



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND 23218-2120

January 3, 2024

The Honorable Ghazala F. Hashmi, Chair
Senate Education and Health
General Assembly Building
201 North 9th Street
Richmond, Virginia 23219

The Honorable Sam Rasoul, Chair
House Education
General Assembly Building
201 North 9th Street
Richmond, Virginia 23219

Dear Senator Hashmi and Delegate Rasoul:

I am pleased to submit the Board of Education's *Guidelines for Instruction on Problem Gambling and the Addiction Thereof* pursuant to [Chapter 192](#), enactment clause 2 (2022 Acts of Assembly). The Board guidance to school divisions includes instruction on how to recognize symptoms of problem gambling, prevent risky youth gambling and risky youth gaming, along with resources to support teachers and parents or guardians with the goal of preventing potential addiction and avoiding tragic outcomes that may occur for individuals who begin gambling young.

If you have questions or require additional information relative to this report, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Coons".

Lisa Coons

LC/
Enclosure



PROBLEM GAMBLING AND ADDICTIVE POTENTIAL THEREOF

Executive Summary 2023

EXECUTIVE SUMMARY

TABLE OF CONTENTS

Executive Summary 2
Appendix A 3

EXECUTIVE SUMMARY

Pursuant to [Chapter 192](#) (2022 Acts of Assembly), instruction concerning gambling and the addictive potential thereof shall be provided by the public schools as prescribed by the Board of Education (hereinafter Board). In fulfillment of this requirement, the Board approved the *Guidelines for Instruction on Problem Gambling and Addictive Potential Thereof* (hereinafter Guidelines) to support school divisions with instruction on how to recognize symptoms of problem gambling and prevent risky youth gambling and risky youth gaming. The Guidelines include terminology, definitions, and resources to provide broad-based support and educate teachers and parents or guardians about youth problem gambling and the addictive potential thereof.

Research shows that problem gambling co-occurs with other risky behaviors for children and adolescents, including smoking, alcohol use, and drug use. While typically thought of as an adult issue, there are several ways that youth under the age of 18 might engage in gambling, including online gambling, social gambling, illegal street gambling, and video games with gambling elements. With regards to online and video game gambling, there are several types of games on mobile apps that could potentially foster gambling addiction in children. These games are not considered to be the same as traditional gambling; however, they can still be addictive and harmful, especially for youth in their formative years, and may include games with loot boxes, casino-style games, social casino games, and games with in-app advertisements. As gaming and gambling become more normalized in American society, it is important to keep in mind that a percentage of youth in Virginia will experience problems.

The goals of the Guidelines are to prevent potential addiction, to avoid tragic outcomes that may occur for individuals who begin gambling young, and for educators to proactively engage in preventative measures that can support children in choosing options other than gambling. These goals are addressed by extending prevention education efforts aimed at alcohol, tobacco, drug use, and antisocial behaviors to youth gambling by encouraging school-based life skills training and providing actionable recommendations for optimizing health literacy, empowering teachers, encouraging collaborative supports, and implementing evidence-based culturally responsive instructional resources aligned with the *Health Education Standards of Learning*. Moreover, the guidelines recognize the central role of the teacher and parents and were developed in consultation with educators, behavioral health professionals, and other subject matter experts.



GUIDELINES FOR INSTRUCTION ON PROBLEM GAMBLING AND THE ADDICTIVE POTENTIAL THEREOF

Adopted December 12, 2023, by the Virginia Board of Education

Grace Turner Creasy, President

Bill Hansen, Vice President

Dale Sturdifen

Anne Holton

Andy Rotherham

Dr. H. Alan Seibert

Dr. Amber Northern

Debbie Kilgore

Mashea Ashton

Superintendent of Public Instruction Dr. Lisa Coons

VIRGINIA BOARD OF EDUCATION

GUIDELINES FOR INSTRUCTION ON PROBLEM GAMBLING AND THE ADDICTIVE POTENTIAL THEREOF

INTRODUCTION

Pursuant to [Chapter 192](#) (2022 Acts of Assembly), instruction concerning gambling and the addictive potential thereof shall be provided by the public schools as prescribed by the Board of Education (hereinafter Board). In fulfillment of this requirement the Board provides the following guidance to school divisions of the Commonwealth for instruction on how to recognize symptoms of problem gambling, preventing risky youth gambling and risky youth gaming, along with terminology, definitions, and resources to provide broad-based support and educate teachers and parents or guardians about problem gambling and the addictive potential thereof.

BACKGROUND

Most people who gamble do so without experiencing harm. But some people experience significant problems because of gambling, including mental health and relationship problems, substance abuse, debts that cannot be repaid, crime and suicide in extreme cases. As gaming and gambling become more normalized in American society, it is important to keep in mind that a percentage of youth will experience problems. Prevention education efforts aimed at alcohol, tobacco, drug use and antisocial behaviors, should be extended to youth gambling.

Research shows that problem gambling co-occurs with other risky behaviors for children and adolescents, including smoking, alcohol use, and drug use. According to [Change the Game – Unlock the Reality of Youth Gambling](#), one youth out of 20 (ages 14-21) is at risk for problem gambling, and children introduced to gambling by age 12 are four times more likely to develop a gambling problem. This is especially a concern since many gaming apps, which stimulate the same excitement and risky activation of the brain reward circuit that is experienced by gamblers, are marketed to children as young as two years of age; at the same time, there is also growing casual exposure of youth to parents and adults betting on sports or buying lottery tickets with the expansion of gaming and gambling opportunities across the US.

