
ONLINE GAMBLING

i-SAFE Lesson Plan

Suggested Grade Level – High School

Learning Objectives

Students will:

- identify the issues associated with online gambling
- discuss the laws associated with gambling in the United States
- articulate the pros and cons of legalized online gambling in the United States
- articulate and communicate their knowledge and understanding of the issues to peers and others

Enrichment Goal

Learners will interact in the classroom environment through group discussion and a guided debate. Learners will be provided with materials to engage in an enrichment activity, which includes delivering a presentation about the risks of online gambling for peers and adults.

Materials/Preparation

- a copy of reference and activity pages for each student
- debate direction sheets
- access to materials to prepare for debate
- online i-MENTOR registration (each student) to receive supporting i-MENTOR Toolkit materials

Pre-Assessment

If beginning the i-SAFE program with this lesson, administer the pre-assessment online at www.isafe.org by clicking on “Assessments” prior to the lesson. To verify school ID number, log in at www.isafe.org, go to the “My Info” page, and select “Find Your School ID.”

Lesson Procedures

Children who participate in activities and share what they have learned about Internet safety are more likely to practice safe habits online.

Additional lessons and support for students, teachers, and parents on Internet safety topics are available from i-SAFE Inc. at www.isafe.org.

Discussion

1. Guide a brief introductory discussion about online gambling.
 - Discuss: Who has seen or run across online gambling sites?
 - What issues might one run into if they participate in online gambling?
 - Has anyone seen commercials during prime-time television for online gambling sites? What do you think of such commercials?

Pass out a copy of the “Online Gambling” reference page to each student.

3. Have students read the reference page and discuss as a class.
 - What are some of the issues associated with gambling? What issues are unique to online gambling?
 - How do you feel about the fact that casino sites can advertise on TV?

-
- Have you ever known anyone to gamble online?

Activity – Debate Preparation

- Inform students that they will be participating in a debate about legalizing online gambling.
- Hand out the rules of debate.
- Read and discuss as a class.
- Divide students into groups.
- Hand out the “Debate Activity” worksheet to each student.
- Assign students a stance on the topic, either pro legalization or not.
- Have students complete the worksheet in preparation for the debate on their stance.

Peer-to-Peer Activity (P2P) – Host the Debate

- Conduct the debate as laid out in the “Rules of Debate” sheet.
- This lesson plan does not include a scoring rubric; instead, students discuss their own views about which side won the debate.

Discussion

1. Discuss the debate as a class.
 - What were the critical points of each side?
 - Poll the students on which the side they felt won the debate.
 - Discuss/explain their decisions.
2. Concluding discussion:
 - What information about gambling does their peer group need to know? What about faculty? What about parents?
 - How might others debate differently on the topic or come up with different arguments?
 - Lead into a discussion about the enrichment activity.

Provide students with copies of the “Presentation Instructions” page.

Enrichment Activity

Overview

The i-MENTOR Training Network video “Parent Night” from www.isafe.org will be used as a background information resource for the delivery of a presentation about the risks of online gambling.

Materials/Preparation

- a copy of the i-PARENT Toolkit CD
- printed copies of the Student Toolkit from the curriculum CD
- computer with Internet access (recommended)
- venue to host the presentation
- Internet access to the i-MENTOR Training Network video “Parent Night”

Directions

1. Registration
 1. Go to www.isafe.org and register.
 2. Submit an online implementation plan (IP) at www.isafe.org, and select “Parent Night.” Appropriate materials will be mailed to you.
 3. Print copies of the Student Toolkit from the curriculum CD.
2. Review i-PARENT Toolkit CD.
 - Students review and become familiar with the i-PARENT CD program.

-
- Go over the training PowerPoint presentation as a resource.
 - Discuss why it would be a good community service to provide information about online gambling to teens and/or adults in the community.

3. Preparation

Create a presentation.

- Review what you have learned about online gambling.
- Use the reference material and what was learned from the debate to create a PowerPoint presentation suitable for teens and/or adults about the risks of online gambling.
- Discuss possible presentation venues: PTA meetings, club meetings, adult groups like Rotary, etc.

