# Myth busters. How true is that? Stage 5

Duration: 6 lessons (50-60 minutes duration)

## Description

This learning sequence is deigned to investigate the following driving questions:

* What is the image or perception that drives your behaviour?
* What ideals are you being sold and what strategies are being used to sell that ideal?
* Is everyone doing it? What’s the reality of it?
* What do I now know and how can it support me in the future?

## Educative purpose

Through this learning sequence, students will examine and critique health information across the gambling learning contexts. Students will appraise personal strengths, predict future challenges and opportunities and develop the skills required to manage these in a positive way across these contexts. A key focus of this learning sequence is to develop health literacy and encourage critical inquiry. These skills will assist students to identify reliable sources of information and services to assist them with current or future challenges. The driving questions frame the learning sequence and focus the learning.

## Syllabus outcomes

* **PD5.2** Researches and appraises the effectiveness of health information and support services available in the community
* **PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
* **PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
* **PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

All outcomes referred to in this unit come from [PDHPE K-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## PDHPE skills

|  |  |
| --- | --- |
| Self management | Interpersonal |
| * Strengthening personal identity * Self awareness * Decision-making and problem solving * Seeking help | * Communication * Collaboration, inclusion and relationship building * Leadership and advocacy * Social awareness |

## Syllabus content

|  |  |  |
| --- | --- | --- |
| Outcomes | Key inquiry question | Syllabus content |
| PD5-2 - Researches and appraises the effectiveness of health information and support services available in the community | How can people respond positively to life challenges? | * predict future challenges and opportunities and the skills required to manage these in a positive way   + appraise personal strengths to design a strategy for addressing a future life challenges   + recognise early warning signs of challenging and unsafe situations, for example physical, emotional and social indicators, external signs, controlling behaviour **S** |
| PD5-6 - Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity | Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity? | * analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)   + describe pro-social behaviour expectations in social situations and examine how these can influence decisions behaviours and actions **S I**   + investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, for example drug use, road safety, physical activity, personal safety **S** * investigate media strategies, marketing and influences associated with health issues affecting young people   + critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, for example messages regarding body image, nutrition and mental health S   + critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity **S I**   + examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health, for example drug use, gambling, alcohol consumption **S** |
| PD5-7 - Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities | How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity? | * evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community   + assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, for example responsible service of alcohol, random breath testing, mobile drug testing   + examine Australian Government online safety programs and resources to explore the support services available to young people, for example gambling **S** |
| PD5-8 - Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity | What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing? | * plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long-term risk (ACPPS091)   + formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing **S I**   + propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, for example drug use, gambling, road use **S I** |

## Teaching notes

Schools are advised that resources embedded within this unit are not endorsed by the NSW Department of Education.

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/learning-environment).

### Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (for example videos, media clips and YouTube), interactive web-based content (for example games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication).

## Learning sequence overview

**Lesson learning intention:** Students develop their health literacy to make informed healthy choices

**Success criteria:** Students within this lesson are going to learn the skills to breakdown and critique the messages they are seeing in everyday media.

* Establish a link between the number of screens young people are accessing at once and the need to monitor the messages coming to them.
* Clarify if the media message is fact, opinion or analysis.
* Compare two sources of information to build health literacy skills.

### Activity 1: How do on and off line messages influence our perceptions?

Use the research snap shot of online media to create a clear picture of where young people are getting their messages from.

Students discuss:

* Where are young people getting their information from?
* What types of messages are being conveyed? There are obvious messages from advertising but are there less obvious ones in gaming, packaging, when watching a movie or sport or scrolling Instagram or twitter.
* How do the words and images within online information impact on young people?
* Decipher the information about the numbers of screens young people are using at once?
* What does this mean for young people about the amount of information they are accessing at once?
* If young people are being bombarded with information with so many messages, how do we know that all this information is real?

### Activity 2: Build your literacy knowledge

Students launch the online: ABC media literacy Interactive lesson: [Fact v opinion v analysis](https://www.abc.net.au/education/media-literacy/interactive-fact-opinion-analysis/11185098). Watch the video and check understanding in the online activities and quizzes.