Youth gambling refers to gambling activities engaged in by minors or young people under the age of 18 in Virginia. This type of gambling is problematic because of the potential for young people to become addicted to gambling and develop negative social, financial, and health consequences. According to the Virginia Council on Problem Gambling, the symptoms include:

- increasing preoccupation with gambling,
- a need to bet more money and/or more frequently,
- restlessness or irritability when attempting to stop,
- “chasing” losses, and
- loss of control manifested by continuation of the gambling behavior despite mounting, serious, negative consequences.

While typically thought of as an adult issue, there are several ways that youth under the age of 18 might engage in gambling, including:

- **Online gambling:** This includes various online gambling activities through the internet, including casino games, sports betting, and lottery games.
- **Social gambling:** This would include playing cards for money or betting on sports games with friends.
- **Illegal street gambling:** Examples are playing games of chance for money or betting on illegal sports events.
- **Video games with gambling elements:** Some video games, particularly those with "loot boxes", can contain elements of gambling that can be attractive to youth.

With regards to online and video game gambling, there are several types of games on mobile apps that could potentially foster gambling addiction in children. These games are not considered to be the same as traditional gambling; however, they can still be addictive and harmful, especially for children and youth.

- **Games with loot boxes:** These games allow players to purchase virtual boxes that contain randomized in-game items, and the thrill of not knowing what they will get can be addictive.
- **Casino-style games:** Some mobile games simulate casino games such as slot machines or poker, which can encourage players to make in-app purchases to continue playing or to win virtual money.
- **Social casino games:** These games are marketed as free to play, but often offer in-app purchases for virtual chips that can be used to play casino-style games.
- **Games with in-app advertisements:** Some mobile games feature advertisements that offer rewards for watching ads, such as virtual currency or in-game items. This type of reward system can be addictive, especially for children.

To prevent potential addiction and to avoid disastrous outcomes that can occur for individuals who begin gambling young, it is important for educators to proactively engage in preventative measures that can support children towards choosing options other than gambling. Educators should:

- Review information on problem gambling and its red-flag behaviors, including the information available on the [Virginia Council for Problem Gambling resource site](#).
- Educate children about the dangers of gambling behaviors. Following are some ways teachers can approach this topic in the classroom:
 - **Incorporate information about gambling into relevant subjects:** Health teachers can work with other teachers to include information about gambling and its potential consequences in subjects such as mathematics, social studies, or personal finance.
 - **Use interactive activities:** Engage students with interactive activities such as role-playing exercises, group discussions, or debates to help them understand the dangers of gambling.
 - **Provide resources:** Provide students with resources such as books, articles, videos, and websites that discuss the dangers of gambling and provide information on how to seek help if needed.
 - **Foster open communication:** Create an open and supportive classroom environment where students feel comfortable discussing their experiences with gambling and asking questions.

- **Collaborate with outside organizations:** Collaborate with local organizations, such as youth support groups, to bring in experts to speak to students about the dangers of gambling.

Each school division may include an age-appropriate program of instruction on problem gambling awareness and prevention in existing substance abuse prevention lessons that align with the [*Health Education Standards of Learning for Virginia Public Schools*](#). Discussions of probability and the role of skill and luck may also occur in mathematics courses. A strategy for presenting information to students about gambling in an integrated curriculum is to use examples of betting to illustrate mathematical concepts. For example, probability can easily be illustrated by calculating the "odds" of a given event occurring (e.g., picking a particular lottery number). Understanding the low probability of winning may deter students from making such bets.

Primary prevention of problem student gambling parallels substance abuse prevention. Programming should be broadly based, comprehensive, and designed to reach all students. Messages about gambling should start early, be integrated into the curriculum, be presented in small doses, and be repeated consistently each year.

DEFINITIONS

At-Risk Gambling: term used by both lay and professional audiences to specify all the patterns of gambling behavior that compromise, disrupt, or damage personal, family, school, or vocational pursuits, and covers a continuum from moderate-risk to seriously out-of-control gamblers.

Chasing: more frequent involvement, increased persistence, and elevated monetary risk to recoup money that has been lost.

Compulsive Gambling: also called gambling disorder or pathological gambling, is the uncontrollable urge to keep gambling despite the toll it takes on your life and according to Va. Code § 37.2-314.2 is “*persistent and recurrent problem gambling behavior leading to clinically significant impairment or distress, as indicated by an individual exhibiting four or more of the criteria as defined by the Diagnostic and Statistical Manual (DSM) in a 12-month period.*”

Evidence-based interventions: treatments that have been proven effective (to some degree) through outcome evaluations.

Gambling: act of wagering or betting money or something of value on an event with an uncertain outcome with the intent to win more money or things of value than was wagered.

Gaming: playing electronic games, whether through consoles, computers, mobile phones or another medium, for the sole purpose of entertainment that may include elements of gambling.

Gaming Disorder: also known as video game addiction, is a condition characterized by severely reduced control over gaming habits, resulting in negative consequences in many aspects of life, including self-care, relationships, school, and work.

