

Evaluation of YMCA's Youth Gambling Awareness Program (YGAP)

Final Report

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Background

The Youth Gambling Awareness Program (YGAP), run by the YMCA, is a free service, offering educational prevention programs designed to raise youth awareness with regards to gambling, healthy/active living, and making informed decisions. Working with the Ontario Ministry of Health and Long-Term Care (MOHLTC or MOH), the YMCA believes that educational awareness programs are an essential component to personal development and the creation of healthier communities. The YGAP uses a harm reduction approach to raise awareness about gambling, healthy/active living, and making informed decisions. The YMCA believes that education is essential to creating healthier communities and helping youth reach their potential.

The YGAP is offered in 19 locations across Ontario (Durham, Toronto West, Toronto East, French GTA). Youth Outreach Workers (YOWs) in each area can be contacted to book an interactive workshop.

Educational workshops are available for parents, teachers, health professionals, and educators to help students understand the signs of problem gambling. The YMCA's YGAP offers a series of educational workshops/presentations including the new Health and Physical Education Curriculum.

With new gambling opportunities and platforms continually expanding, it is important to re-evaluate the effectiveness of YGAP in educating youth about the risks associated with gambling and changing attitudes, knowledge, gambling misconceptions, and gauge their awareness of gambling help resources in the community.

The purpose of the workshop is to teach YGAP participants:

- To make informed choices about gambling and other high-risk activities.
- About odds/randomness and the impact on winning and losing.
- About financial literacy, to make informed decisions about financial matters, budgeting, spending, borrowing, and saving.

YMCA learning outcomes associated with the YGAP include:

1. Understanding the definition of gambling and having an in depth understanding of the definition, to be able to apply it to activities outside of what is traditionally considered gambling.
2. Understanding that gambling should be viewed as a source of entertainment as opposed to a source of income.
3. Developing an understanding of potential risks associated with gambling.
4. Ability to identify the possible consequences if one chooses to participate in gambling activities (possible consequences not only to oneself but to those involved in their lives).

5. Understanding the role probability and randomness play in games of chance.
6. Using critical thinking skills when engaging in activities that have an inherent level of risk.
7. Gaining an understanding of harm reduction, particularly how harm reduction strategies can be employed if one chooses to gamble.
8. Ability to identify and differentiate between problem gambling behaviour and responsible gambling behaviour.
9. Recognizing the signs of problem gambling and identifying strategies to reduce the harm associated with gambling including informed decision-making and coping strategies.
10. Having knowledge of community resources and where to seek additional information and support in local communities regarding a potential gambling problem.

The purpose of this project is to:

Conduct Preliminary Evaluation of YGAP Awareness Workshops among youth **15-18 years** of age, focusing on MOH goals, and to:

- Document successes of the YGAP workshop.
- Identify areas for improvement.
- Determine future target populations and future topics to incorporate into the YGAP workshops.

Evaluation of YGAP Awareness Workshops

The evaluation of the YGAP Awareness Workshops was structured around assessing indicators for the MOH Prevention Program goals (**Table 1**). Outcomes shaded in grey are out of scope for this evaluation and are not reported on.

Table 1. MOH Goals and Objectives for the YGAP Workshop

Goal	Overview	Objectives/Outcomes (to measure)
1. Awareness of Risk	Increase awareness of risks associated with gambling.	1A. Number of participants with increased awareness that gambling has the potential to cause harm to health, social, and financial well-being.
		1B. Number of participants who are able to recall low risk gambling practices.
		1C. Number of participants reporting reduction

		in their misconceptions regarding gambling.
2. Awareness of Services	Increase public awareness of services available for the treatment of problem gambling and how to access them.	2A. Number of participants reporting increased awareness of services available to assist problem gamblers.
		2B. Number of participants reporting increased awareness of how to access problem gambling services.
		2C. Number of participants referred to treatment.
3. Prevention Programs	Prevention program provide effective, evidence-based services that are culturally, linguistically, age, and gender appropriate.	3A. Number of participants reporting that the program has met the needs of their specific community.
		3B. Number of population-specific agencies that received training on problem gambling.
		3C. Number of additional populations/groups identified for whom services need to be strengthened.
4. Negative Attitudes	Decrease negative attitudes towards problem gamblers.	4A. Number of participants reporting decrease in stigma associated with problem gamblers.
		4B. Number of participants reporting more positive attitudes towards potential treatment.
		4C. Number of participants referred to treatment.