### Activity 3: Becoming an online critic

Students:

Create a quick image search (via Google or Bing) of Miranda Kerr.

Write down 5 words that could be put together to create the image (not just looks) of Miranda Kerr.

Read the article [Coronavirus: Miranda Kerr slammed for sharing ‘dangerous’ health advice’](https://www.news.com.au/entertainment/celebrity-life/coronavirus-miranda-kerr-slammed-for-sharing-dangerous-health-advice/news-story/496604222a1fc72223d8c3c782f0c9ad)

Reflection question: Were some of the words you wrote down related to her health status? How she looked? Is she an “expert” in the health industry?

Write down 5 more words: people or places where you can receive credible information. Relate these words to who you should be listening to when it comes to protection from the COVID-19 Coronavirus (doctors, medical professionals, department of health).

Compare lists.

Explain why people might believe the messages from Miranda Kerr’s advice? Consider how she looks or her image, what language she might use in advertisements, other health messages, your perception of if she is considered healthy, consider her [online profile](https://koraorganics.com/pages/founder-miranda-kerr), Question: if she looks fit and healthy why do I believe her messages around being fit and healthy?

Use the information from Harvard Library research guide: [‘How to spot fake news’](https://guides.library.harvard.edu/c.php?g=868129&p=7376468)

Comparison check- Use the comparing the messages worksheet. Compare the messages from [Miranda Kerr article](https://www.news.com.au/entertainment/celebrity-life/coronavirus-miranda-kerr-slammed-for-sharing-dangerous-health-advice/news-story/496604222a1fc72223d8c3c782f0c9ad) to the messages from the [Australian Government Department of Health](https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/what-you-need-to-know-about-coronavirus-covid-19#protect-yourself-and-others) on the COVID-19 Coronavirus. What did you notice? What do you wonder?

**Teacher note:** The comparison between the health and wellness messages is easy to detect in this case. However, with the increase in the numbers of screens and the increase in advertising and access to technology, it is crucial that young people are able to detect between fact, opinion and analysis and the impact that each has on their health decision and behaviours. Consider some less subtle messages. Those from constant advertising between YouTube clips or online games. The messages delivered by influencers or what you see when you go to parties or the gym.

Discuss: How can we break down and decode these messages so that young people get the correct information to build knowledge to make healthy, safe and active decisions?

### Focus question 1: What is the image or perception that drives your behaviour?

**Lesson learning intention:** Students evaluate the messaging and dangers of gambling in order to make informed healthy decisions.

**Success criteria:** Students evaluate the messaging and dangers of gambling in order to make informed healthy decisions.

* Understand that there are subliminal messages that are driving young people’s perception of gambling.
* Describe the possible links between family role modelling and future behaviour.
* Analyse how messages from gambling can shape our perception of masculinity and femininity.
* Build a tool kit of strategies advertising companies use to target young people.
* Identify the facts related to young people and gambling.
* Create a reliable resource for young people by modifying an opinion piece article to a factual article about the impact of dopamine on the brain.
* Appraise how the knowledge and skills they have developed can become a strategy for future use.

#### Activity 1: Gambling and its perceptions

Students are to use an online platform such as [padlet](https://padlet.com/) or record responses to the following brainstorms in their usual mode.

* Identify all the different types of gambling. For example, poker machines, online gambling.
* For online gambling and placing bets, what types of things can you bet on? For example, weather, reality TV.
* Where have you seen gambling? For example, movies, television/Netflix/Stan shows, online games, personal experiences.
* Create a perception of what gambling is. This could be presented in a paragraph or a collection of images.
* Use that perception to complete a Y chart in your books. Use words to describe what gambling looks like, sounds like and feels like.

#### Activity 2: Where do these perceptions start?

Introduce students to the KidBet advertisement on the [KidBet website](http://kidbet.com.au) or the [KidBet Edpuzzle clip](https://edpuzzle.com/media/5e798baed9bf1c3fb6a4b3a0).