4. Host the presentation.

1. Arrive early to set up for presentation.
2. Ask attendees to sign a sign-in sheet.
3. Document the event.

5. Conclusion:

Submit documentation to i-SAFE on completed i-PARENT Program.

Post-Assessment

Administer the post-assessment online at www.isafe.org by clicking on the “Assessments” if this is your last lesson for i-SAFE. To verify school ID number, log in at www.isafe.org, go to the “My Info” page, and select “Find Your School ID.”

Related Lessons

The i-SAFE lesson “Privacy and the Internet” (webcast) provides additional related information.

Contact Us

We’d like to hear from you! E-mail teachers@isafe.org to share any unique ideas and/or experiences you had during implementation of this lesson.

Online Gambling

The Internet has allowed an old problem—gambling—to take on an all-new identity. Old issues associated with gambling are enflamed because of the ease of access the Internet allows. These issues include:

- addiction
- bankruptcy
- crime
- suicide
- job absenteeism
- lowered productivity

The online environment facilitates gambling issues by allowing 24/7 access to sites, removing the social stigma, and allowing anonymity from family and friends. In addition, virtual casinos won't cut you off or send you home. They won't even guarantee the odds!

Online Gambling is Illegal in the United States.

American-based companies are not able to run online casinos. Federal law prevents it. However, that doesn't prevent sites from opening and operating online out of foreign countries. Additionally, it is estimated that 80 percent of the traffic to these foreign online casinos is from the United States. Why is this problematic? These sites are not monitored or regulated. That means youth can often gain entrance, and devastating financial losses can occur. Online gambling sites do not guarantee odds and many times do not pay off wins.

Pathological Gambler

Pathological gambling is defined as a chronic inability to resist the urge to gamble. It is estimated that more than five million Americans are pathological or problem gamblers with close to 15 million more at risk for becoming so. The Internet poses a large threat to these gamblers because the faster and more available gambling is, the greater the risk of developing an addiction.

Criminal Activity

- Because online gambling isn't regulated or subject to U.S. laws, it has become a haven for criminal activity. Online casinos have been used to launder money. Dirty money from criminal operations is deposited and used to bet online. Small losses are taken, and the rest of the money is withdrawn as "winnings" from the casino. The money now has a legitimate trail.
- Other illegal activities are sites that open up, take money, and then close overnight only to reopen under a new name. Plus, many times winnings are unable to be collected. Additionally, there are questions of identity theft.
- It is also illegal in the United States for youth to gamble. Gambling sites lure young people, make it easy to make payments through credit cards, and often do not pay out to winners.

Commercialization

Online gambling is everywhere—e-mails advertising sites in your inbox; pop-ups from your favorite sites directing you to online casinos; even television commercials direct you to gambling Web sites during prime-time television.

Debate Information and Rules

Why Debate?

Debating forces one to prepare and learn all information available on a topic in order to present a concise and valid argument. Here are some great benefits of learning to debate:

- It's Fun!
- Debaters become smarter.
 - debate = analytical power = better job = job satisfaction, higher salary
 - debate = ability to communicate = happier friendships, family relationships, romantic relationships
 - debate = power to think = ability to improve things around you, have impact = satisfaction
- You get used to volume—juggling arguments. You get used to hard thinking. You get used to figuring out the weaknesses in others.

Debate Format

For this lesson, the Team Policy Debate format will work best. It is designed for teams of four to debate on a topic with proper preparation.

A round of Team Policy Debate consists of eight speeches. The first four speeches are called “Constructive” speeches because the teams are perceived as laying out their most important arguments during these speeches. The last four speeches are called “Rebuttals” because the teams are expected to extend and apply arguments that have already been made, rather than make new arguments. Here is a table of the eight speeches and their time limits:

| | | | | | | | | |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|
| Speech: | 1AC | 1NC | 2AC | 2NC | 1NR | 1AR | 2NR | 2AR |
| Time: | 8 min. | 8 min. | 8 min. | 8 min. | 4 min. | 4 min. | 4 min. | 4 min. |

The teams are typically labeled as either affirmative or negative. For example: In today’s debate, we will be debating whether online gambling should be legalized. First, that statement must be written as a statement of purpose or policy.