Illegal gambling: according to Va. Code § 18.2-325 is *the making, placing, or receipt of any bet or wager in the Commonwealth of money or other consideration or thing of value, made in exchange for a chance to win a prize, stake, or other consideration or thing of value, dependent*

upon the result of any game, contest, or any other event the outcome of which is uncertain or a matter of chance, whether such game, contest, or event occurs or is to occur inside or outside the limits of the Commonwealth.

The making, placing, or receipt of any bet or wager of money or other consideration or thing of value shall include the purchase of a product, Internet access, or other thing made in exchange for a chance to win a prize, stake, or other consideration or thing of value by means of the operation of a gambling device as described in subdivision 3 b, regardless of whether the chance to win such prize, stake, or other consideration or thing of value may be offered in the absence of a purchase.

Mindfulness: modified form of cognitive therapy that incorporates mindfulness practices that include present moment awareness and breathing exercises.

Normalization: is the process through which ideas and behaviors that may fall outside of social norms come to be regarded as "normal".

Problem Gambling: according to Va. Code § 37.2-314.2 is “*a gambling behavior that causes disruptions in any major area of life, including the psychological, social, or vocational areas of life, but does not fulfill the criteria for diagnosis as a gambling disorder.*”

Professional gambling: is the rarest form of gambler, make all or most of their money from gambling, depend on games of skills rather than luck to make money, and are considered self-employed.

Protective factors: are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor’s impact that may be seen as positive countering events.

Risk factors: are characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes - some risk factors are fixed (adverse childhood experiences) and don’t change over time and others are considered variable (income, peer group, employment status) and can change over time.

Self-Efficacy: reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment and the capacity to execute behaviors necessary to produce specific performance attainments.

Social gambler: someone who engages in gambling activities for social reasons, considers gambling to be a valid form of recreational activity, maintains full control over the time, money and energy expended on gambling and considers the cost of gambling to be payment for entertainment.

Sports betting: according to Va. Code § 58.1-4030 is “*placing wagers on professional sports, college sports, amateur sports, sporting events, ...and includes placing wagers related to the individual performance statistics of athletes in such sports and events.*” This “*includes any system or method of wagering ... including single-game bets, teaser bets, parlays, over-under, moneyline, pools, exchange wagering, in-game wagering, in-play bets, proposition bets, and straight bets.*” *"Sports betting" does not include participating in charitable gaming authorized by*

Article 1.1:1 (§ 18.2-340.15 et seq.) of Chapter 8 of Title 18.2; participating in any lottery game authorized under Article 1 (§ 58.1-4000 et seq.); wagering on horse racing authorized by Chapter 29 (§ 59.1-364 et seq.) of Title 59.1; or participating in fantasy contests authorized by Chapter 51 (§ 59.1-556 et seq.) of Title 59.1. "Sports betting" does not include placing a wager on a college sports event in which a Virginia public or private institution of higher education is a participant."

VIRGINIA BOARD OF EDUCATION GUIDELINES

1. Pursuant to Va. Code § 22.1-206 each school division must include instruction concerning gambling and the addictive potential thereof. School divisions should provide an age-appropriate program of instruction on the nature and harms of gambling, including forms of gambling that contribute to the broader health goal of preventing the addictive potential thereof.
2. Curriculum lessons and materials should align with the [Health Education Standards of Learning for Virginia Public Schools](#) that foster the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, understand the science of addiction, and promote life skills that enable students to manage situations that could lead to problem gambling.
3. School divisions should provide holistic, growth-centered professional learning opportunities for educators to orchestrate critical pathways for enhancing the impact, sustainability, and fidelity of effective problem gambling prevention curricula that include structured learning experiences for making healthy choices (goal-setting and planning skills, communication and assertive skills, responsible decision making), and avoiding health-risk behaviors that lead to problem gambling and related risk of addiction.
4. School divisions should create safe and supportive learning environments by cultivating practices that strengthen social and emotional health of all students; bring together administrators, teachers, parents, youth, and community partners; include clearly communicated policies and procedures that provide compassion, counseling and support for all students and personnel; and ensure a cooperative approach among students, staff, parents, prevention specialists, agencies, and law enforcement that is responsive to the culture and communities they serve.
5. School divisions should provide research-based, medically accurate and theory-driven curriculum lessons and materials; address social pressures and influences; build personal competence, social competence, and self-efficacy; and focus on reinforcing protective factors and increasing awareness of personal risk and the harmfulness of engaging in unhealthy practices and behaviors.
6. School divisions should follow the [Centers for Disease Control and Prevention Healthy Schools' Characteristics of an Effective Curriculum](#) (CDC, 2019) when selecting or developing curriculum aligned with the *Health Education Standards of Learning* to address problem gambling and the addictive potential thereof and implement curricula that:
 - a. Focuses on clear health-related goals and instructional strategies and learning experiences that are directly related to the behavioral outcomes.
 - b. Is research-based and has learning experiences built on theoretical approaches (e.g., social cognitive theory and social inoculation theory) that effectively influence health-related behaviors and goes beyond the cognitive level and addresses health determinants, social factors, attitudes, values, norms, and skills that influence specific health-related behaviors.

