

IMINDS: GAMBLING EDUCATION



Lower the Stakes

*A Public Health Approach
to Gambling in British Columbia*



Provincial Health Officer's 2009 Annual Report

It is recommended that the Ministries of Education, Finance, and Health work together to develop a consistent, province-wide approach to enhancing risk avoidance related to gambling among children and youth, with a special emphasis on youth in grades 10 to 12.



Promising Practice Series

Using Constructivist Methods in Drug Education

Students need knowledge and skills to navigate a complex world where psychoactive drugs—coffee, alcohol, cannabis and so on—are commonly used and both praised and vilified by adults. That’s why the best drug education programs involve

- making sense of humanity’s relationships with drugs,
- examining personal choices and social interactions, and
- understanding risk and learning ways to manage it.

Using constructivist methods to deliver drug education is ideal because it avoids setting the teacher up as the “drug expert” who provides content. Instead, the role of the teacher is to create a context of inquiry. Students are encouraged to examine, elaborate on and question their own ideas and experiences as well as those of others, guided by available evidence and the conventions of classroom discourse.

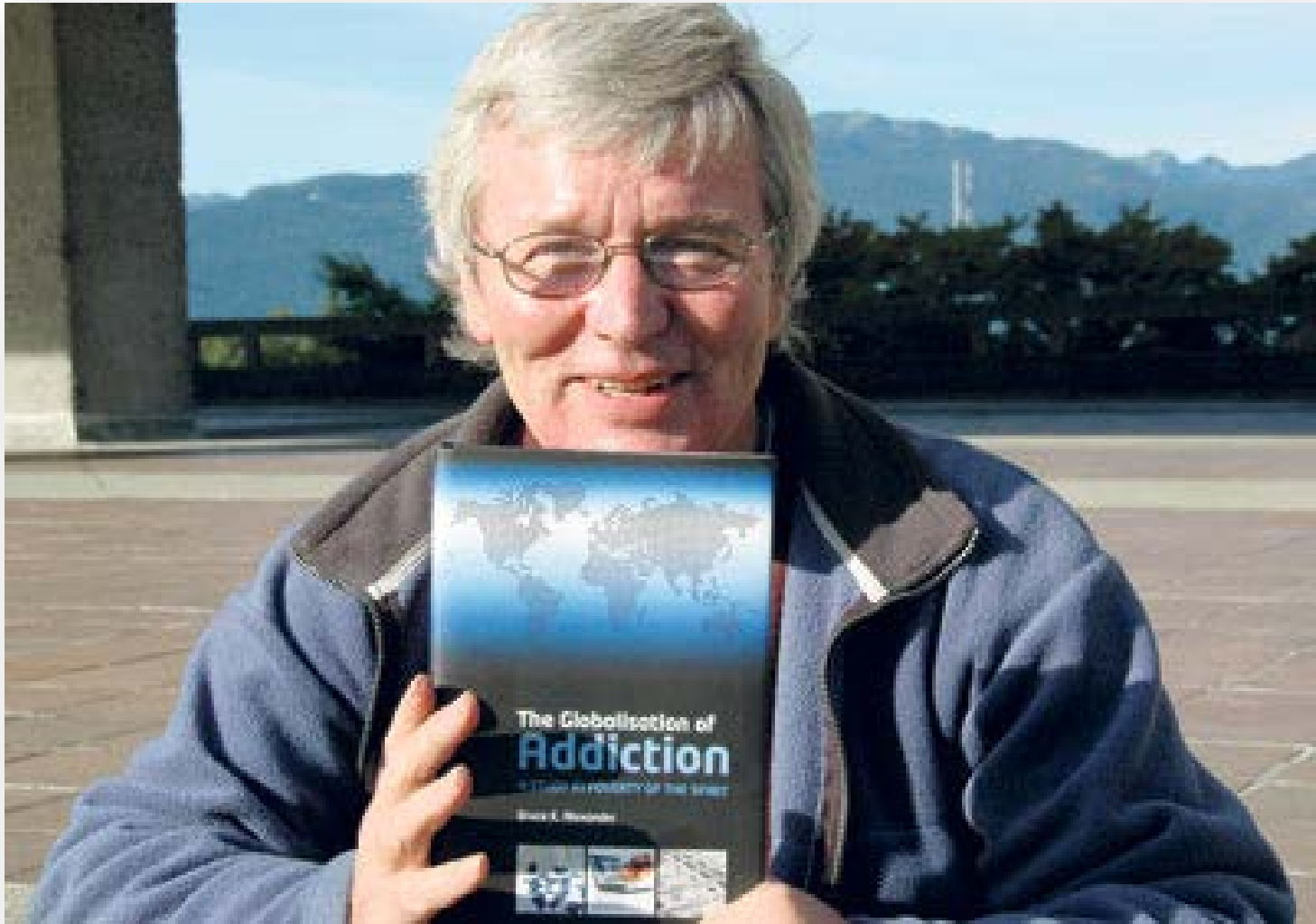


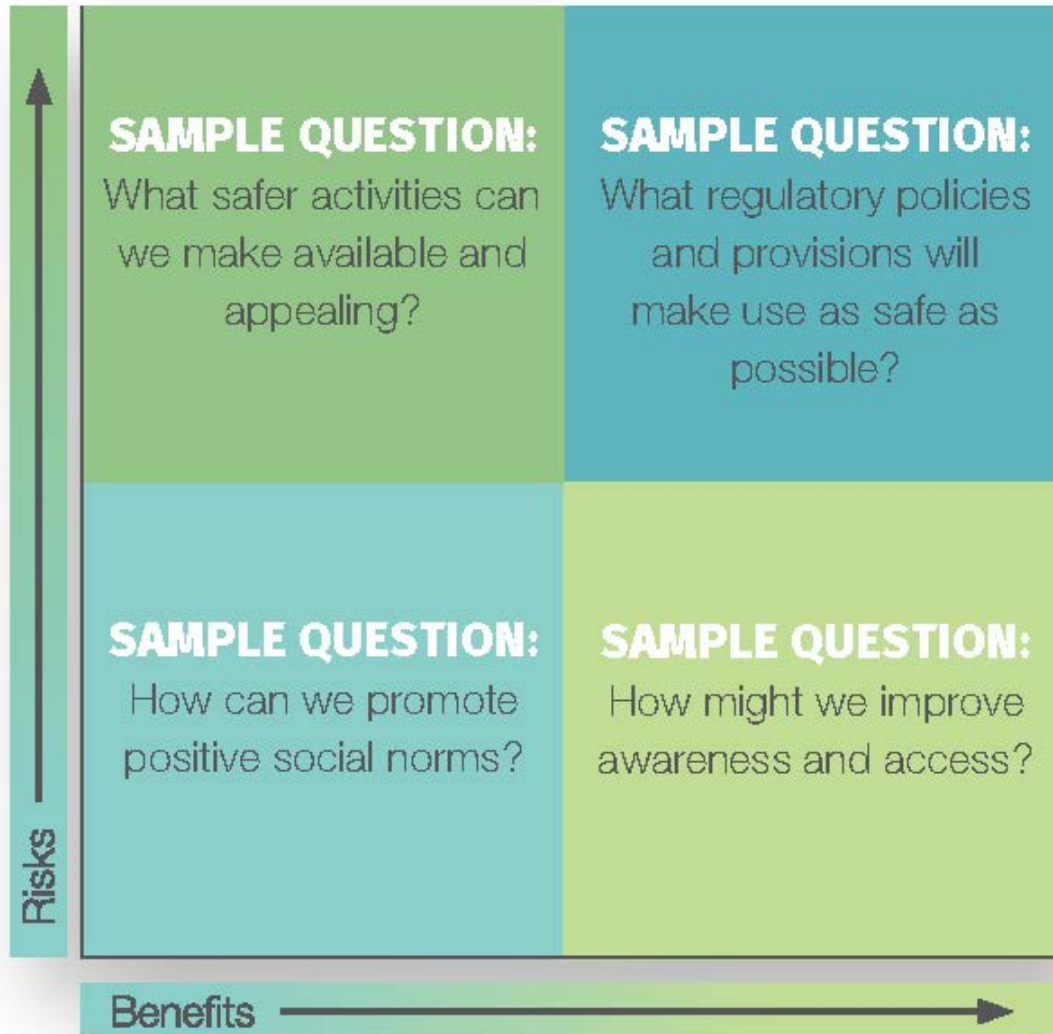
Philosophical Inquiry and Drug Education

