



**YMCA**  
Youth Gambling  
Awareness  
Program (YGAP)

**YMCA**  
Programme de  
sensibilisation aux  
jeux de hasard chez  
les jeunes (PSJJ)

# Workshops

## Key Concepts & Curriculum Links

High School Workshops	Key Concepts	Curriculum Links	Timing
<p><b>Game-Bling: When Gaming Meets Gambling</b> <b>Grades 9 to 12</b></p> <p>Gambling is incorporated in the games youth play (i.e. videogames, mobile apps), blurring the lines between gambling and gaming. Due to the risk associated with gambling, it is important for youth to differentiate when a game goes from a skill-based activity to a chance-based activity. This interactive workshop explores unconventional forms of gambling available to minors, activities such as player-pack unlocking, skin betting, e-sports betting, and daily fantasy sports. It invites youth to apply critical thinking skills to recognize the decreased perception of value of money when it has been converted to in-game currency and the importance of keeping track of money spent on in-game microtransactions. After analyzing the impact of excessive technology use on health and wellbeing, this workshop discusses signs of problem gaming and gambling and explores the potential risks of these activities, while providing strategies on how to make safe and healthy decisions and providing information on referrals to community support services.</p>	<ul style="list-style-type: none"> <li>• Definition of gambling</li> <li>• Underage gambling opportunities online and via games</li> <li>• Differentiating between playing skill-based games and chance-based games</li> <li>• Impacts of excessive use of Technology on health and Well-being</li> <li>• Risks and benefits of technology, gambling and gaming</li> <li>• Signs of problematic behaviors (video gaming, excessive technology use, social gaming and gambling)</li> <li>• Understanding the value of virtual/in-game currency</li> <li>• Harm reduction strategies</li> <li>• Information about support services</li> </ul>	<p><b>Technological Education</b> Technology, the Environment, and Society</p> <p><b>Health &amp; Physical Education</b> Healthy Living</p> <p><b>Guidance &amp; Career Education</b> Personal Knowledge and management Skills, Interpersonal Knowledge and Skills</p> <p><b>Social Sciences and Humanities</b> Psychology, Sociology &amp; Anthropology</p>	<p>Flexible: 45 to 75 minutes</p>
<p><b>Sports Betting</b> <b>Grades 9 to 12</b></p> <p>The opening up of the regulated gambling market to private companies in Ontario has increased the sports betting opportunities. Ontarians are able to bet on any aspect of the game (i.e. in-play betting), which can create a continuous form of betting with no obvious stopping point, similar to slot machines. This workshop defines gambling, explores the different types of sports betting options (e.g. betting on traditional sports games, esports betting, and participating in Daily Fantasy Sports), the wide stream media exposure, the sports betting content on social media, and its impact on youth. As there is a common misconception that sports betting is a pure skill-based activity, this workshop unpacks the difference between chance and skill, and highlights the variables that are outside of the control of the participant. It will also share support services available in the community with regards to mental health and problem gambling.</p>	<ul style="list-style-type: none"> <li>• Definition of gambling</li> <li>• Understanding the different types of sports betting</li> <li>• Exploring the current landscape for sports betting in Ontario</li> <li>• Unpacking skill and chance and how it relates to sport betting</li> <li>• Discuss the impact of sports betting exposure on attitudes or behaviors (e.g. major leagues &amp; sports betting partnerships, broadcasters &amp; sports betting partnerships, and social media exposure)</li> <li>• Understanding the risks of sports betting</li> <li>• Harm reduction strategies and information about support services</li> </ul>	<p><b>Mathematics</b> Data Management &amp; Probability</p> <p><b>Guidance &amp; Career Education</b> Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills</p> <p><b>Health &amp; Physical Education</b> Healthy Living</p>	<p>Flexible: 45 to 75 minutes</p>
<p><b>Gambling, Money and Decision Making: Financial Literacy and Gambling</b> <b>Grades 9 to 12</b></p> <p>This session discusses items of value used by youth to bet with, and analyzes factors leading them to participate in games of chance (i.e. to make money) to emphasize the importance of not risking items one is not comfortable losing.</p>	<ul style="list-style-type: none"> <li>• Definition of gambling</li> <li>• Budgeting as it relates to gambling</li> <li>• Dispel myths about money and gambling</li> </ul>	<p><b>Mathematics</b> Data Management &amp; Probability</p> <p><b>Language</b> Media Literacy, Oral Communication</p>	<p>Flexible: 45 to 75 minutes</p>