- c. Fosters attitudes, values, and beliefs that support positive health behaviors and learning experiences that motivate students to critically examine personal perspectives and generate positive perceptions about protective behaviors and negative perceptions about risk behaviors.
- d. Helps students accurately assess the level of risk-taking behavior among their peers (e.g., how their peers gamble), correct misperceptions of peer and social norms, emphasizes the value of good health, and reinforces health-enhancing attitudes and beliefs.
- e. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors and provides opportunities for students to validate positive health-promoting beliefs, intentions, and behaviors, assess their vulnerability to health problems, actual risk of engaging in harmful health behaviors, and exposure to unhealthy situations.
- f. Addresses social pressures and influences and provides opportunities for students to analyze personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.
- g. Builds personal competence, social competence, and self-efficacy by including communication, refusal, assessing accuracy of information, decision-making, planning and goal setting, self-control, and self-management that enables students to build their personal confidence, deal with social pressures, and avoid or reduce risk behaviors. For each skill, students are guided through a series of developmental steps:
 - Discussing the importance of the skill, its relevance, and relationship to other learned skills.
 - Presenting steps for developing the skill.
 - Modeling the skill.
 - Practicing and rehearsing the skill using real-life scenarios.
 - Providing feedback and reinforcement.
- h. Provides functional health knowledge that is basic, accurate, reliable, and credible information for usable purposes so students can assess risk, clarify attitudes and beliefs, correct misperceptions about social norms, identify ways to avoid or minimize risky situations, examine internal and external influences, make behaviorally relevant decisions, and build personal and social competence.
- i. Uses strategies designed to personalize information and engage students in student-centered, interactive, and experiential, (e.g., group discussions, cooperative learning, problem solving, role playing, and peer-led activities) learning experiences that correspond with students' cognitive and emotional development, help them personalize information, and maintain their interest and motivation while accommodating diverse capabilities and learning styles. Instructional strategies and learning experiences include methods for
 - Addressing key health-related concepts.
 - Encouraging creative expression.
 - Sharing personal thoughts, feelings, and opinions.
 - Thoughtfully considering new arguments.
 - Developing critical thinking skills.
- j. Provides age and developmentally appropriate information that is relevant. The learning strategies, teaching methods, and materials address students' needs,

- interests, concerns, emotional maturity levels, experiences, and current knowledge and skill levels.
- k. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive, free of culturally biased information, but includes information, activities, and examples that are inclusive of diverse cultures and lifestyles (e.g., gender, race, ethnicity, age, physical/mental ability, and appearance) and strategies that promote values, attitudes, and behaviors that acknowledge the cultural diversity of students; optimize relevance to students from multiple cultures in the school community; strengthen students' skills necessary to engage in intercultural interactions; and build on the cultural resources of families and communities.
 - l. Provides adequate time for instruction and learning to promote understanding of key health concepts and practice skills as behavior change requires an intensive and sustained effort delivered at each grade level to support the adoption and maintenance of healthy behaviors.
 - m. Provides opportunities to reinforce skills and positive health behaviors, builds on previously learned concepts and skills, and provides opportunities to reinforce health-promoting skills across health topics and grade levels.
 - n. Provides opportunities to make positive connections with influential persons (e.g., peers, parents, families, and other positive adult role models) who affirm and reinforce health-promoting norms, attitudes, values, beliefs, and behaviors.
 - o. Includes plans for ongoing professional development to instill a personal interest in promoting positive health behaviors and skills for implementing expected instructional strategies.

PARENT INVOLVEMENT AND RESOURCES

Parents play a significant role in supporting and guiding their children's health and learning, advocating for their children, and encouraging health promotion in schools. Parent engagement in schools is a shared responsibility in which schools and other community agencies are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's health and learning at home, in school, in out-of-school programs, and in the community. Schools must make positive connections with parents to increase parent engagement and as each school is unique, it is not possible to develop one prescribed plan for parent engagement that would be applicable for all schools. Schools can sustain parent engagement by addressing the common challenges to getting and keeping parents engaged and by providing meaningful connections to resources that support education in the areas of gambling and problem gambling knowledge; decision making and problem gambling; gambling prevention programs for youth; and treatment and recovery services. Sample resources for these topics include but are not limited to:

- A. Gambling and Problem Gambling Signs and Symptoms, Causes, and Risk Factors:
 - [What is Gambling Disorder?](#) - one-page description of gambling disorder from a mental health perspective (definition and the DSM-5 diagnostic criteria).
 - [Signs and Symptoms](#) - symptoms can begin as early as adolescence - males are more likely to start gambling at a young age.
 - Causes – the causes are not well understood and may be a combination of biological, genetic, and environmental factors.