Mahboubeh Asgari, PhD
Dan Reist, MTh
Barbara Weber, PhD

Why does it take so long to make friends, and so quickly to make enemies? What is pure happiness? Why am I here, and what is my purpose in life? Why do adults often pretend that nothing bad is happening in the world? What is my superpower? These are just some examples of real questions that children in BC have raised when given the space to formulate a question close to their heart. All of these questions, be it regarding identity, time, purpose or values, are existential questions that go to the core of what it means to be human and live in an increasingly complex world. These are fundamental questions that go far beyond acquiring competences, skills or knowledge. Yet, where and when do we give children the space to speak about these topics? How do we prepare children for a world that is yet to come? How can we support children to become 'professional human beings'?

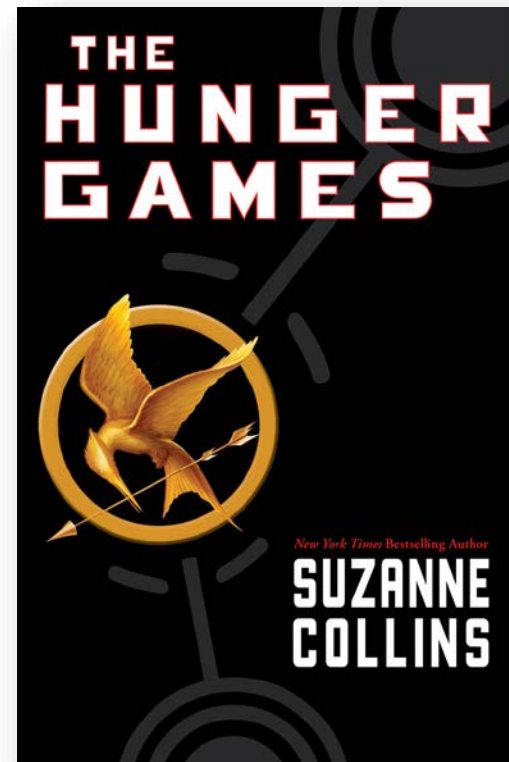
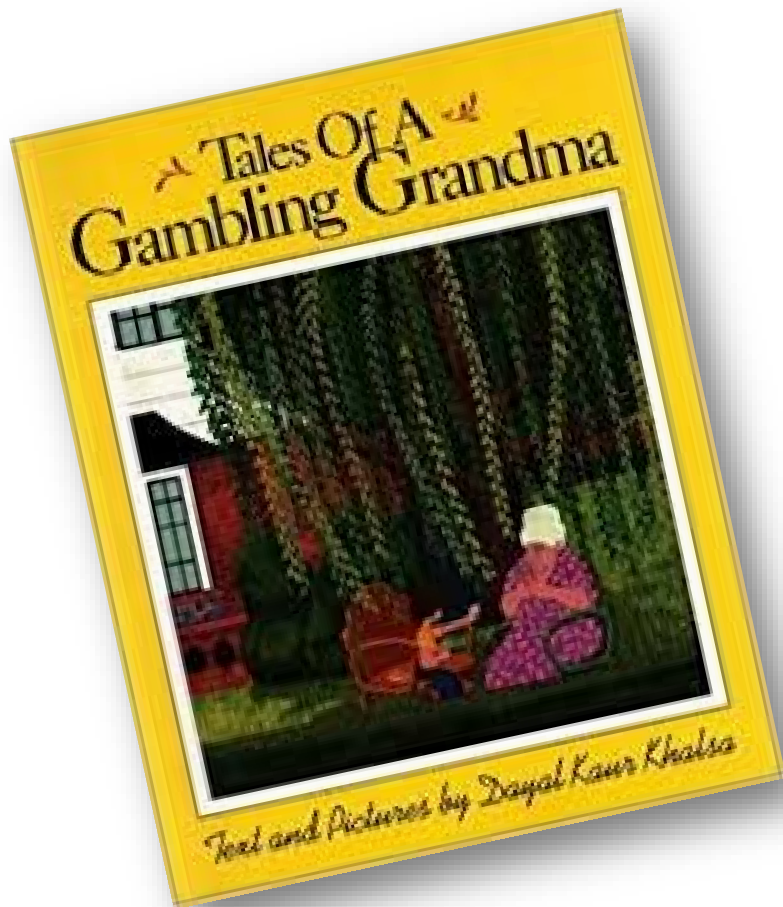
An inquiry-based pedagogy that facilitates dialogue among children gives the children the space and tools to develop their own questions. It allows them to become aware of how they feel about those questions. It