Students watch the clip. The following questions are embedded into the Edpuzzle version of the clip and responses can be collected.

* What is the purpose of the advertisement?
* Why would this advertisement use children?
* Is there are subtle message around gender in this advertisement?

**Teacher tip:** Teachers, copy the above edpuzzle link into your google classroom and collect the students’ responses to the embedded questions as an opportunity to find out what your students already know. If they are demonstrating excellent subject knowledge, the following program may be adapted, and more critical thinking and reflective tasks could be added.

### Focus question 2: What ideals are you being sold and what is being used to sell those ideals?

#### Activity 1: Building a tool kit of decoding advertising strategies

**Educative purpose:** Gambling perceptions come from many places but one of the most powerful places is their own advertising. It is important for young people to recognise the subtle messages within the obvious messages and build a tool kit of decoding strategies. This means when young people are exposed to gambling advertising, they can make clear and informed decisions about their future behaviour.

Students watch the clips and read the newspaper articles about strategies for selling gambling. While watching the clips, record all the strategies that encourage young people to gamble.

* Talking with teens about gambling- [Make me feel good.](https://youtu.be/Kc5lXtKVZbc) (duration 1:18)
* Talking with teens about gambling- [Man flirt.](https://youtu.be/LFBIbm7FCt0) (duration 0:53)
* Talking with teens about gambling- [Show me the glamour](https://youtu.be/tOKc9Q7luHw) (duration 0:41)
* Talking with teens about gambling- [Never seen a loser](https://youtu.be/MN2IF54JhS4) (duration 0:57)
* Talking with teens about gambling- [Get off my phone.](https://youtu.be/XwoiKw4Drvc) (duration 1:21)
* Read the article: [Facebook algorithm for advertising](https://www.techtimes.com/articles/245658/20191010/facebook-marks-thousands-of-children-as-potentially-interested-in-gambling-and-alcohol.htm)

#### Activity 2: Become a media critic on gambling advertising

Students are to watch the edpuzzle clip [Gambling advertisements](https://edpuzzle.com/media/5e79ed857cd3163f707ba2a6). (duration 2:15)

The edpuzzle clip shows a series of advertisements. Embedded into the clip are questions to challenge students to identify the marketing strategies from the previous activity in this clip.

**Teacher tip:** Teachers, copy the above edpuzzle link into your google classroom and collect the students’ responses to the embedded questions as a formative assessment task.

Activity 3: Critiquing a campaign

Students compare the messaging given around gambling in the men’s AFL competition and the women’s AFL competition. Read the following two articles:

[The Age: AFL dependence on gambling.](https://www.theage.com.au/sport/afl/afl-should-lift-its-game-by-quitting-dependence-on-gambling-20190629-p522la.html)

[AFL Women's team pioneering the 'love the game' message](http://www.insidegambling.com.au/editions/13/feature/AFL-Womens-teams-pioneering-the-love-the-game-message)

Students discuss:

* What are the messages about gambling in the women’s AFL competition?
* What are the messages about gambling in the men’s AFL competition?
* Do you think that the messages about reducing the social norm of gambling in sport are reaching the right target audience?

**Critical thinking and literacy activity**

Assess the Women AFL teams' campaign to forgo gambling advertising. How successful do you think it will be in reducing the social norm of gambling in sport?

Students write a response, using a structured paragraph method such as a PEEL/TEEL/DEAL or SEXY.

### Focus question 3: Is everyone doing it? What’s the reality of it?

#### Activity 1: The probability of winning practical activity

Students participate in an experiment to see whether gambling is a skill or is based on luck. The aim is to get as many doubles as possible. Use 2 real dice or an[**online dice roller**](https://www.teacherled.com/iresources/tools/dice/)

In 10 rolls, record how many times you rolled double (that is a 1-1, 2-2, 3-3, 4-4, 5-5, 6-6).

* What is the probability of rolling a double?
* Watch the [Khan Academy](https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:independent-events-precalc/v/events-and-outcomes-2) (duration 5:14)clip to see if you were correct in your prediction.
* Did you have good odds of winning?
* Is this based on skill or luck?
* Can you increase your skill?
* Can gamblers increase their skills?