- [Risk Factors](#) – overview of risk factors for problem or pathological gambling in adolescents.
- B. Decision Making and Problem Solving:
- [Decision Making Lesson](#) (Grade 7) – Health Smart Virginia lesson promoting healthy decision making.
 - [Decision Making/ Problem Solving Worksheet](#) – lesson to help students consider possible options and alternative solutions.
 - [Knowledge and Decision Materials](#) – information sheets to help learn about financial wellness, safer gambling options, and what to expect if you call the helpline.
- C. Gambling Prevention Programs for Youth:
- [Problem Gambling Awareness Month](#) – problem gambling toolkit.
 - [Gambling Disorder Screening Day](#) – toolkit for a one-day event held annually on the second Tuesday of March.
 - [Problem Gambling Diagnosis](#) – toolkit for diagnosis of gambling disorder.
 - [Community Service Boards](#) (CSB) - located throughout Virginia and provide problem gambling education and resources.
- D. Treatment and Recovery Services:
- Screening Tools – while only a trained clinician can diagnose a gambling addiction, screening tools and assessments can be used to help someone identify if there are risks that indicate they could be struggling with a gambling disorder.
 - [Brief Biosocial Gambling Screen](#) - Brief screens can help people decide whether to seek a formal evaluation of their gambling behavior.
 - [The NODS-CLiP Program Gambling Tool](#) – Brief screening tool to rule out problem gambling.
 - [The Lie-Bet Problem Gambling Screening Tool](#) - Brief screening tool that is valid and reliable for ruling out pathological gambling behaviors.
 - [NODS Self-Assessment Screening Tool](#) - Screening tool (10 questions) to rule out problem gambling.
 - [Motivational Interviewing](#) - therapeutic intervention to resolve hesitation toward change.
 - Traditional Therapy - mental health support through virtual teletherapy or an in-person interaction with a licensed therapist.
 - Cognitive Behavioral Therapy – based on several core principles, including psychological problems are based, in part, on faulty or unhelpful ways of thinking, learned patterns of unhelpful behavior, and people can learn better ways of coping with psychological problems, thereby relieving symptoms and becoming more effective in their lives.
 - [Gambler’s Anonymous](#) – Gamblers Anonymous is a resource for anyone struggling with problem gambling interested in surrounding themselves with others on their journey to recovery.
 - [Gam Anon](#) - provides information about problem (compulsive) gambling and financial and emotional effects on the gamblers' families and loved ones.
 - [Problem Gambling: The Hidden Addiction](#) - Virginia Department of Behavioral Health and Human Services (VDBHHS) resources designed to help educate consumers about the risks of problem gambling and gaming.
 - [National Council on Problem Gambling](#) - National Council on Problem Gambling (NCPG) is the national advocate for the problem gambling prevention programs and services to assist people and families affected by problem gambling, as well as employers and communities.
 - [SMART Recovery](#) - an alternative to Gamblers Anonymous (GA) as well as other 12-step Cognitive Behavioral Therapy (CBT) programs.

- [The Virginia Council on Problem Gambling](#) - oversees the problem gambling helpline and can provide additional resources.

INSTRUCTIONAL RESOURCES

- Research-based curriculum have the potential for positive outcomes that impact problem gambling.
 - [Stacked Deck](#) (hazelden.org) – Problem gambling prevention curriculum for grades 9-12. Trained facilitators (teachers, prevention specialists, or health educators) use a facilitator’s guide to administer five 50 to 90-minute interactive lessons over a period of 2 to 3 weeks.
 - [Youth Gambling and Prevention Awareness Level I and Level II](#) - McGill International Centre for Youth Gambling Problems offers various problem gambling prevention activities and curricula for both school and community. Level I for grades 4-7, Level II for grades 8-12. The curriculum teaches participants about youth gambling (participation, addiction, signs, consequences); Discusses the concepts of luck, chance, probability and the illusion of control; Addresses erroneous beliefs in relation to the diverse forms of gambling; Differentiates between social gambling and gambling addictions; Informs participants about the signs of problem gambling, the consequences and the risks associated with excessive gambling; Highlights the available resources and treatment for gambling problems; Discusses the risks associated with poker playing and Internet gambling.
 - [Smart Choices](#) – A gambling prevention program for middle and high school youth. This 3-session, 45-min program was developed for implementation in Baltimore City Public Schools
 - [Who Really Wins](#) – Has shown positive evaluation results on youth gambling prevention in Croatia. Evaluated on youth 14-16 years old. Delivered in nine 45-min workshops.
 - [Project Alert](#) - a school-based universal prevention program, teaching students to say no to drugs, but can also work for problem gambling.
 - [Life Skills Training](#) – teaches resistance skills, normative education, and media influences.
 - [Facing the Odds - The Mathematics of Gambling](#) - a middle-school curriculum on probability, statistics, and mathematics.
 - [CAST Coping and Support Training](#) - a prevention program for middle and high-school-aged youth. It is a 12-lesson skills training program, embedded in a positive peer group culture, designed for just 6-8 youth.
- Individual Lessons and Tools
 - [Health Education Curriculum Analysis Tool](#) - Centers for Disease Control and Prevention.
 - [Collaborative for Academic, Social and Emotional Learning](#) (CASEL).
 - [EVERFI Character Playbook: Building Healthy Relationships](#) – provides students (Grades 7, 8, 9) with opportunities to make decisions in real-life scenarios such as navigating social media, reflecting on their emotions, and intentionally building positive relationships.
 - [EVERFI Get Digital Safety in the Metaverse](#) - This course focuses on digital safety and wellness in the metaverse. It focuses on Responsible Decision-Making as a framework for dealing with the metaverse today and into the future. The course introduces the core features, benefits and opportunities that lie ahead while teaching learners about security and safety measures. Grades 8, 9, 10.