Students need to learn to ...	By exploring content <u>such as</u> ...
<ul style="list-style-type: none"> • assess the complex ways in which gambling is linked to human culture and impacts the health and wellbeing of individuals, families, communities and societies 	<ul style="list-style-type: none"> • the role of gambling in different cultures • the changing ways cultures have interacted with gambling over time • the various constructs (e.g., social pastime, criminal behaviour, disease, occupation) used to characterize gambling • the social, political and health impacts of various types of gambling
<ul style="list-style-type: none"> • assess the ways in which material goods are distributed in society, how those goods are valued and how this is related to gambling policies and behaviours 	<ul style="list-style-type: none"> • the relationship between political and social concepts (e.g., capitalism, socialism, consumerism) and gambling • the relationship of equity/inequity of material wealth to patterns of gambling • the role of political priorities in shaping gambling patterns and outcomes
<ul style="list-style-type: none"> • recognize binary constructs (e.g., win vs lose or success vs failure) and assess their limitation in addressing complex social issues like gambling 	<ul style="list-style-type: none"> • the interconnected relationship of types of gambling, personal factors and community context in understanding risk and harm related to gambling • the use of non-binary models (e.g., Venn diagrams or quadrant models) in exploring gambling-related issues

Students need to learn to ...	By exploring content <u>such as</u> ...
<ul style="list-style-type: none"> consider dominant social discourses and assess their impact on the distribution of risk and benefit associated with gambling 	<ul style="list-style-type: none"> media awareness and critical thinking deconstructing messages to determine whose interests are being served self-examination and the exploration of ideas without immediately passing judgement
<ul style="list-style-type: none"> explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behaviour 	<ul style="list-style-type: none"> concepts like probability, chance, and randomness and the common fallacies in handling these concepts ways of calculating consequences and weighing costs and benefits the emotional and social appeal of gambling and potential cognitive distortions the design of gambling mechanisms and settings
<ul style="list-style-type: none"> develop personal and social skills to reflect on and manage personal behaviour and choices related to gambling 	<ul style="list-style-type: none"> ways to assess personal risk and distinguish between entertainment and problematic behaviour decision-making skills that incorporate rational processing and emotional regulation support and leadership skills within peer group, family and community



What's next?

- Gambling lessons will launch in BC schools in September 2017
- Early testing with drug education lessons indicate:
 - teachers who use the lessons report that they lead to engaging conversations with students, appreciate the foundation in good education theory and the links to BC curriculum
 - first student data will be available in June 2017

THANK YOU

Dan Reist (dreist@uvic.ca)