Overview of the Impact Study

The Evaluation was completed in three phases as outlined in **Figure 1**. The study began with the development of evaluation materials (Phase I), that were piloted (Phase II), and subsequently finalized and used in the in-field evaluation (Phase III). Phase I, Development of Evaluation Materials, included the development of a draft survey and draft moderator guides for use during the Pilot Phase (Phase II). Phase II, the Pilot study, was comprised of focus groups and teacher surveys and interviews. Finally, Phase III, the in-field evaluation, included a pre-survey, the YGAP workshop, and was followed up with the post-workshop survey and teacher survey.

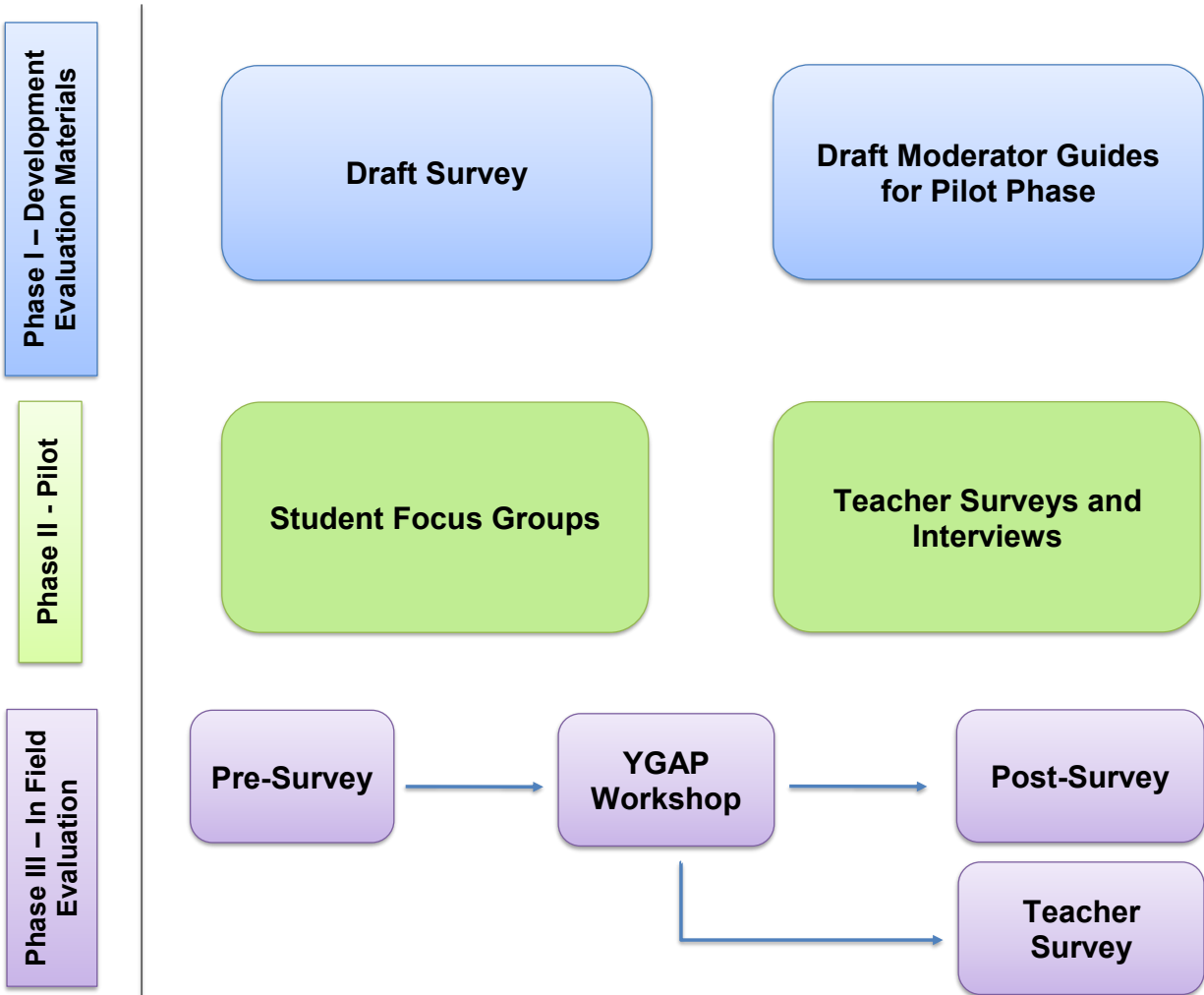


Figure 1. Overview of the YGAP evaluation.

Phase I – Development of Evaluation Materials

Based on the MOH goals and objectives, and in collaboration with the YMCA YGAP group, evaluation materials were developed for the evaluation (pre- and post-workshop student surveys, teacher survey), as well as materials to pilot the surveys among a sub-sample of students and teachers (i.e., student focus group and teacher telephone interview moderator guides). The purpose of the surveys was to identify the effectiveness of the workshop, and to assess MOH outcomes, The surveys were designed to be delivered by the YOWs prior to- and after completion of the workshop, and assessed gambling knowledge, attitudes, and behaviours around gambling.