<p>Through a variety of activities, youth understand that gambling is not a way to earn money by referring back to the odds of losing and the role of chance in gambling. It also discusses the distinction between needs and wants which allows participants to apply decision-making skills towards creating a budget as well as making smart financial decisions thus contributing to mental health and wellbeing (i.e. exploring the concept of entertainment budget and how it relates to gambling). Finally, it explores the financial risks of gambling while providing safety tips and providing information on referral to community support services.</p>	<ul style="list-style-type: none"> <li>• Influence of gambling media in making financial decisions</li> <li>• Gambling as it relates to finances and mental wellness</li> </ul>	<p><b>Guidance &amp; Career Education</b> Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills</p> <p><b>Health &amp; Physical Education</b> Healthy Living</p>	
<p><b>Media Impact</b> <b>Media Literacy for Grades 9 to 12</b></p> <p>Due to the opening up of the regulated gambling market to private companies in Ontario, youth are being exposed to more gambling media than ever before. In this multimedia workshop, youth develop critical thinking skills by exploring the role of gambling advertisements in falsely portraying gambling as risk-free and as a way of making easy money as compared to its reality. Participants will discuss the increased prominence of ‘influencer marketing’ and youth exposure to gambling-related content (i.e. gambling tipsters, fantasy sports content) on social media platforms while evaluating the credibility of the shared information. The workshop will provide media safety tips (i.e. limiting screen time, installing adblockers, downloading smartphone usage tracking app), and invites participants to analyze online content prior to sharing it. The workshop will also share support services available in the community with regards to mental health and problem gambling.</p>	<ul style="list-style-type: none"> <li>• Definition of gambling</li> <li>• Asking questions about the content, we are shown</li> <li>• Influence of gambling ads on youth interest in Gambling</li> <li>• Themes used in gambling advertisements (i.e. “sportification” of gambling, glamor, dreaming big)</li> <li>• Media persuasion techniques used to influence consumer behavior (i.e. testimonials, celebrities, humor, etc.)</li> <li>• Understanding the risks of gambling</li> <li>• Harm reduction strategies and information about support services</li> <li>• Discuss the impact of gambling advertisements on attitudes or behaviors</li> </ul>	<p><b>English</b> Oral Communication, Media Studies</p> <p><b>Guidance &amp; Career Education</b> Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills</p> <p><b>Business</b> Marketing</p>	<p>Flexible: 45 to 75 minutes</p>
<p><b>Stigma and Gambling</b> <b>Mental Health for Grades 9 to 12</b></p> <p>Although there are effective treatment options for people experiencing mental health issues, substance use disorder and gambling-related problems, stigma serves as a barrier to help-seeking, forcing individuals to suffer in silence. This presentation defines stigma (self, social and structural), and the four stages of stigmatization referred to as cycle of stigma (labelling, stereotypes, separation, discrimination), provides tools to recognize stigma as well as strategies to reduce it (i.e. practicing non-judgmental language, listening and asking questions rather than assuming, including rather than excluding, etc.). This workshop dispels myths and provides factual knowledge and awareness to support a compassionate approach to reducing stigma and facilitating an open dialogue. It will also share support services available in the community with regards to mental health and problem gambling.</p>	<ul style="list-style-type: none"> <li>• Definition of gambling and stigma</li> <li>• Dispelling misconceptions about mental health issues</li> <li>• Unpacking judgmental attitudes and behaviors</li> <li>• Stages of stigmatization</li> <li>• Exploring the repercussions of labeling</li> <li>• Strategies to reduce stigma</li> <li>• Continuum of participation in risky behaviors, and when to seek help</li> <li>• Information about support services</li> </ul>	<p><b>Social Sciences and Humanities</b> Psychology, Sociology &amp; Anthropology</p> <p><b>Health &amp; Physical Education</b> Healthy Living</p> <p><b>Guidance &amp; Career Education</b> Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills</p>	<p>Flexible: 45 to 75 minutes</p>

**[Workshops available in-person or online: book here](#)**