#### Activity 2: The facts about gambling

Students are to watch and read the article. Record statistic and facts to build a collection about gambling that could change societal perception of gambling.

Use the [Victorian responsible Gambling foundation infographics](http://www.insidegambling.com.au/__data/assets/pdf_file/0017/40436/Infographic-Gambling-among-secondary-school-students-Oct-2019.PDF) to explore more statistics.

* Talking with teens about gambling part 3 [Tip this](https://youtu.be/3_0LOU9JoI8) (duration 1:16)
* Talking with teens about gambling: [Can you bank on it](https://youtu.be/8xrB3VkYKYA)? (duration 0:42) Under 1 percent.
* Talking with teens about gambling: [Scratch this.](https://youtu.be/1NFlzNCcMy8) (duration 0:44)
* Talking with teens about gambling: [The odds are What?!](https://youtu.be/_AjZ7DmDl3U) (duration 0:55)
* Talking with teens about gambling: [Smart means wins?](https://youtu.be/pxrx5Vx_ftM?list=PLlxOaF8FyB0qsZ6DB2k6KWIt4CV-dtXgF) (duration 1:27)
* Inside gambling [edition #17: October 2019](http://www.insidegambling.com.au/editions/17/feature-articles/young-people-and-gambling-whats-the-state-of-play)

Students record a reflection on the questions:

* What features of the sources made them reliable sources?
* Are there any that you don’t consider reliable? Why/why not?

#### Activity 3: Switching your perception

**Teacher note:** These activities are designed to switch student’s perception.

Students:

Read the following information.

When we enter the ocean, we go in with the mentality of ‘shark attacks won’t happen to me’. It’s considered an unlikely occurrence, and it is. However, when gambling there is a mentality that there are ‘greater odds of winning’.

Fact: Shark attack statistics in Australia show that there is a one in 2,704,600 chance of being attacked by a shark, compared to a 1 in 10 million chance of winning $10,000 on the poker machine.

The above statistics show that a shark attack is more likely.

Between the two scenarios, the perception of one should change. Which scenario do you think we should start to change our perception of?

Create three catchy advertising slogans that can start to change societal perceptions of gambling.

#### Extension literacy activity:

**What happens to the teenage brain when gambling? Gambling companies rely on it.**

Students:

Read the editorial piece [The Guardian view on teenage gambling: staking on dopamine](https://www.responsiblegambling.eu/article/the-guardian-view-on-teenage-gambling-staking-on-dopamine/).

Rewrite the article in a factual way. The new article is designed for young people. It should be considered a reliable article or sources of information.

* Tip: Use the information from the Harvard Library research guide that was used in the first lesson of this unit: [‘How to spot fake news’](https://guides.library.harvard.edu/c.php?g=868129&p=7376468) to create the article.

### Focus question 4: What do I now know and how can it support me in the future?

#### Activity 1: Appraising your new knowledge and skills

Students:

Show the knowledge and skills you have developed by adding to your original Y chart and further describing what gambling looks like, sounds like and feels like.

Compare your original Y chart to your current Y chart.

* Colour code your response in three colours:
  + Green = highly useful knowledge or skills. I can use it and may have already.
  + Orange = Somewhat useful knowledge and skills. I might be able to use it, but I’m not sure if the situation yet.
  + Red= Knowledge and skills are not useful. I don’t think I will ever use them, but others could.

#### Activity 2: Planning and rehearsing for the situation

Students:

Watch the [Talking with teens about gambling- Retake clip](http://www.gamblinghelp.nsw.gov.au/learn-more/what-do-teens-think/) (duration 1:18) showing young people talking about how they might change their minds and the perception that they have of gambling.

Use it as a stimulus to write a journal entry, or create an educational podcast about how you might choose to gamble responsibly or not at all. Validate some of the reasons from your Y chart to show how any future gambling could be done responsibly or why you might not wish to gamble.

