

GAMBLING NAME GAME

This icebreaker activity can be used as an introductory game by encouraging participants to come up with gambling word associations starting with the first letter of their name.



TIME:
10 min



RESOURCES:
Flip-chart,
felt-tip pens



MATERIALS TO PRINT:
A-Z of Gambling
practitioner notes
(optional)

METHOD

1

Ask each participant to say their name and one word related to gambling, starting with the first letter of their name.

2

Take note on the flip-chart of the words they choose.

3

You can use those words to summarise what your session is going to cover.

4

You can then encourage the group to articulate a bit more around those initial words, so to better gauge what they think about gambling.

5

Explain what gambling is by making references to the words the participants thought of (“Gambling is risking money or something of material value on something with an uncertain outcome in hope of winning additional money or something of material value”).

Alternative options:

For a shorter version, just ask the group to brainstorm ‘gambling.’ You can make the brainstorm more exciting by giving participants some fun tasks to do at the same time, e.g. with balloons they have to pass around while managing a team strategy to write their ideas on the board with only one pen available. Then proceed from step 3.

A-Z OF GAMBLING

This icebreaker activity can be used to introduce the subject of gambling, encouraging participants to think of words associated with gambling for every letter of the alphabet.



TIME:
10 min



RESOURCES:
Flip-chart,
felt-tip pens



MATERIALS TO PRINT:
A-Z of Gambling
practitioner notes
(optional)

METHOD

1

Write down on some flip-chart sheets the letters of the alphabet.

2

Ask the group to write down next to each letter any word related to gambling they can think of.

3

Once they have finished, help them to discuss what they have written and clarify any terminology they haven't met before. This should give you an overview of their knowledge and thoughts about gambling. Encourage them to say what they think of gambling - some may be keener than others who, perhaps, think it's rather a waste of money. Be ready to introduce terms they haven't thought of, and that you judge relevant to their needs and stage of understanding, explaining each.

Alternative options:

With bigger groups, you can split participants in 3 teams, with a flip-chart paper each (A-H; I-O; P-Z) and with 1 felt-tip pen each (3 different colours). Rotate the flip-charts every 3 minutes, so that all the groups have a chance to add their ideas on the whole alphabet. At the end, the different colours on the flip-chart should let you identify which team wrote what: this might be helpful if you are focusing the discussion on their views and opinions of gambling.

A-Z OF GAMBLING

PRACTITIONER NOTES

Some ideas for A-Z words about gambling:

A	addiction, addicted, adrenaline, all in, ante, affiliates	N	naïve, nervous, no winners
B	bookies, bingo, broke, betting shop, buzz, blockers, blackjack	O	odds, online gambling, organised crime
C	chance, casino, cost, coupon, chips, cryptocurrency	P	poker, problem, puggies, probability
D	dealer, debt, dog racing, dice, disorder, dopamine hit	Q	questions, quitting, quality of life
E	expensive, excitement, E-Sports	R	risk, racing, raffle, roulette
F	fixed odds betting terminals, fruit machines, football	S	stake, scratch card, slot machines, sports, stealing, suicide, streaming, skins
G	greedy, gambling GG's, games, gambling blockers	T	ticket, Tombola
H	high risk, horse racing, house, hope, hooked	U	unseen, underlying issues, unfair
I	internet, infectious, in-game	V	value for money, vulnerable people, VIP, Vegas
J	jackpot, joker, jack	W	winning, wager
K	kiosk, kick on, king	X	x rated (= over 18)
L	losing, lottery, loan shark, Las Vegas, lucky, loot boxes, limits	Y	young people
M	money, machines, millionaire	Z	zeno's paradox, zone (in the zone), zeros (000,000)

AGREE / DISAGREE

This activity explores participants' opinions and attitudes towards gambling and gambling harms by positioning themselves across the room, encouraging discussions around common beliefs, behaviours and misconceptions.¹⁴⁷



TIME:
15-20 min



MATERIALS TO PRINT:

Statements (examples on following page)

METHOD

1

Put the Agree/Disagree signs on opposite walls in the room.

2

Read the first statement, and ask participants to move towards the sign that represents their opinion, or alternatively to stay in between the two if they are unsure.

3

Ask some of the participants to explain the reasons why they agree or disagree with each statement, facilitating a discussion between the two sides. If appropriate (e.g. when all participants appear to be of the same opinion) challenge them by being 'the devil's advocate' and supporting them in thinking outside the box and in other people's shoes.

4

Repeat with another statement.

Alternative options:

You could make this more fun by gluing the statements around an inflatable ball and asking the group to pass it around.

Before starting the game, you could also split the group into teams and ask them to generate statements they would like to explore.

¹⁴⁷ Activity created by the Addiction Recovery Agency (ARA), based in Bristol.

AGREE / DISAGREE GAME:

EXAMPLE STATEMENTS

Please create your own statements, based on the characteristics of the group and on the specific focus you may wish to have in this activity. **Examples could be:**

“GAMBLING IS A KIND OF ENTERTAINMENT”

“THE WORST THAT COULD HAPPEN IS THAT I LOSE SOME MONEY”

“PEOPLE HAVE TO GAMBLE FOR YEARS TO GET ADDICTED”

“BUYING LOOT BOXES IN VIDEO GAMES IS A FORM OF GAMBLING”

“SOME FORMS OF GAMBLING ARE MORE ADDICTIVE THAN OTHERS.”

