to you to say "Hi" but he also asked to borrow \$20. At this point you wonder if Tony has a gambling problem. What do you say to Tony's request to borrow money? And what do you tell Tony to let him know you think he may have a problem?

Situation Four:

Alex is out late, playing poker with his older brother and his brother's friends. They've been playing for hours. He's lost track of time. A while ago he had to borrow \$10 from his brother so he could keep playing. He's only got \$1 left, but he's got a great hand. There's a pile of money in the middle of the table. He could clean up and then go home with his pocket full. He's feeling excited and shaky. The bets keep getting raised. It's his turn and he has to bet \$10 to stay in the game. His brother won't give him any more money, but he could write an IOU for \$10. It doesn't matter that he doesn't have the money at home because he is sure he's going to win this round. What is Alex thinking? What should he do?

DECISION MAKING MODEL

- D** - Define the Problem
- E** - Explore the Possible Solutions
- C** - Consider the Pros and Cons of each Solution
- I** - Identify the Best Alternative
- D** - Do Act on Solution
- E** - Evaluate

Situation:

You are asked to join three older students in purchasing pull tab tickets. This would be a weekly event.

Problem:

You know that gambling at your age is illegal

Possible Solutions:

Say No thanks and say gambling is an illegal activity for you

Pros	They may understand your reason They may respect you
------	---

Cons	They may tease you Think you're a wimp
------	---

Say sure and join the group

Pros	You'd feel cool, part of an older circle You may win some money
------	--

Cons	You caved although you know this isn't the right thing for you Gambling may become a habit You may get into legal trouble
------	---

Best Alternative - Say no and explain that gambling is an illegal activity for you

Why Take the Chance?

Gambling: Everyone's Concern

Purpose:

To help the class determine their own views around gambling and to come up with ways to promote the issue of gambling prevention in their home, school and community

Time: 40 min.

Age Level: 12 - 14 years

Teaching Technique: Peer-led, team teaching approach

Setting: Classroom

Objectives:

The student will be able to:

1. Make informed choices about gamble.
2. Discuss ways the class can become involved in raising awareness around gambling issues in their home, school and community.

Materials:

Markers, flip chart and paper, masking tape, # Teacher and Student Evaluation forms, Gambling Prevention Additional Ideas and Resource List

Content**5 minutes**

1. There are many reasons why young people gamble.
2. There are warning signs that could mean problem gambling.
3. Using a decision making model is a good way to make wise choices.

Method**Recap of Session Two****Session Three Overview**

Briefly outline that in today's session we will talk about decisions around gambling and how to get gambling prevention messages to in their home, school and community.

5 minutes**Activity**

Discuss the activity assigned from the last session. Ask students if they were able to use the decision making model and if so, give examples.

Content

5 minutes

Sample reasons not to gamble:

- to put money to better use
- to spend time doing other more productive things
- it's an illegal activity for youth
- to stay out of trouble
- the chance of losing money is too great

20 minutes

Sample ideas:

Home

- Talk to your family about gambling
- As a class, prepare information to take home to families on gambling
- Invite parents to attend a class presentation on youth gambling

School

- Develop a school display highlighting the youth gambling issues
- Research and write an article on teen gambling for the school newspaper
- Ask the school to review policies around youth gambling on school property

Community

- Develop a community display on youth gambling during Addictions Awareness Week
- Make a poster that delivers a positive message about gambling prevention.

See Content V for Gambling Prevention

Method Resources

Reasons Not to Gamble

Ask the students to explain any decisions they have made around gambling. Ask students to brainstorm and come up with a list of reasons why they don't want to gamble, and the kinds of things they would like to do instead.

Ways to get the home, school and community involved

Explain to the students they now have some good information on gambling and ways to prevent problem gambling behaviour and it may be a good idea to share this information. Divide the class into three small groups and ask each group to come up with 3 ideas on how they as a class could raise awareness around gambling issues for one of the following:

- home
- school
- community

Ask the groups as well to come up with one main message they would like to get across on gambling. Ask each small group to share their ideas with the class. Record these ideas on the flip chart for the class to keep.

Give the classroom teacher the list of and Gambling Prevention Resources for follow-up use with the class.