- [EVERFI Understanding Mental Wellness](#) - Teaches students the importance of paying attention to their mental health by blending evidence-informed content with engaging digital activities. Five lessons scaffold knowledge to build a comprehensive understanding of what mental wellbeing is and how to maintain or achieve it. Grades 8, 9, 10.
- [Gambling Education Toolkit](#) – The toolkit (developed by Fast Forward) includes a variety of activities for a diverse range of settings, ages (10-25), objectives, skills, and competencies.
- [Health Smart Virginia –Youth Online Gaming and Gambling Prevention](#)
- Gambling Research Centers
 - [Gambling Research Exchange Ontario \(GREO\)](#)
 - [Harvard Medical School Division on Addictions](#)
 - [The Institute for Research on Pathological Gambling and Related Disorders](#)
 - [International Center for Responsible Gaming](#)
 - [McGill University’s International Center for Youth Gambling Problems and High-Risk Behaviors](#)
 - [National Council on Problem Gambling](#)
 - [New York Council on Problem Gambling](#)
 - [North American Training Institute](#)
 - [University of Nevada’s Institute for the Study of Gambling and Commercial Gaming](#)
- Prevention and Treatment – Education Sites
 - [College Gambling.org](#)
 - [Change the Game.org - Unlock The Reality of Youth Gambling - Get Set Before You Bet](#)
 - [Moving the Needle – Tools & Insights for Your Next Problem Gambling Campaign - Get Set Before You Bet](#)
 - [International Centre for Youth Gambling Problems and High-Risk Behaviors](#)
 - [International Center for Responsible Gaming](#)
 - [Knowtheodds.org](#)
 - [Lane Co. Oregon Problem Gambling Prevention Program](#)
- Resources & Curricula Guides
 - [Adolescent Problem Gambling – A Prevention Guide for Parents](#)
 - [High School Health: Teen Gambling Awareness Curriculum – Oregon Healthy Kids and Oregon Problem Gambling Services](#)
 - [Gambling Problems: An Introduction for Behavioral Health Providers – SAMHSA Advisory](#)
 - [Kids Don’t Gamble – Wanna Bet? Curriculum - North American Training Institute – Problem Gambling Services](#)
 - [What is Gambling Disorder?](#)
 - [The Dangers of Youth Gambling Addiction – KnowtheOdds.org](#)
 - [Add Know the Odds = Underage Gambling Education Resource](#)
- State Problem Gambling Services
 - [Ohio Problem Gambling Resource Guide](#)
 - [Massachusetts Council on Gaming and Health](#)
 - [Michigan Problem Gambling Resources](#)
 - [Gambling Problems: An Introduction for Behavioral Health Providers – SAMHSA Advisory](#)

- [Kids Don't Gamble – Wanna Bet? Curriculum - North American Training Institute – Problem Gambling Services](#)
- [Problem Gambling Prevention Resource Guide for Prevention Professionals \(2003\)](#)
- [SAMHSA Problem Gambling Toolkit](#)
- [The Dangers of Youth Gambling Addiction – KnowtheOdds.org](#)
- Other Articles & Books
 - [8 Signs of a Gambling Addiction](#)
 - [Adolescent problem gambling requires community-level health promotion approaches](#)
 - [Canadian Journal of Addiction – 11 Feature Articles on Gambling](#)
 - [Compulsive Gambling – Symptoms and Causes](#)
 - [High School Gambling Fact Sheet](#)
 - [How Casinos Enable Gambling Addicts](#)
 - [How the Brain Gets Addicted to Gambling](#)
 - [International Centre for Youth Gambling Problems and High-Risk Behaviors – Progress Report](#)
 - [Is there a cure for America's Gambling Addiction?](#)
 - [Gambling Addiction](#)
 - [Gambling addiction: symptoms, triggers, and treatment](#)
 - [Gambling Addiction Treatment Program Options](#)
 - [Gambling disorder in adolescents: prevalence, new developments, and treatment challenges](#)
 - [Gambling behaviors and attitudes in adolescent high school students: Relationships with problem-gambling severity and smoking status](#)
 - [Mind, Body and Sport: Gambling among student-athletes](#)
 - [Problem Gambling - NCDHHS](#)
 - [Similarities and differences between pathological gambling and substance use disorders: a focus on impulsivity and compulsivity](#)
 - [Social Marketing Campaigns for Youth Gambling Prevention: Lessons Learned From Youth](#)
 - [The Connection Between Gambling and Substance Abuse](#)
 - [The Efficacy of a Gambling Prevention Program Among High School Students](#)
 - [The WAGER - Weekly Gambling Education Report – Research Bulletin](#)
 - [Understanding a Growing Epidemic – TEEN GAMBLING](#)
 - [What Clinicians Need to Know About Gambling Disorders](#)
 - [Youth gambling education and prevention: Does it work?](#)

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APPENDIX A: HEALTH EDUCATION STANDARDS OF LEARNING FOR VIRGINIA PUBLIC SCHOOLS

The following 2020 *Health Education Standards of Learning* foster the motivation, skills, and self-efficacy necessary to make informed and healthy choices specific to substance use prevention and mental wellness/social and emotional health, understand the science of addiction, avoid high-risk behaviors, and promote life skills that enable students to manage situations that could lead to problem gambling and the addiction thereof.

The format for the health standards is *Grade Level.Strand.Standard*. Example:

K.1.i Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K = Kindergarten

1 = Strand 1 – Essential Health Concept

i = Standard i - Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K-10 Substance Abuse Prevention Strand

K.1.i Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K.1.j Describe how medicine and other substances can be helpful or harmful and recognize poison warning labels.

K.2.i Describe consequences of taking medications unsupervised.

K.2.j Identify the meaning of safety signs, symbols, and warning labels and understand the dangers of white powder and other unknown substances.

K.3.i Discuss why medicines should only be taken under the supervision of a parent/guardian.