Student Survey

Student survey questions were adapted from the following resources:

- YGAP 5-item Evaluation Form
- CI & YE Evaluation Questions
- YMCA’s Youth gambling prevention & education program evaluation (Norman & Reynolds, 2010)
- YMCA evaluation (Reynolds & Ganguly, 2013)
- Gambling Perceived Stigma Scale, to measure contempt and ostracism

As seen in **Figure 2**, materials for evaluation were developed in consultation with the YMCA and in consideration of the MOH goals and objectives. With this in mind, draft surveys were developed for use during evaluation and to be pilot tested (pre-workshop, post-workshop, and teacher), as well as draft moderator guides for use during the pilot phase.

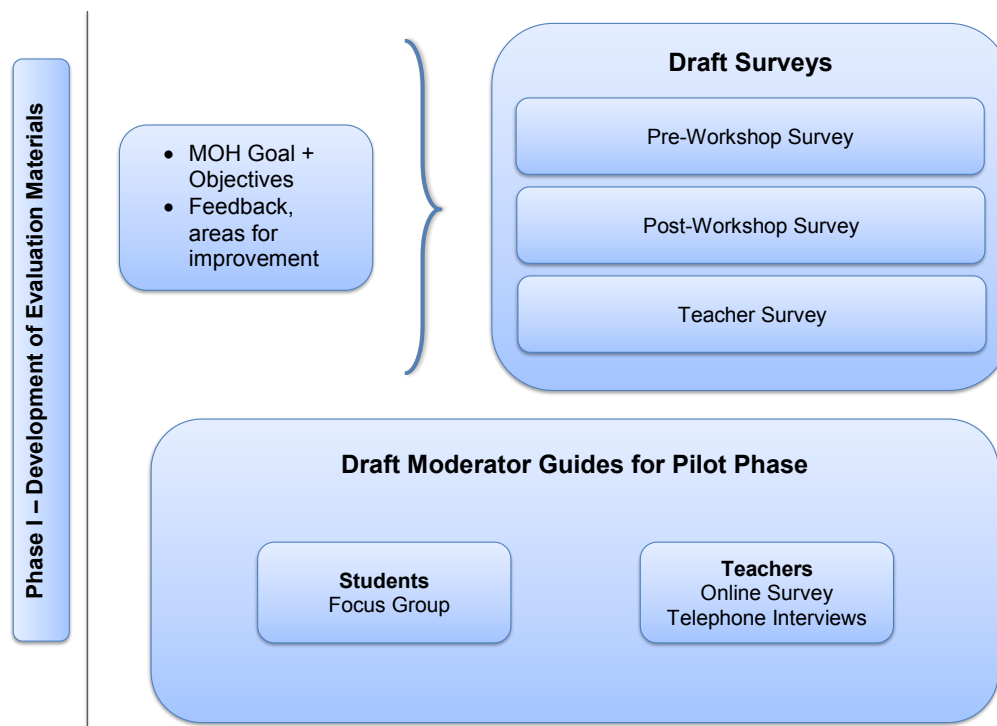


Figure 2. Process for Phase I - development of evaluation materials.

Phase II – Pilot Study

Prior to a full-scale evaluation of the YGAP, Strategic Science pilot-tested the pre- and post-workshop surveys among a group of students at the YMCA. Nine youth participated in the focus group – six females and three males. Participants were 13 (1), 14 (4), and 15 (4) years of age. Participants self-reported their race/ethnicity as Black (3), Latin American/White (1), West Asian (1), Chinese (2), South Asian (1), and unspecified (1). Only two of the participants had previous experience with gambling-related workshops, prior to this workshop. For the breakdown of the pilot study, see **Figure 3** below.

Students participated in a 2.5 hour focus group (see **Appendix A** for Moderator Guide), where they completed the pre-workshop survey (timed), after which they provided structured feedback on the clarity, relevance, and appeal of the questions. They were also asked to comment on the questions on the survey. The YGAP workshop was then delivered to students (60 minutes), after which they completed the post-workshop survey. The piloted pre-workshop survey included 22 questions (not including demographic questions), and the piloted post-workshop survey included 22 matched questions with an additional 8 questions to assess new knowledge about prevention programs and where to seek help for problem gambling. After a short break, students participated in a short discussion about the workshop and the surveys.