Summary

Summarize the main points of this session:

- 1. There are lots of reasons not to gamble.**
- 2. Sharing information and raising awareness around gambling issues is a doable class project.**
- 3. When it comes to gambling prevention, everyone has a role to play.**

Summarize the three sessions.

In the last three sessions we looked at what gambling is and why it's an issue for young people, how to make wise choices around gambling, and ways to involve your home, school and community in gambling prevention .

You now have the information and skills needed to make the right choice for you when faced with the decision to gamble. We hope this helps you safely navigate your way through adolescence.

Thank You

Thank the class and classroom teacher for their cooperation.

Hand out the Student Evaluation and the Teacher Evaluation forms for completion. Collect the forms before you leave.

Gambling Prevention Resources

Brochures:

Gambling and Youth

Problem Gambling Danger Signals

Newfoundland and Labrador Student Drug Use Survey Highlights 1998

Videos:

Andy's Story

An 18 year old high school senior and star athlete tells his own story about the progression from recreational to problem gambling and his subsequent arrest, loss of football scholarship and conviction on theft charges.

Slammer Time

A music video style video about underage gambling

Programs:

Wanna Bet?

A workbook designed to teach teens how to think critically about gambling

Drawing the Line

A resource for the prevention of problem gambling

FastFacts on Gambling

Information on gambling

Keeping Your Shirt On

A lesson plan on gambling awareness

Resource Groups:

Addictions Services, Health and Community Services

May be able to provide counsellors to speak about gambling prevention and treatment.

Gamblers Anonymous

May be able to provide guest speakers.

Note: All resources are available through the Provincial Addictions Services Library or by contacting the Health and Community Services Addictions Office in your area.

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Evaluations

Why Take the Chance?

Peer Leader Training Workshop Evaluation

Please complete the following questions in order to help us offer the best training possible.

1. What was the most useful part of this Peer Leader Training Workshop?

2. What was the least helpful part of the Workshop?

3. Is there anything you would like to see added to this Training Workshop?

4. Is there anything you think should be deleted from the Workshop?

5. Additional comments

Thank you for participating in this training program.

Why Take The Chance?
Gambling Prevention Program
Student Evaluation

Please complete the following questions

1. What new things did you learn during the gambling prevention sessions?

2. How do you feel as a result of participating in the three sessions?

3. What will you do with your new knowledge and skills?

Thank you for participating

Why Take The Chance?
Gambling Prevention Program
Teacher Evaluation

Please complete the following questions and return to the Peer Leaders.

1. Is the program content suitable for this grade level?

Yes ___ No ___

Comment: _____

2. Did the Peer Leaders handle the material effectively?

Yes ___ No ___

Comment: _____

3. Please indicate your observations of your class during the sessions.

The class was:

Interested in the topic Yes ___ No ___ Not Sure ___

Attentive Yes ___ No ___ Not Sure ___

Eager to participate Yes ___ No ___ Not Sure ___

4. Is this a program you would recommend to other teachers?

Yes ____ No ____

Comment: _____

5. The information in the sessions was:

hard ____ just right ____ or easy ____ for the class to understand.

Comment: _____

6. Is there anything we should add to the session?

7. Is there anything we should delete from the sessions?

8. Did you enjoy the sessions? Yes ____ No ____

Comment: _____

9. Please suggest any additions related topics that could be covered in the future using a Peer-led approach.

10. Additional comments/suggestions:

Thank you for participating in the Why Take the Chance? program

Why Take the Chance?
Gambling Prevention Program
Peer Leader Program Evaluation

Please comment on the following questions after completing the delivery of the three gambling prevention sessions.

1. How do you feel about the following?

Material presented:

Great ____ Good ____ Not Bad ____ Terrible ____

The way you presented:

Great ____ Good ____ Not Bad ____ Terrible ____

The way the class responded to the activities:

Great ____ Good ____ Not Bad ____ Terrible ____

2. Did you enjoy presenting in the classroom setting?

Yes ____ No ____

Comments _____

3. Did you have enough time to cover the materials in the sessions?

Yes ____ No ____

If no, please identify the sections you had difficulty covering:

4. Do you like the team approach to presenting?

Yes ____ No ____

Comments: _____

5. Did anything happen during the sessions that you didn't expect or weren't prepared for?

Yes ____ No ____

What was it? _____

6. Is there anything we should add to the sessions?

7. Is there anything we should delete from the sessions?

8. Thinking back to the Peer Leader Training Workshop you attended, indicate how useful the following sessions were in preparing you for your presentations.