## Resources

### Research snapshot: How young people are spending their time digitally

This snapshot is an extract from a larger study and was produced jointly by the [Australian Communications and Media Authority](http://www.acma.gov.au/) (the ACMA) and the [Office of the Children’s eSafety Commissioner](https://www.esafety.gov.au/).

**The shift to multiple screens**: Rather than sticking to one technology or exchanging one device for a new one, most teens go online using a suite of devices, changing according to where or when they connect.

Half of teen internet users (52 per cent) are accessing the internet with two different devices, while 30 per cent are using three. Fewer than one in five (18 per cent) are reliant on only one internet access device, most commonly a desktop computer (69 per cent of those who use one internet access device), a trend which is also reflected in the broader adult population.

**Trending #international**: Australian teens are in step with their overseas counterparts in terms of use of internet via mobile phones and take-up of smartphones (Table 1).

Table 1: teens going online globally

|  |  |  |  |
| --- | --- | --- | --- |
| Internet-enabled devices | US teenagers (12-17years)  September 2014 | UK teenagers (12-15years)  April-June 2015 | Australian teenagers (14-17Years)  June 2015 |
| Use a mobile phone to access the internet | 91%\* | 65% | 65% |
| Use a computer to access the internet | 88% | 85% | 74% |
| Own/have a smartphone | 73% | 69% | 80% |

**\***Data reflects those using a ‘mobile device’, not just mobile phone. Data collected by internet survey methodology.

**Base:** Australia: people aged 14–17 years; US: people aged 12–17 years; UK: people aged 12–15 years.

**Note:** Teenage activities can be difficult to compare internationally, as research of this age group is limited, and international agencies use different methodologies and age bases.

**Sources:**

* US data for mobile devices and own/have a smartphone: Amanda Lenhart, Teens, Social Media & Technology Overview 2015 [pewinternet.org/2014/02/25/teens-technology-understanding-the-digital-landscape/](http://www.pewinternet.org/2014/02/25/teens-technology-understanding-the-digital-landscape/), Pew Research Internet Project, 9 April 2015; US data for ‘use a computer to access the internet’: Amanda Lenhart, Teens and Technology—Understanding the Digital Landscape [pewinternet.org/2014/02/25/teens-technology-understanding-the-digital-landscape](http://www.pewinternet.org/2014/02/25/teens-technology-understanding-the-digital-landscape/), Pew Research Internet Project, 25 February 2014;
* UK data: Ofcom, Children and Parents: Media Use and Attitudes Report 2015, November 2015;
* Australia data: Roy Morgan Single Source, June 2015.

Service providers driving digital participation: Digital technologies have transformed the way we interact socially and economically, changing how information and content are delivered to consumers and citizens. Behind these services are diverse ranges of organisations that are increasingly instrumental in facilitating the digital lives of young people in Australia.

Available data (Table 2) shows that for some online markets, such as videos and movies, social media and search, a small number of players account for a high proportion of the youth market. In other online markets, such as the games sector, market share is distributed across a broader range of service providers.

|  |  |  |  |
| --- | --- | --- | --- |
| Website category and sites | Reach among youth accessing category of website (%) | Share of total time youth spend on category of website (%) | Share of web pages viewed by youth on category of website (%) |
| **Videos/movies -** YouTube | 86 | 92 | 88 |
| **Videos/movies** - Netflix/Putlocker.is/IMDb/Bing Videos/Dailymotion | 25 | 7 | 9 |
| **Games** - Steam | 20 | 5 | 11 |
| **Games -** Minecraft | 11 | 1 | 1 |
| **Games -** SPIL Games network | 11 | 7 | 5 |
| **Games -** Roblox.com | 8 | 5 | 16 |
| **Games -** TwitchTV | 3 | 7 | 5 |
| **Games -** Kizi/GirlsGoGames/Curse/IGN gaming websites/The Majic Globe/King/Heroes of the Storm | 30 | 19 | 27 |
| **Search engines** - Google search | 90 | 82 | 87 |
| **Search engines -** Bing Web/Ask.com/Yahoo7 search/ | 26 | 16 | 10 |
| **Member communities (social media\*\*)** - Facebook | 73 | 88 | 71 |
| **Member communities (social media\*\*) -** Blogger/WordPress.com/Google+/Instagram/Pinterest/Twitter.com/Tumblr | 44 | 6 | 16 |

**Note:** Excludes mobile app data. \*YouTube can also be classified as a social media company. \*\*Excludes YouTube. \*\*\*For the market reach figure, the combined figure has been derived by removing double counting where a person accesses more than one of the sites identified.