Teacher Survey

The teacher survey was used to document success, identify areas for improvement, target future populations, and address any MOH goals that needed strengthening. This survey was developed in consultation and collaboration with the YMCA. Six teachers, all previous YGAP participants, took part in the pilot study. All six teachers completed the online survey (via Survey Monkey), followed up by a telephone interview (see **Appendix B** for Interview Guide). The purpose of the telephone interview was to gather feedback on the six questions, assessing clarity, relevance, and appeal, and to identify additional questions that teachers thought might be important in order to evaluate the YGAP.

Participant responses to both surveys were summarized, and change scores were calculated. The frequency of responses about the clarity, appeal, and relevance of each question was also summarized. When two or more participants flagged a question as problematic (i.e., unclear, not relevant, not appealing, leading/loading, or to delete), the research team discussed and made recommended revisions/changes to the questions.

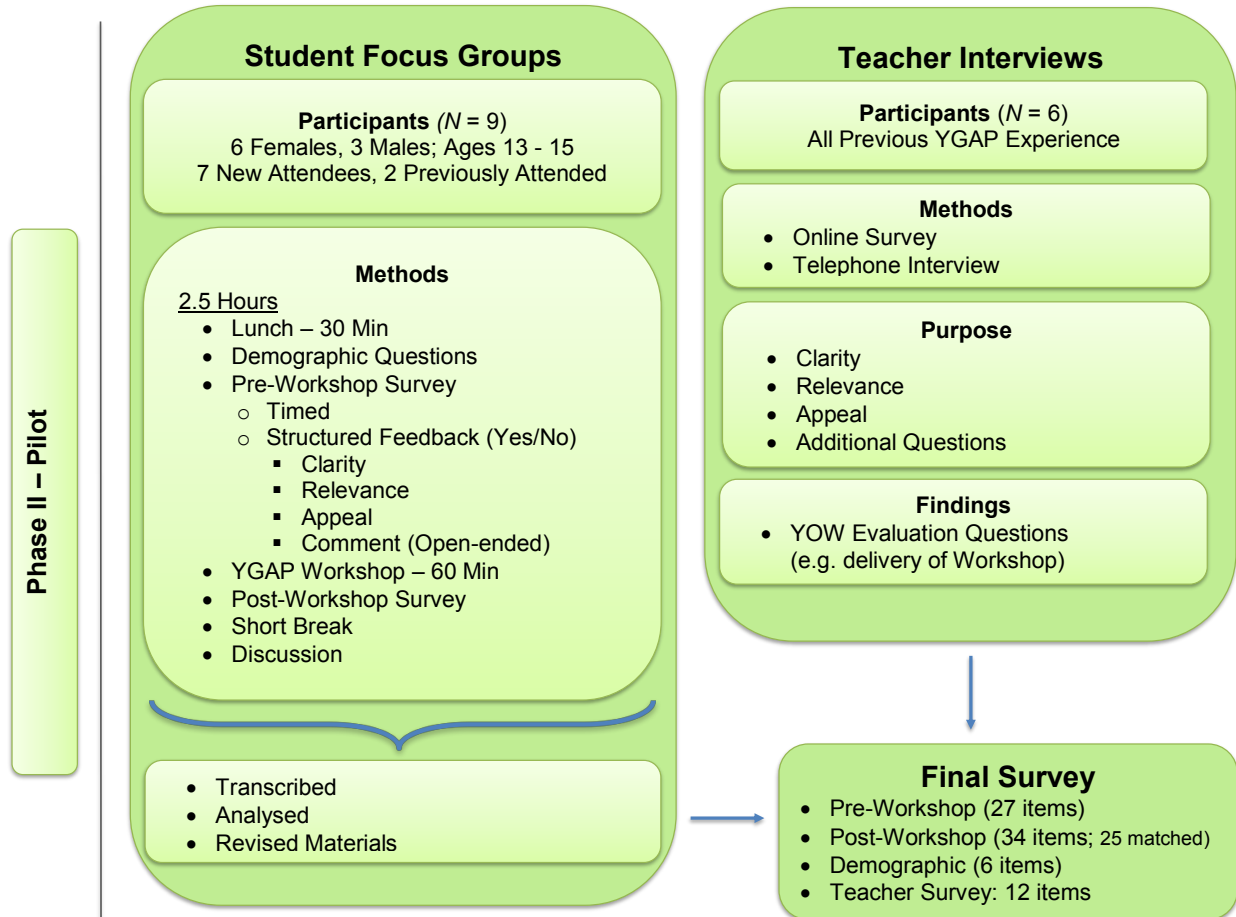


Figure 3. Process of Phase II – pilot.

The following is a summary of changes and recommendations, all of which were tracked within the surveys themselves.