Presentation Skills:

Very useful ____ Useful ____ Somewhat useful ____ Not useful ____

Teaching Techniques:

Very useful ____ Useful ____ Somewhat useful ____ Not useful ____

Group Management:

Very useful ____ Useful ____ Somewhat useful ____ Not useful ____

Session Preparations:

Very useful ____ Useful ____ Somewhat useful ____ Not useful ____

9. Please comment on any aspect of the presentation that you feel should be noted:

Discipline: _____

Classroom participation: _____

Environment : _____

Other: _____

10. Any suggestions that would be helpful to others when they present the three sessions?

11. Would you do this again?

Yes ____ No ____

Comments: _____

Thank You for participating in the Why Take the Chance? program.

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Appendix B
Project Proposal

WHY TAKE THE CHANCE?
A Peer-Led Gambling Prevention Program

by
Carol Ann MacDonald

A Program submitted to the School of
Graduate Studies in partial fulfilment of the
requirements for the degree of Master of Education

Faculty of Education
Memorial University of Newfoundland

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St. John's

Newfoundland

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Purpose

The purpose of this project is to develop a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level.

Project Overview

This program will consist of a discussion about current youth gambling issues, the use of a peer-led prevention approach, a peer leader training workshop, three intermediate level sessions on gambling, an evaluation component, and suggestions on ways to implement this program within the school system or community.

The Peer Leaders Training Workshop will focus on the development of presentation skills and classroom management techniques along with raising awareness around gambling, why gambling is an issue for young people, and ways to prevent the potential problems associated with gambling. Time will be put aside to provide Peer Leaders the opportunity to review the three gambling prevention sessions they will be presenting to their junior peers along with time for a practice run of each.

The three sessions provided to intermediate level students will be participatory in nature. Attitudes about gambling, problems that arise from gambling activity, how to make wise decisions about gambling, and things the home, school, and community can do to raise awareness around the potential harms associated with problem gambling will be covered in these sessions.

The How To Implement this Program section for guidance counsellors will provide

suggestions on how to integrate this program into the existing health curriculum, how and who to recruit as peer leaders, peer leader training considerations and ways to organise the actual delivery of the sessions to intermediate level students. As mentioned above, this program could also be adopted and adapted to suit youth groups.

Project Objectives

1. To raise awareness around youth gambling issues.
2. To provide a user friendly guide for guidance counsellors or youth group leaders to use as a means of providing knowledge and skills to students to prevent problem gambling behaviour.
3. To provide secondary students with an opportunity to learn about gambling issues and to develop the skills needed to be an effective peer leader.
4. To provide students at the intermediate level with knowledge and skills to enable them to make wise choices about gambling.
5. To provide the home, school, and community with the opportunity to reflect on they're own gambling attitudes and behaviour and how these attitudes and behaviours influence our youth.

Participants

Intermediate level students and youth groups with members in the same age range are the primary targets of this peer-led gambling prevention program. These students would have varying degrees of exposure to gambling activity with some only knowing gambling exists, to

those living in a home where gambling is an issue, to those who gamble themselves.

The senior peer leaders themselves are the secondary target population. Although this program is intended to provide knowledge and skills to enable intermediate levels students to make wise decisions around gambling activity, the peer-led approach lends itself to the same knowledge and skills being imparted to the peer leaders.

As this program focuses on the home, school, and community, these groups will also have an opportunity to reflect on their own attitudes and behaviours around gambling and the way their views and actions influence the gambling attitudes and behaviours of our youth.

Rationale

Gambling is any gaming behaviour involving the risking of money or valuables on the outcome of a game, contest, or other event that is partially or totally dependent on chance (Addictions Foundation of Manitoba, 1996).

For most people, gambling is something they do occasionally as a form of recreation. They play bingo, buy a lottery ticket, bet a few dollars on a sporting event, or drop a coin into a machine. When the draw or the game is over, they move on to other non-gambling activities. For some people though, gambling becomes a problem (Alberta Alcohol and Drug Abuse Commission, 1997).