“ONLY PEOPLE WHO ARE ADDICTED TO GAMBLING EXPERIENCE ANY FORMS OF HARM”

“GAMBLING IS A QUICK WAY OF MAKING LOTS OF MONEY IF YOU KNOW WHAT YOU’RE DOING”

“GAMBLING IS A GOOD DISTRACTION FROM OTHER PROBLEMS YOU MIGHT HAVE”

“TRYING TO WIN BACK MONEY AFTER LOOSING TOO MUCH IS A SIGN OF A GAMBLING ADDICTION”

“MY GAMBLING ONLY AFFECTS ME”

“TEENAGERS SHOULD BE ALLOWED INTO THE BOOKIES TO BET”

“YOU ARE MORE LIKELY TO WIN THE LOTTERY BY THINKING POSITIVELY”

“BUYING A LOOT BOX IS NO DIFFERENT FROM BUYING A KINDER EGG”

“YOU HAVE TO LOSE A LOT OF MONEY TO EXPERIENCE HARM FROM YOUR GAMBLING”

“GAMBLING ON FREE SITES OR APPS IS HARMLESS BECAUSE NO MONEY IS USED”

“IF I BUY A LOTTERY TICKET, THE BEST PLACE TO BUY IT IS A PLACE THAT HAS SOLD FEW PREVIOUS WINNING TICKETS”

“PEOPLE WHO WIN THE LOTTERY ARE HAPPY FOR THE REST OF THEIR LIVES”

“BUYING CRYPTOCURRENCY IS A FORM OF GAMBLING”

GAMBLING BRAINSTORM

This brainstorm activity gives participants an opportunity to think of different types of gambling in their environment, before reflecting on the risk of harm.



TIME:
15-20min



RESOURCES:
Flip-chart, felt-tip pens

METHOD

1

Using a flip chart placed in the middle of a table, ask the group to note down as many types of gambling they can think of.

In particular, ask participants to consider gambling activities they may be exposed to, e.g.:

- Gambling to do with hobbies, sports they are interested in
- Gambling advertising they might have seen
- Loot boxes and other gambling-style mechanics in games they might play
- Gambling on social media, e.g. raffles and give-aways
- Cryptocurrency

2

Ask the group what risks may be associated with gambling and facilitate a discussion.¹⁴⁹

3

Explain to the group that all gambling carries a risk of harm, however some products (and behaviours) carry more risk than others.

Ask the participants if they can guess which gambling activities may carry a greater risk of harm, and challenge them to circle these.

4

Ask participants to explain why they find some activities more harmful than others. Examples of topics you can discuss include:

- The addictive characteristics of gambling products¹⁵⁰
- The nature of online gambling
- The influence of adverts
- Peer pressure.

¹⁴⁹ Refer to [Section 2.1 'What are gambling harms?'](#) for guidance on risk of gambling harm.

¹⁵⁰ Refer to [Section 2.3 'Risk factors for experiencing gambling harm'](#) for guidance on addictive characteristics in gambling products.

STAND UP IF

This activity helps illustrate how prevalent gambling is among participants' environments, while providing opportunities to challenge how normalised gambling may be. It also offers ways of testing and consolidating previous learning.



TIME:
5-10 min



MATERIALS TO PRINT:
Stand Up If example statements (optional)

METHOD

- 1** Read the Stand Up If statements one at a time. Ask participants to stand up (or raise their hand if standing is not possible) if the statement applies to them.
- 2** After each statement, you could ask some of the participants who stood up to share some information regarding that statement (e.g. Stand Up If there is a betting shop near where you live -> Where are the closest betting shops? Why are there some areas with more gambling premises than others?)
- 3** Use the statements regarding gambling as an opportunity to recap on what the young people previously learned about gambling (e.g. Stand Up If you can name one negative consequence that gambling could lead to -> Can we list some together?).

Alternative options:

The first 4 example statements are particularly effective in illustrating how prevalent gambling is in a young person's environment – to emphasise this even more, you could ask participants to stay standing if a statement applied to them, and see how many participants will be standing after all 4 statements were read out.



STAND UP IF

EXAMPLE STATEMENTS

Please create your own Stand Up If statements, for example:

IF THERE IS A BETTING SHOP NEAR WHERE YOU LIVE;

IF YOU THINK THAT THERE ARE YOUNG PEOPLE IN YOUR SCHOOL WHO GAMBLE;

IF YOU HAVE SEEN A GAMBLING ADVERT (ON TV, BILLBOARDS, SOCIAL MEDIA, ...) IN THE PAST 3 DAYS;

IF YOU HAVE EVER PLAYED A VIDEO GAME THAT FEATURED LOOT BOXES;

IF YOU CAN NAME ONE HARMFUL EFFECT OF GAMBLING;

IF YOU REMEMBER WHAT THE HOUSE EDGE IS;

IF YOU CAN NAME ONE NEGATIVE EFFECT THAT GAMBLING COULD HAVE ON MENTAL HEALTH;

IF YOU CAN NAME ONE NEGATIVE EFFECT THAT GAMBLING COULD HAVE ON RELATIONSHIPS;

IF YOU KNOW WHAT LOOT BOXES ARE;

IF YOU CAN THINK OF WHAT ADVICE TO GIVE SOMEONE WHO SOMETIMES GAMBLES;

IF YOU COULD GIVE AN EXAMPLE OF WHERE YOU COULD GO FOR HELP IF YOU HAD GAMBLING-RELATED CONCERNS;

IF YOU KNOW WHAT BLOCKING SOFTWARE IS.

You can mix these with other questions as a way of challenging whether gambling is 'normal' or actually quite different, e.g.:

IF YOU LIKE SWIMMING;

IF YOU HAVE A DOG;

IF YOU ATE PIZZA LAST WEEK ETC.