1. Changes to the demographic questions:

The focus group participants indicated that they were not too familiar with, and did not have much experience with gambling. It would be worthwhile to assess level of involvement and experience with gambling in the questionnaire, so that evaluators can determine if the workshop would even be relevant to participants (if the workshop is not relevant, then we might not expect to see any meaningful changes to survey responses). We therefore incorporated two additional questions, adapted from the Canadian Adolescent Gambling Index and the South Oaks Gambling Screen:

“In the last 3 months, did you bet or gamble money or something of value in the following activities?” (with a list of activities).

“Check which of the following people in your life has (or had) a gambling problem” (with some options).

2. Changes to pre-workshop survey:

A number of changes were made to the pre-workshop survey:

- i. Further clarification of “health” as physical or mental, “health” seemed too vague of a term.
- ii. Reversed the direction of some questions that seemed leading; for example, “gambling never leads to money problems” was changed to “gambling leads to money problems”.
- iii. Reworded some of the questions that seemed to be very leading or loaded, since they are important to keep as an outcome measure.
- iv. Two questions that were confusing to youth and that were loaded (“if you gamble, don’t carry more money than you are prepared to lose” and “gambling is an entertainment that has a cost”) were both deleted. There are other questions in the survey that assess recall (one of the goals from the MOH).
- v. Some questions did not seem relevant to youth (i.e, they do not have access to slot machines); instead, we rephrased and ask about lottery and bingo scratch tickets.
- vi. Incorporated questions from the Gambling Perceived Stigma Scale – 1 question about ostracism and 2 questions about contempt. Youth were troubled by the word “weak”.
- vii. Added one question to assess if gambling is relevant and might affect them in the future; the response to this might change after being exposed to the YGAP material.

3. Changes to post-workshop survey:

- i. All changes made to the pre-workshop survey were also changed on the post-workshop survey so that questions matched.
- ii. Questions were re-ordered to match the pre-workshop survey, and included all additional questions at the end.
- iii. Added one open-ended question: “please tell us what else you’d like to learn from this workshop” following the other open-ended question, “please tell us something you liked/disliked about this workshop”.

All but one participant (8/9) preferred the scale used (1-6 response options). If given a neutral option, only one participant said that he or she would use “neutral” for several statements. We did not test whether a neutral option added in the scale would perform better than one without.

In addition to the modifications to the surveys, we recommend modifying and adapting some of the YGAP workshop material so that it is more relevant for youth of this age group. The recommended changes to the workshop and surveys will still allow both the MOHLTC and the YMCA to cover the necessary material (although more relevant) and to collect the necessary data to evaluate whether or not the YGAP is achieving its intended goals.

All teachers agreed that the survey should include additional questions to evaluate the YOW delivering the workshop.

Phase III – In-field Evaluation

An overview of the third phase (in-field evaluation) can be seen in **Figure 4**.