Problem gamblers play and continue to play games of chance. They gamble longer and with more money than intended. To the gambler, it does not matter if they win or lose, all that matters is the action. Some people are unable to control the urge to gamble. They crave and become dependent upon the action, which provides excitement and an escape from reality. They

chase their losses with more bets and soon their debts grow. Problem gambling can make life very difficult. Besides creating money problems, problem gambling can cause trouble within the family, at work or school, with the law, and with a person's mental and physical health (Addictions Services, Department of Health, 1996).

In recent years, many provinces in Canada have expanded their gambling activities. All are involved in the sale of lottery tickets, while several others have introduced commercial casinos and video lottery terminals. Such activities raise a great deal of revenue for provinces. It is this expansion that is sparking people's interest in the topic, as gambling is now more available to those who wish to participate (Addictions Foundation of Manitoba, 1996).

Gambling activity is on the rise in Newfoundland. It is difficult to estimate the number of Newfoundlanders experiencing problems with gambling since there have not been any formal prevalence studies to date completed in this province. However, utilising the results of research done in both Canada and the United States it is estimated the number of problem gamblers over the age of twenty years to be between 17,380-18,539, roughly 5,400 of these are considered probable pathological gamblers. Government revenues from gambling activity have steadily increased in this province over the past number of years (Addictions Services, Department of Health, 1996).

Gambling among youth is also gaining increased attention in a number of jurisdictions as concerns surface that risk taking tendencies among young people may put them at greater risk than adults for developing problems with gambling. Researchers at Harvard Medical School reviewed data from American and Canadian studies involving more than 7,700 adolescents and concluded that between 10 and 14 per cent of North American adolescents risk developing (or

returning) to a serious gambling problem (Canada's Drug Strategy Secretariat, 1996).

According to the Newfoundland and Labrador 1996 Student Drug Use Survey Technical Report, some students in our province are already looking for help with gambling. The main gambling activities our youth are involved in include bingo, playing cards for money, sports betting and playing lotteries.

Gambling attracts kids from all types of families, economic backgrounds, ethnic groups and religious faiths. However, the majority of kids do not become addicted. But as a society, while we frown on youth smoking, sex, alcohol and drug abuse, advertising messages are promoting gambling as a legitimate, safe, fun thrill. Researchers have found that teenagers experiment earlier and get hooked into gambling much more quickly today. Many young people start gambling before age eleven, earlier than they experiment with alcohol or other drugs (Minnesota Council on Compulsive Gambling, 1995).

While today's youth are relatively well informed about the risks of smoking, using drugs, and experimenting with sex, many have yet to see that gambling has its own risks. They may not even realize that they gamble. Placing a bet on a hockey game, pitching pennies against a wall, or buying a lottery ticket.....how many teens think of these as gambling? And how many would be able to recognise if they had slipped over the line from social to problem gambling? (Drug Dependency Services, 1997).

In the spring of 1995, the North American Think Tank on Youth Gambling Issues was convened at Harvard Medical School, with representation from government, education, the gambling industry, finance, law enforcement, the judiciary, health care and research from both Canada and the United States. Their purpose was to develop a blueprint for responsible public

policy to address the issues associated with youth gambling. One of the seven recommendations was that curriculum's and programs be developed to educate children, parents, and teachers about the issue of youth gambling (The Minnesota Council and Harvard Medical School, 1995).

The use of a participatory, peer-led approach is one way to provide young people with the knowledge and skills needed to make wise choices about the issues affecting their lives. Peer Education is an approach in which senior peers are trained to deliver educational sessions on a variety of health and social topics to their younger peers utilising a participatory approach. The value of a Peer Education approach is that: older peers are seen as credible and trustworthy sources of information; youth listen to and are influenced by their peers; peer leaders are given the opportunity to develop new skills and; peer leaders are given the opportunity to examine their own attitudes and behaviours related to the issues they are discussing with their younger peers (Alcohol and Drug Dependency Commission, 1991).

Utilising a peer-led approach whereby senior students deliver sessions to intermediate level students is a good fit with the developmental challenges facing 12-14 year old's as: they are interested in considering moral and value decisions; their peer relationships provide support; they are interested in acceptance by their peer group; they look for role models and; they can work in groups (Nova Scotia Commission on Drug Dependency, 1989). To date there are few youth gambling prevention resources available to schools in this province.