K.3.j Identify adults to ask for help and assistance with harmful and unknown substances.

1.1.g Identify that medicines can be both helpful and harmful.

1.2.g Explain the harmful effects of misusing medicines and drugs.

1.3.g Create safety rules for medications in the home.

2.1.e Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.

2.2.e Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one's health and should be avoided.

2.3.e Explain why it is dangerous to sniff, taste, or swallow unknown substances.

2.1.f Identify refusal skills.

2.2.f Describe the use of refusal skills based on good decisions.

2.3.f Demonstrate refusal skills in situations that involve harmful substances with peers and adults.

2.1.g Explain differences between prescription and nonprescription medications.

2.2.g Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.

2.3.g Conduct an assessment of harmful substances in the home with a parent/guardian.

3.1.h Describe proper and improper use of prescription (e.g., taking medication prescribed for

- someone else) and nonprescription medications.
- 3.2.h Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.
- 3.3.h Create a health message about the proper use of prescription and nonprescription medications.
- 3.1.i Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.
- 3.2.i Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.
- 3.3.i Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.
- 4.1.h Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.2.h Examine factors that can influence an individual's decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.3.h Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.
- 4.1.i Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.2.i Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.3.i Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.
- 5.1.i Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.
- 5.2.i Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.
- 5.3.i Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.
- 5.1.j Explain the connection between mental health and substance use.
- 5.2.j Describe how to get help and assistance with mental health and substance use concerns.
- 5.3.j Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.
- 6.1.h Differentiate between proper use and misuse of prescription and nonprescription medications.
- 6.2.h Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.
- 6.3.h Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.
- 6.1.i Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.
- 6.2.i Identify the benefits of a smoke and tobacco/nicotine-free environment.

6.3.i Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.

6.1.j Define addiction and substance use disorder.

6.2.j Describe characteristics of substance use disorder.

6.3.j Describe the types of support available at school and in the community for substance use disorders.

6.1.k Identify different types of opioids.

6.2.k Differentiate between legal and illegal drugs that fall into the opioid category.

6.3.k Describe the dangers of opioids in the home and the community impact of the national opioid epidemic.

6.1.l Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

6.2.l Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.

6.3.l Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.

7.1.k Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.

7.2.k Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.

7.3.k Identify ways to participate in school and community efforts to promote a drug-free lifestyle.

7.1.l Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.

7.2.l Explain the purpose of the Food and Drug Administration (FDA) and differentiate between FDA-approved and non-FDA-approved substances.

7.3.l Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.

7.1.m Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).

7.2.m Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.

7.3.m Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).

8.1.i Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.

8.2.i Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.

8.3.i Design persuasive advertising to eliminate drug use.

- 8.1.j Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.
- 8.2.j Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).
- 8.3.j Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.
- 9.1.h Explain how alcohol and other drugs increase the risk of injury.
- 9.2.h Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.
- 9.3.h Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).
- 9.1.i Analyze the consequences of binge drinking.
- 9.2.i Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.
- 9.3.i Develop a personal plan to prevent substance use.
- 9.1.j Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.
- 9.2.j Analyze and draw inferences about behaviors connected to addiction and mental health.
- 9.3.j Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.
- 10.1.g Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.
- 10.2.g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
- 10.3.g Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- 10.1.h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.
- 10.2.h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.
- 10.3.h Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.
- 10.1.i Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.
- 10.2.i Explain the role of the environment, individual behavior, social norms, legislation, and polices in preventing motor vehicle-related injuries.
- 10.3.i Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

K-10 Mental Wellness/Social and Emotional Skills

- k.1.n Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).
- k.1.m Describe what it means to be a friend and how to show kindness, consideration, and concern for others (i.e., self-awareness, social awareness, and relationship skills).
- k.1.o Describe personal space.

- k.2.n Describe how feelings can influence actions.
- k.2.m Identify strategies for making friends and how to show kindness, consideration, and concern for others, including how to cooperate and share with others.
- k.2.o Identify ways to tell someone they are entering one's personal space.

- k.3.n Demonstrate how to use words to express feelings.
- k.3.m Demonstrate strategies for making friends and showing kindness, consideration, and concern for others.
- k.3.o Demonstrate how to tell someone they are entering one's personal space and when to ask an adult for help.

- 1.1.k Identify comfortable and uncomfortable feelings and when one might experience these feelings.
 - 1.1.l Describe positive characteristics that are unique to each individual.
 - 1.1.m Identify effective listening skills.
 - 1.1.n Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.

- 1.2.k Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.
 - 1.2.l Explain the importance of showing kindness, consideration, and concern for others.
 - 1.2.m Explain how listening is important for effective communication.
 - 1.2.n Identify strategies for respecting others' personal space, boundaries, and belongings.

- 1.3.k Demonstrate ways to express feelings appropriately.
 - 1.3.l Demonstrate cooperation with friends and classmates.
 - 1.3.m Demonstrate effective listening skills.
 - 1.3.n Apply strategies for establishing and respecting others' personal space, boundaries, and belongings.

- 2.1.i Identify feelings associated with disappointment, loss, and grief.
- 2.1.j Describe personal strengths and identify how individuals are unique.
- 2.1.k Describe characteristics of a trusted friend and a trusted adult.

- 2.2.i Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- 2.2.j Discuss how empathy, compassion, and acceptance help one understand others.
- 2.2.k Identify trusted adults at school and at home.