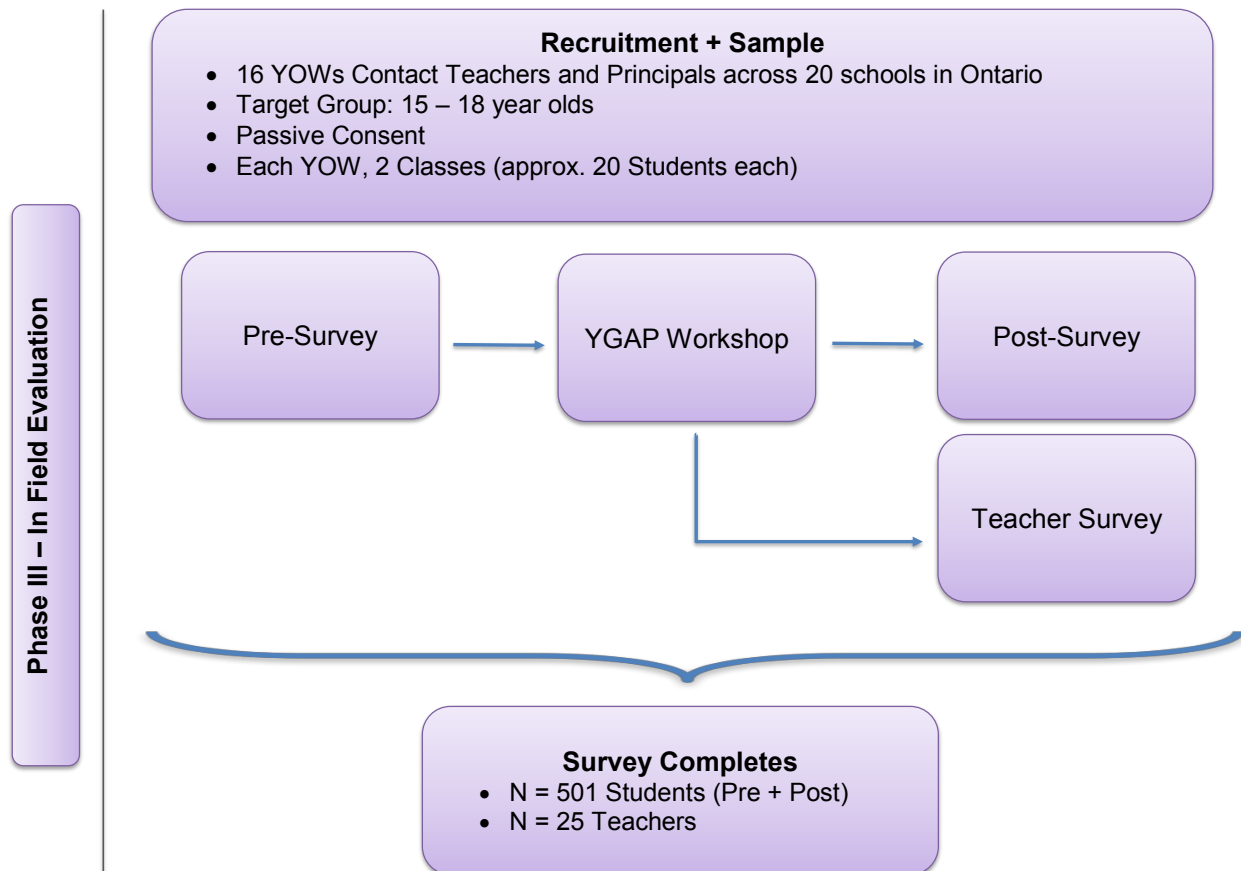


Figure 4. Process for Phase III - In-field evaluation.

This evaluation used a within-subject comparison design, comparing the same subjects before and after participating in a YGAP workshop.

Final Student Surveys (Appendix C):

- Pre-workshop survey (27 items)
- Post-workshop survey (34 items, 25 matching the pre-workshop survey)
- Demographics (age, gender, grade, school, teacher/classroom)
- Additional questions: previous participation in a YGAP presentation, history of betting, and types of gambling

Survey questions were grouped by MOH Objective, and were all measured on a 6-point scale, ranging from 1 (strongly disagree) to 6 (strongly agree). Three questions were used to assess MOH Objective 1A (Increased awareness of potential harms associated with problem gambling; ex. “gambling may cause problems in my relationships with others”). Seven questions were used to assess MOH objective 1B (Recall of low risk gambling practices ex. “if you gamble, only gamble with what you are prepared to live without”). Seven questions were used to measure MOH Objective 1C (Reported reductions of gambling misconceptions; ex. “playing for a long period of time will increase your chances of winning”). MOH objective 2A (Awareness of

services) was assessed by asking “I know where to get information and support for problem gambling.” MOH 3A (Program meeting needs), prior to the workshop, was assessed by asking students if, for example, “[they] will benefit from participating in a workshop on gambling,” and after the workshop “the workshop was useful in helping people my age understand the signs of problem gambling.” MOH 4A (decrease in stigma associated with problem gamblers) was assessed by asking students questions about other gamblers, such as “anyone can develop a gambling problem” or “people with gambling problems tend to be unreliable.” Finally, MOH Objective 4B (positive attitudes towards potential treatment) was assessed through such questions as “problem gambling is treatable.”

Each student survey included the following fields:

- Workshop #: identify 1st, 2nd (and any subsequent) evaluations conducted
- Site: site of presentation and evaluation (e.g., Guelph)
- Date: date of evaluation
- “Place sticker here”
 - Since this was a within-subject design, pre- and post-presentation surveys needed to be matched. To do this, the researchers used the following procedure:
 - Yellow stickers, numbered 1 to 40, correspond to the pre-presentation survey.
 - Green stickers, numbered 1 to 40, correspond to the post-presentation survey.

Students were given a yellow and green sticker with matching numbers (their assigned identification number). Students were informed that they needed one sticker for each survey. The survey itself indicated which colour to use and where to place them. If students placed the wrong sticker on the wrong survey, this could be quickly determined and remedied (the surveys themselves are labeled as pre- and post, so the researchers could fix this).

Teacher Survey (Appendix D)

All teachers participating in the YGAP workshop completed the teacher survey while the students completed their post-workshop surveys.

Participants

Twenty schools were recruited through the YMCA. Contacts at the schools (principals and teachers) were informed of the details of the study; this information was then relayed to students’ parents/guardians through passive consent forms. Students with parents/guardians that did not contact the principal, teacher, or study coordinator were eligible to participate in this study. Study consent material can be found in **Appendix E**.