Literature Review

In order to further determine if the proposed gambling prevention model is suited to the needs of youth in both the intermediate and senior high levels, the following will be reviewed:

- issues around gambling and how they relate to the different segments of our culture:
 - society
 - our community
 - the school system
 - the family
- issues around youth gambling:
 - why it's a concern
 - kinds of gambling youth are involved in
 - gambling prevention programs developed for youth
 - peer-led models and their use with health and social issues
 - the difference between peer education and peer counselling
 - skills required to become a Peer Leader
- the senior and intermediate health curriculum and how a peer-led approach would supplement the lessons being taught
- the developmental challenges both senior and intermediate level students are facing and how a peer-led approach to gambling prevention would compliment these stages
- reasons why school or community youth groups would be a good place to raise awareness and start discussions around gambling issues
- ways the home, school and community could compliment this peer-led initiative to make this program comprehensive in nature.

To further determine the need for this program, a random sample of school guidance counsellors will also be contacted and administered a brief telephone survey to obtain the

following information:

- do they see a youth gambling as an issue in their school?
- if so, what problems are young people experiencing as a result of this activity?
- what kind and level of gambling are they seeing?
- do they have sufficient information on youth gambling?
- would they be interested in implementing a peer-led gambling prevention program in their school?

Evaluation

The project will be developed complete with three role specific evaluations. Peer leaders, intermediate level students, and the classroom teacher will be asked to complete their respective evaluation form at the conclusion of the three sessions. The Evaluation forms will then be returned to the school guidance counsellor. Peer leaders and the guidance counsellor will review and discuss the need for any changes to the program based on the input received.

Peer leaders will complete an evaluation at the end of their Peer Leader Training Workshop.

Addictions Services, Department of Health, will periodically review the program in consultation with Regional Addiction's Services and the schools implementing the program, to determine the need for changes in content, activities, training etc.

Preliminary Testing

Alpha Testing will involve asking an expert in the field to review the program.

Beta Testing will involve reviewing the program with the target population. A group of both senior and intermediate level students will be brought together to review this program. During this review, the youth will be asked to comment on the relevancy and appropriateness of both the peer leader training and the three sessions on gambling prevention.

Implementation

Upon completion of a pilot phase, copies of this program will be available to guidance counsellors at both the intermediate and senior levels through their local Community Health Addictions Services office. Schools interested in implementing this program will be asked to call Addictions Services to arrange for inservicing on the program and assistance with the Peer Leader Training Workshop if necessary.

Action Plan

1. Complete literature review.
2. Write up research findings to put program into context.
3. Develop a brief questionnaire for Guidance Counsellors, obtain written informed consent, administer questionnaire, collect and analysis data and incorporate findings.
4. Develop a peer leader training workshop.
5. Develop three gambling prevention sessions .
6. Develop the evaluation components.
7. Develop a "How To Use this Program" section for Guidance Counsellors on suggested ways to implement this program.

8. Obtain informed consent from focus test participants, their parents, and youth group leader.
9. Provide a copy of the program to an expert in the field for critical review.
10. Focus test the program with a group of both senior and intermediate level students for their suggestions and comments.
11. Revise the program based on steps 9 and 10.

The following steps are to be completed after project submission:

12. Print manual and prepare for pilot phase.
13. Inservice Regional Addictions Services staff on the program .
14. Make copies of the program available to interested schools and youth groups.

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- The Minnesota Council on Compulsive Gambling Inc. (1995). Wanna bet? Everything you ever wanted to know about teen gambling but never thought to ask. Duluth, MN.

Thompson, A. (1989). Smooth sailing. The Nova Scotia Commission on Drug Dependency,
Halifax, Nova Scotia.

Appendix C
Disclosure and Consent Form
Educational Research

To The Guidance Counsellor as Research Participant:

This document requests your participation in a study related to the development of a youth gambling prevention program. It assures you that your participation is completely voluntary and that your responses will be entirely confidential. It seeks your written approval of your involvement in the research project.

Purpose:

The purpose of this research project is to develop a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level.

Procedure:

This program will be developed based on the current literature, interviews with key players in the field, and a review of similar educational approaches. Your involvement will be in the form of a brief (10 minute) telephone questionnaire. You will be asked questions concerning your observations of youth gambling activity and any subsequent problems in the school(s) you serve, along with your interest in implementing a youth gambling prevention program. Results from the anonymous questionnaire will be used to help shape the proposed program. Upon

completion of the development of the program, the questionnaires will be destroyed.