Online Gambling should be legalized in the United States.

Teams are either affirmative (for this statement) or negative (against this statement).

Team 1 will present an affirmative constructive argument. Team 2 will present a negative constructive argument. This is repeated; then the negative team goes twice in a row with a negative rebuttal. A rebuttal is an argument that addresses the other team’s arguments.

For the purpose of this debate, not only is preparation and research important, but so is style and persuasiveness.

In addition to team roles, the teacher can assign the following roles:

- moderator (to maintain order and sequence of events)
- questioner (to clarify items by asking questions of teams)
- timekeeper (monitors time of debates)

Things to Remember:

- Be polite—don’t make personal attacks.
- Take notes during debate for rebuttal.
- Preparation is the key to success—KNOW YOUR TOPIC.
- Don’t interrupt.
- Be confident—convince others you are right.

Debate Preparation Worksheet

TOPIC: _____

Opposition: _____

Proponents: _____

You are now a member of your selected team. Your team will be graded as a whole. This means that you will be as strong as your weakest link. Be sure that you work together and all members of your team have an adequate background of the positions and arguments that you will be proposing.

Only one team will win this debate. The winning team will have a solid background regarding all material:

- plenty of evidence to back up claims
- teamwork to teach all in the group the important concepts behind specific positions
- creativity/psyche out opponents
- outclass opponents/never answer "uh . . . "

Assign Roles.

1. Lead Presenter – Will be first to present constructive arguments of your side.
2. Second Presenter – Must present second side of arguments.
3. Lead Rebuttal – Must answer arguments by other side.
4. Final Rebuttal – Finish answering arguments by other side and offer summary/conclusion (wrap up arguments for your team).

Prepare.

Define Topic.

Make sure all terminology is clearly defined.

Define Stance.

Clearly state your stance.

Arguments For:

What are the arguments that support your stance?

Arguments Against:

Be prepared! What will the other side argue? How can you rebut these arguments?

Summarize.

Clearly summarize your arguments.

Tips:

- Do research and check your facts. Are your sources biased?
- Have multiple sources.
- Make sure you can prove assertions. Don't just claim things—be prepared to explain and prove.
- Offer more than one argument. "Don't put all your eggs in one basket!"
- Be respectful.
- Listen carefully and take notes when the other side is talking. Be prepared to answer their assertions.

Notes:

Presentation Instructions

Overview

The i-MENTOR Training Network video “Parent Night,” from www.isafe.org, will be used as a background information resource for the delivery of a presentation about the risks of online gambling.

Materials/Preparation

- a copy of the i-PARENT Toolkit CD
- print copies of the student toolkit from the curriculum CD
- computer with Internet access (recommended)
- venue to host the presentation
- Internet access to the i-MENTOR Training Network video “Parent Night”

Directions

1. Register.

1. Go to www.isafe.org and register.
2. Submit an online implementation plan (IP) at www.isafe.org, and select “Parent Night.” Appropriate materials will be mailed to you.
3. Print copies of the student toolkit from the curriculum CD.

2. Review.

- Students review and become familiar with the i-PARENT CD program.
- Go over the training PowerPoint presentation as a resource.
- Discuss why it would be a good community service to provide information about online gambling to teens and/or adults in the community.

3. Prepare.

Create a presentation.

- Review what you have learned about online gambling.
- Use the reference material and what was learned from the debate to create a PowerPoint presentation suitable for teens and/or adults about the risks of online gambling.
- Discuss possible presentation venues: PTA meetings, club meetings, adult groups like Rotary, etc.

4. Host the Presentation.

1. Arrive early to set up for presentation.
2. Ask attendees to sign a sign-in sheet.
3. Document the event.

5. Conclusion

Submit documentation to i-SAFE on completed i-PARENT Program.