16 YOWs were recruited to participate in this evaluation. YOWs at each site were responsible for conducting the evaluation in two different classrooms by implementing the surveys before and after their workshop presentation (see **Figure 5**). Each YOW was responsible for collecting

at least 40 evaluations in their two workshops. If required, the YOW facilitated a third workshop to reach 40 evaluations.

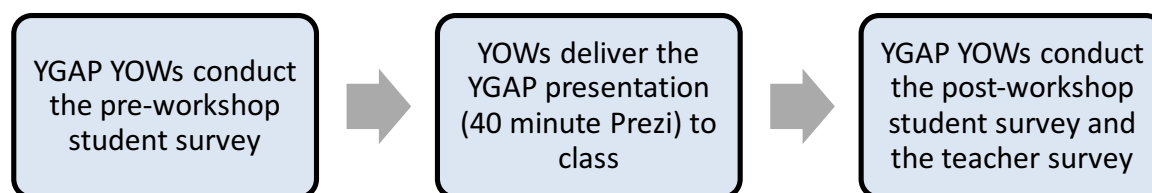


Figure 5. Evaluation process.

Analysis

We initially examined the descriptive information for the entire sample of youth and teachers that participated in the workshops. Mean responses for all individual questions, and questions combined by MOH objectives were calculated. The correlation of survey items (within the MOH objectives) was examined to identify if they were appropriate to be grouped for analysis. Paired t-tests compared the pre-workshop to post-workshop survey responses on all matching questions (to determine if mean responses changed after the workshop). Students were also stratified by previous YGAP workshop participation to identify if their mean responses to the survey differed from those participants that had not previously participated. Survey items that were posed from a negative perspective were reverse-coded for the analyses so that items could be combined and consistently reported (all in the positive direction).

Results – Student Surveys

501 students from 12 regions (see **Figure 6**) completed surveys (some with missing data). Just over half of the participants were male (53.4%), and 43.5% of students self-identified as White (see **Table 2** and **Figure 7**).

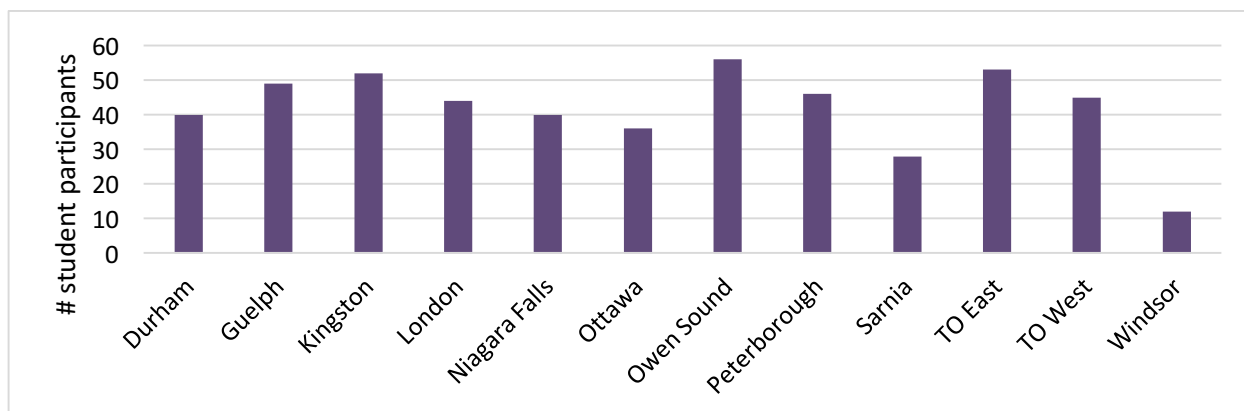


Figure 6. # of students at each YGAP workshop location.