Researcher:

Carol Ann MacDonald, Graduate Student, Faculty of Education, Memorial University

Risks:

There are no physical or psychological risks or discomforts inherent in this study.

Right of Refusal or Withdrawal:

Your participation in this study is entirely voluntary. You may participate in any or all of the components. You may decline to respond to any questions or opt out at any time without prejudice.

Confidentiality:

Anonymity of individuals is assured, both while the research is in progress and in the final program report. This study meets the ethical guidelines of the Faculty of Education and Memorial University of Newfoundland.

Results:

The results of the research will be available to you, upon request, after the study is concluded.

Agreement to Participate:

If you agree to participate in the study as described above, please indicate your consent by signing below. Please return the signed form to the researcher by March 24, 2000 at the address provided.

Sincerely,

Carol Ann MacDonald
Graduate Student

c/o Department of Health and Community Services
P.O. Box 8700
St. John's, NF A1B 4J6
Fax # 709 729-5824

cc. Dr. Norman Garlie
Faculty of Education, MUN

Statement of Understanding and Consent

I, _____, understand the purpose of the research study outlined above and recognise the request for involvement that is being made of me relative to the described methodology. I understand that my participation is entirely voluntary, and that I can withdraw from the study, or any part of the study, at any time without prejudice. I understand that the project has been approved by the Ethics Committee of the Faculty of Education, Memorial University of Newfoundland. I understand that confidentiality of all information is assured.

Signed: _____ Date: _____

Appendix D**Why Take the Chance?****Guidance Counsellor Telephone Survey**

The purpose of this research project is to develop a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level. Results from this questionnaire will be used to help shape the proposed program.

1. Do you see youth gambling as an issue in your school? Yes ____ No ____

(if no go to # 4)

Comment

2. What kind and level of gambling are you seeing? _____

3. What problems are young people experiencing as a result of this activity?

4. Do you have sufficient information on youth gambling? Yes ___ No ___

Comment

5. Would you be interested in implementing a peer-led gambling prevention program in your school? Yes ___ No ___

Comment

Thank you for your participation

Appendix E

Mrs. Ellen Chalker
Program Coordinator,
Allied Youth Provincial Office
P.O. Box 21145
St. John's, NF A1A 5B2
March 22, 2000

Dear Mrs. Chalker:

I am writing to obtain permission to contact ten (10) Allied Youth members to invite them to participate in a Focus Test Session to review a newly developed peer-led youth gambling prevention program.

As Allied Youth focuses on social and health issues that affect youth, your members have chosen gambling as one of their key areas of concern, and Allied Youth has been involved in peer-led approaches in the past, I think this is an ideal group to help review the new program.

I plan to contact Allied Youth members and their parents to obtain their consent to be involved in the Focus Test Session. I will need to coordinate this effort with you over the next week.

If you require further information, please give me a call at 729-3939.

Thank you in advance for your anticipated cooperation.

Sincerely,

Carol Ann Macdonald
Department of Health and Community Services

cc. Dr. Norman Garlie
Faculty of Education, MUN

I, _____, grant permission for Carol Ann MacDonald to contact members of Allied Youth to organise a Focus Test Session for the purpose of reviewing a youth gambling prevention program.

Appendix F

March 22, 2000

Dear Parent/Guardian:

I am writing to request permission for your son or daughter to participate in a one hour Focus Test Session being organised to review a newly developed peer-led gambling prevention program.

This prevention program is being developed as part of the requirements for completion of a Masters of Education Degree at Memorial University. The gambling prevention program, upon completion, will be made available to schools and youth groups interested in addressing the issue of youth gambling.

As the Allied Youth organisation focuses on social and health issues that affect youth, it's members have chosen gambling as one of their key areas of concern, and many have been involved in the peer-led approach in the past, Allied Youth is an ideal group to help review this new program.

Enclosed you will find a consent form which I am asking you and your son or daughter to read and sign if interested in being part of this evaluation process.

The Focus Test Sessions will be arranged through Ellen Chalker, Allied Youth Program Coordinator. Mrs. Chalker has given her written consent for Allied Youth to be involved in this project.