**Base:** Online Australians aged 17 years or younger.

**Source:** Nielsen Online.

### Compare the messages worksheet

Use the two resources by Miranda Kerr and the Australian Government Department of Health to answer the questions in the table below.

|  |  |  |
| --- | --- | --- |
| Questions | Source: Protection advice from a medical medium and Miranda Kerr | Source: The Australian Government Department of Health |
| What is the source? |  |  |
| What is the URL? |  |  |
| Are there any visual cues? |  |  |
| Does the story make you want to get a second opinion? |  |  |
| Does the story draw out irrational emotions that cannot be explain? |  |  |
| What is the type of language used? Technical, humorous, sensationalised? |  |  |
| Is the language difficulty to decode? Does it make you want to stop reading? |  |  |
| Does the amount of content influence the messages being given? |  |  |
| Image of messenger: What is the image of the author/seller? Does this influence the authenticity of the message? |  |  |
| Why might young people connect with one message more than others? |  |  |

### The Guardian view on teenage gambling: staking on dopamine

Source: [RG Magazine](https://www.responsiblegambling.eu/author/admin/) Published: December 17, 2017 Editorial | Opinion

Social media can look like a gateway drug to young addicts bent on laying bets online. We need to guard against the dangers of both.

The worlds of late childhood and early adolescence are absorbing, often overwhelming, and at best partially accessible to the adults orbiting them. So it is shocking, but not perhaps surprising, to discover that around 25,000 11- to 16-year-olds are problem gamblers, [according to new research](https://www.theguardian.com/society/2017/dec/12/children-britain-problem-gamblers-report). Another 36,000 are at risk of developing a problem. Most children try their hand for the first time via fruit machines or the national lottery, and television bombards them with betting adverts. But a growing number are exposed via new means, such as computer games and social media. While the overall number of problem gamblers has fallen in recent years, new perils are emerging.

More than one in 10 children have tried “skins” betting – allowing them to bet using in-game items, some of which can be converted to money. In other cases, they try casino-style games accessible on Facebook or smartphone apps, enjoying a bit of the thrill of a big win, without facing the actual consequences of the more likely loss. The charity [GambleAware has warned of its concerns](https://about.gambleaware.org/media/1637/2017-12-12-young-people-and-internet-safety-final.pdf) about the normalisation of gambling for young people and called for a [precautionary approach](http://blogs.bmj.com/bmj/2017/09/28/sian-griffiths-is-gambling-a-public-health-issue/).

One issue is the convenience and intimacy of new technology, and the difficulties of regulating it. Another is that users are digital natives, while their parents may not understand – or even know about – these new means. But a third, striking question is the way in which the very nature of gambling, online worlds and the intensity of adolescent experience intersect and may reinforce each other: [teenage brains, after all, are reckoned to be more easily influenced by their environments and more prone to risk-taking and impulsivity](https://www.theguardian.com/lifeandstyle/2015/jan/25/secrets-of-the-teenage-brain). Neither teenage cliques nor gaming are new – but peers now exert pressure from afar; and gaming need not stop when your friends go home for tea. The distinction between “always available” and “inescapable” is not obvious, and these worlds can crowd out those spaces where teenagers might once have opened up (to parents who may themselves be busy answering work emails).