- 2.3.i Identify adults who can help with disappointment, loss, and grief.
- 2.3.j Identify and discuss how to show respect for similarities and differences between individuals.
- 2.3.k Identify situations where trusted friends and adults can help.

3.1.m Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.

3.1.n Describe the benefits of friendship and list the qualities of a good friend.

3.1.o Define conflict and identify possible situations where conflict can occur with family and friends.

3.2.m Explain how to identify, express, and respond to emotions in a healthy way.

3.2.n Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).

3.2.o Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.

3.3.m Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.

3.3.n Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).

3.3.o Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.

4.1.1 Identify feelings and emotions associated with loss and grief and their impact on one's health.

4.1.m Describe self-concept and how it can be influenced by internal and external factors.

4.1.n Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).

4.1.o Recognize that every person is different and has different needs.

4.2.1 Describe healthy coping skills for handling the emotions of loss and grief.

4.2.m Describe how developing a healthy self-concept is an ongoing and essential life skill.

4.2.n Explain how bullying impacts individuals and affects one's health.

4.2.o Analyze positive strategies for resolving conflict.

4.3.1 Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.

4.3.m Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.

4.3.n Practice initiating, sustaining, and ending conversations.

4.3.o Describe ways to show compassion for others.

5.1.1 Define stress and identify physical and emotional responses caused by stress.

5.1.m Define positive self-image.

5.1.n Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.

5.2.1 Identify positive and negative ways to manage stress in a variety of situations.

5.2.m Recognize the importance of developing and maintaining a positive self-image.

5.2.n Describe the benefits of healthy relationships with family, friends, and other adult mentors.

5.3.l Practice strategies for managing stress.

5.3.m Analyze positive and negative influences on self-image (e.g., media, peers).

5.3.n Identify healthy activities that students can do with friends and family to build positive relationships.

6.1.p Define body image and explain the importance of having a positive body image.

6.1.q Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).

6.1.r Define mental health and describe what it means to be mentally healthy.

6.1.s Describe personal strengths and areas for growth.

6.1.t Identify potential positive and negative responses to stress and criticism.

6.1.u Explain the importance of personal boundaries for physical, emotional, and social health.

6.2.p Describe how culture, media, and other external factors influence perceptions about body image.

6.2.q Explain the importance of understanding the feelings and perspectives of others.

6.2.r Identify protective and risk factors for mental illnesses and challenges.

6.2.s Describe strategies to work through adversity and challenges.

6.2.t Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.

6.2.u Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

6.3.p Analyze the influence of media on issues related to body image.

6.3.q Demonstrate ways to show respect for individual differences, opinions, and beliefs.

6.3.r Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.

6.3.s Ability to set and monitor a personal goal to address one area of growth.

6.3.t Ability to create a plan to manage stress.

6.3.u Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

7.1.o Identify the body's physical and psychological responses to stress.

7.1.p Identify the characteristics of healthy interpersonal relationships.

7.1.q Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.

7.1.r Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.

7.1.s Identify healthy verbal, nonverbal, written, and visual communication.

7.1.t Define disordered eating and describe types of eating disorders.

7.1.u Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.

7.2.o Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.

7.2.p Explain how empathy, compassion, and acceptance of others support healthy relationships.

7.2.q Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.

7.2.r Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.

7.2.s Describe the relationship between healthy communication skills and healthy relationships.

7.2.t Describe the warning signs, risk factors, and protective factors for eating disorders.

7.2.u Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities).

7.3.o Develop achievable goals for handling stressors in healthy ways.

7.3.p Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships.

7.3.q Promote strategies for coping with disappointment and adversity.

7.3.r Promote help-seeking for mental health concerns.

7.3.s Demonstrate healthy verbal, nonverbal, written, and visual communication skills.

7.3.t Identify school and community resources for help and support with eating disorders.

7.3.u Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges.

8.1.p Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.

8.1.q Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.

8.1.r Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).

8.1.s Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).

8.2.p Explain the importance of developing relationships that are positive and promote wellness.

8.2.q Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.

8.2.r Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.

8.2.s Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).

8.3.p Ability to develop safe, respectful, and responsible relationships.

8.3.q Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.

8.3.r Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.

8.3.s Promote the availability of school and community mental health resources.

9.1.o Describe the positive and negative effects of social media and of sharing personal information online.

- 9.1.p Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).
- 9.1.q Identify causes of conflict with friends and family and feelings/emotions both sides might experience.
- 9.1.r Identify types of gangs, gang-related behaviors, and associated consequences.
- 9.2.o Analyze how time management might contribute to stress reduction.
- 9.2.p Explain limitations to effective communication online.
- 9.2.q Identify school and community mental health resources to help and assist with mental illnesses or challenges.
- 9.2.r Identify strategies for peaceful resolution of conflict.
- 9.3.o Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).
- 9.3.p Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.
- 9.3.q Promote access to mental health resources to help oneself and others.
- 9.3.r Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.
- 10.1.k Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.
- 10.1.l Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.
- 10.1.m Identify health professionals and types of services available for mental illnesses and emotional challenges.
- 10.1.n Identify different personal relationships teens are involved in and the characteristics of each.
- 10.2.k Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.
- 10.2.l Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.
- 10.2.m Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation).
- 10.2.n Evaluate potentially harmful and abusive relationships, including dangerous dating situations.
- 10.3.k Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.
- 10.3.l Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.
- 10.3.m Advocate for the use of and the additional need for mental health resources at school and in the community.
- 10.3.n Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.