If you have any questions about this project or the extent of your son or daughter's involvement, please give me a call at 729-3939. Thank you for considering this request.

Sincerely,

Carol Ann MacDonald
Department of Health and Community Services

encl.

cc. Dr. Norman Garlie
Faculty of Education, MUN

Appendix G
Disclosure and Consent Form
Educational Research

To The Allied Youth Member as Research Participant:

This document requests your participation in a study related to the development of a youth gambling prevention program. It assures you that your participation is completely voluntary and that your responses will be entirely confidential. It seeks your written approval of your involvement in the research project.

Purpose:

The purpose of this research project is to develop a gambling prevention program utilising a participatory, peer-led approach whereby secondary school students are taught the skills to deliver sessions on gambling prevention to their peers at the intermediate level.

Procedure:

This program will be developed based on the current literature, interviews with key players in the field, and a review of similar educational approaches. Your involvement will be in the form of participation in a Focus Test group with other AY members. During this Focus Test you will be presented with a draft of a peer-led gambling prevention program and asked to comment on the suitability of the program for senior and intermediate level students as well as the procedures for delivering the program. The Focus Test session will last for one hour. Results from the Focus

test will be used to make revisions to the proposed program. Upon completion of the development of the program, the Focus Test results will be destroyed.

Researcher:

Carol Ann MacDonald, Graduate Student, Faculty of Education, Memorial University

Risks:

There are no physical or psychological risks or discomforts inherent in this study.

Right of Refusal or Withdrawal:

Your participation in this study is entirely voluntary. You may participate in any or all of the components. You may decline to respond to any questions or opt out at any time without prejudice.

Confidentiality:

Anonymity of individuals is assured, both while the research is in progress and in the final program report. This study meets the ethical guidelines of the Faculty of Education and Memorial University of Newfoundland.

Results:

The results of the research will be available to you, upon request, after the study is concluded.

Agreement to Participate:

If you agree to participate in the study as described above, please indicate your consent by signing the Disclosure and Consent Form on the next page. Please return the signed form to the researcher by March 27, 2000 at the address provided. Thank you.

Sincerely,

Carol Ann MacDonald
Graduate Student

c/o Department of Health and Community Services
P.O. Box 8700
St. John's, NF A1B 4J6

cc. Dr. Norman Garlie
Faculty of Education, MUN

Statement of Understanding and Consent**Allied Youth Member**

I, _____, a member of Allied Youth, understand the purpose of the research study outlined above and recognise the request for involvement that is being made of me relative to the described methodology. I understand that my participation is entirely voluntary, and that I can withdraw from the study, or any part of the study, at any time without prejudice. I understand that the project has been approved by the Ethics Committee of the Faculty of Education, Memorial University of Newfoundland. I understand that confidentiality of all information is assured.

Signed: _____ Date: _____

Statement of Understanding and Consent**Parent/Guardian of Allied Youth Member**

I, _____, parent/guardian of _____, give my consent for my child to participate in the study as outlined above. I understand the purpose of the research study and recognise the request for involvement that is being made of my child relative to the described methodology. I understand as well that my child's participation is entirely voluntary, and that he or she can withdraw from the study, or any part of the study, at any time without prejudice. I understand that the project has been approved by the Ethics Committee of the Faculty of Education, Memorial University of Newfoundland. I understand that confidentiality of all information is assured.

Signed: _____ Date: _____

Appendix H**Why Take the Chance?****Youth Group Focus Test Questionnaire**

Your answers to the following questions will help determine if any changes to this program are necessary before it is implemented in the school system.

1. Is the training session outlined suitable for senior high students? Yes _____ No _____

2. Do you feel the three gambling prevention sessions will be helpful to intermediate level students?
Yes _____ No _____

3. What would you change about the program? _____

4. Any additional comments? _____

Thank you for participating in this evaluation process. Your input is appreciated.

Appendix I

Why Take the Chance?

Expert Program Review Questions

The following questions will help to determine the suitability of this program

1. Do you feel the approach taken in this program is one that would be useful in getting the information across to youth?
2. Do you feel the information covered in this program is relevant and suitable for the intended participants?
3. Is there anything you would suggest adding to this program?
4. Is there anything you would suggest deleting from this program?
5. Any additional comments?

Thank you for taking the time to review this program. Your input is appreciated.