Like gaming firms, social media services rely for profit on the satisfaction that breeds dissatisfaction. They need users to be summoned back repeatedly by the little dopamine hit of an unexpected win or an Instagram like: “God only knows what it’s doing to our children’s brains,” Facebook’s [founding president, Sean Parker, warned recently](https://www.theguardian.com/technology/2017/nov/09/facebook-sean-parker-vulnerability-brain-psychology). A striking number of [tech executives are strict in regulating their own offspring’s use](https://www.theguardian.com/technology/2017/dec/11/facebook-former-executive-ripping-society-apart), perhaps aware of research such as that suggesting children who spend more time on online social networks feel [less happy in almost all aspects of their lives.](https://www.theguardian.com/society/2017/apr/09/social-networks--children-chat-feel-less-happy-facebook-instagram-whatsapp)

Regulation and enforcement will be part of the solution to teenage gambling – despite the difficulty in tackling complex areas such as casino-style games that do not offer actual monetary rewards and in handling companies based overseas. But the consuming, addictive nature of social media deserves attention, too. A moral panic about technology will not help; we do not need draconian bans, or the jettisoning of all the advantages of the online world. Instead, sober consideration of the downsides would help better-informed communities and families to learn how to regulate, guide and advise their children in their choices.

Source: The Guardian

This story was found at: [www.responsiblegambling.eu/article/the-guardian-view-on-teenage-gambling-staking-on-dopamine/](https://www.responsiblegambling.eu/article/the-guardian-view-on-teenage-gambling-staking-on-dopamine/)

### Facebook marks thousands of children as potentially interested in gambling and alcohol

Source: Allan Adamson published by Tech Times: October 10, 2019.

Thousands of children who use Facebook have been marked as potentially interested in adverts about gambling and alcohol.

**Children flagged as interested in gambling, alcohol**

These interests are automatically generated based on what Facebook learns about a particular user based on his or her activities on the social network. Facebook advertisers can then tap these interests to target their messages and ads to users who are likely interested in a topic.

Facebook's algorithm, which automatically categorizes users, has long face been criticized. It was revealed last year that Facebook was targeting users potentially interested in subjects such as homosexuality, Islam or liberalism, regardless that the European Union's GDPR data protection laws have marked out religion, sexuality and political beliefs as sensitive information.

An investigation by the Guardian and the Danish Broadcasting Corporation now reveals that the social media company's advertising tool has flagged 740,000 children as being interested in gambling. It also flagged 940,000 minors as being interested in alcoholic beverages.

The social media company said in a statement that it does not allow ads that promote the sale of alcohol or gambling to minors.

"We enforce against this activity when we find it," the company[said](https://www.theguardian.com/technology/2019/oct/09/children-interested-in-gambling-and-alcohol-facebook) in a statement. "We also work closely with regulators to provide guidance for marketers to help them reach their audiences effectively and responsibly."

**Other ways advertisers can target minors with interest in alcohol, gambling**

Facebook nonetheless still allows advertisers to specifically target minors based on their interest in alcohol or gambling. The Guardian cited a Facebook insider who provided an example of an anti-gambling service that may be interested in reaching out to children with potential gambling issues to offer them help.

Developers of an exploitative video game with "loot box" mechanics may also target adverts to children who fall into the subgroup of those who may be interested in gambling sans breaching Facebook's regulations.

Earlier this year, U.S. Sen. Josh Hawley revealed that he would be introducing a bill that would ban the sale of addictive [loot boxes](https://www.techtimes.com/articles/243092/20190510/new-bill-will-ban-games-from-selling-loot-boxes-and-pay-to-win-microtransactions-to-kids.htm).

"When a game is designed for kids, game developers shouldn't be allowed to monetize addiction," Hawley [said](https://www.theverge.com/2019/5/8/18536806/game-studios-banned-loot-boxes-minors-bill-hawley-josh-blizzard-ea). "Game developers who knowingly exploit children should face legal consequences."

Source: The Tech Times

This story was found at: [www.techtimes.com/articles/245658/20191010/facebook-marks-thousands-of-children-as-potentially-interested-in-gambling-and-alcohol.htm](https://www.techtimes.com/articles/245658/20191010/facebook-marks-thousands-of-children-as-potentially-interested-in-gambling-and-alcohol.htm)