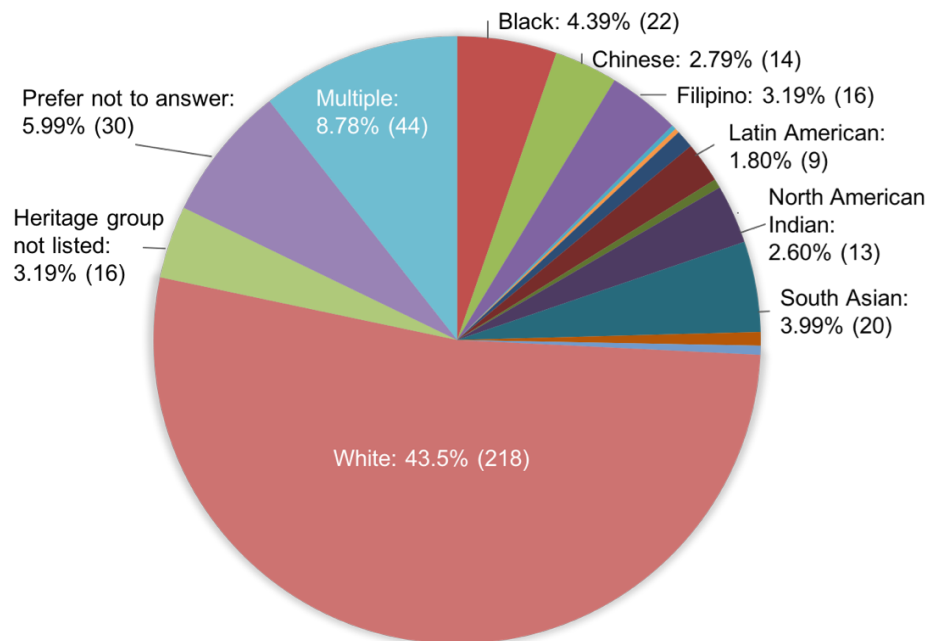


Figure 7. Self-reported race of YGAP workshop participants.

Note: Only most significant categories are indicated on the pie chart. Five groups are not included:

- Inuit – 0.19% (1)
- Japanese – 0.19% (1)
- Korean – 0.79% (4)
- Southeast Asian – 0.60% (3)
- West Asian – 0.40% (2)

Table 2. YGAP Workshop Participants' Demographic Information

		Mean (SD)
Age		15.84 (1.39)
		% (#)
Gender	Male	53.4 (223)
	Female	41.1 (171)
	Other	2.9 (14)
	Prefer not to disclose	2.6 (12)
	Did not respond	16.2 (81)

Approximately 1/5 students had previously attended a YGAP workshop. Students three-month gambling history ranged from not gambling once to a maximum of nine activities (options: Dares or challenges, Sport pools or games, Arcade or video games, Raffle/fundraising tickets,

Instant-win or scratch tickets, Internet poker, Lottery tickets, Slot machines). The majority (64%) gambled on at least one gambling activity within the past three months. See **Table 3** for more information about students' gambling histories.

Table 3. Gambling History of YGAP Workshop Participants

	# (%)
3-month history of bet or gambling activities (that included money or something of value): number of activities <i>Average 1.14 (range: 0 – 9)</i>	
0	149 (36.0%)
1	151 (36.5%)
2	61 (14.7%)
3	38 (9.2%)
>4	15 (3.6%)
Do you know someone who might have a problem with gambling?	
Yes	97 (23.1%)
No	323 (76.9%)
No response	115
Previous participation in a gambling awareness workshop	
Yes	92 (22.1%)
No	325 (77.9%)
No response	118

Youth listed other types of activities that they engage in, aside from the ones listed on the survey. Some examples included:

- Biggest vape cloud contest
- Poker with family
- Cock fights
- Bowling bets
- Dice
- Bottle flipping
- Proline

Survey Questions

Table 4 presents the pre- and post-workshop survey questions associated with each of the MOH objectives. Composites of MOH objectives were created by grouping survey items that were related to each objective. For example, MOH 1A represents *Awareness of Harm*, and consisted of three items (Q1, Q2, and Q3). As mentioned above (in Analysis Section), Cronbach's Alphas were calculated for each MOH objective index. All questions were required

to be in the same direction (to represent higher awareness and other positive outcomes), so some were reverse coded (represented by R).

Table 4. MOH Objectives, Their Associated Scale Items (Questions), and Their Correlation

MOH Objective	# of items	Item #s	Cronbach's alpha for indices
1A – Awareness of Potential Risks	3 items	1, 2, 3	Pre: $\alpha = .76$ Post: $\alpha = .83$
1B – Recall of Low Risk Practices	7 items	4R, 5-10 4, 5*, 6*, 7*, 8*, 9*, 10	Pre: $\alpha = .65$ Post: $\alpha = .67$
1C – Reduction of Misconceptions (Higher scores = greater knowledge of misconceptions)	7 items	11R – 17R 11*, 12*, 13*, 14*, 15*, 16*, 17*	Pre: $\alpha = .83$ Post: $\alpha = .88$
2A – Awareness of Help Resources	1 item	18	N/A (only one item)
3A – Program has Met Needs Perceived Benefit	1 item	Pre: 26 Post: 29	N/A (only one item)
3A – Program has Met Needs Post-Workshop Index	Post only: 3 items	Post only: 27, 28, 30	Post only: $\alpha = .63$
4A – Decreased Stigma	5 items	20, 24R; 21R 22R 23R	Pre: $\alpha = .53$ Post: $\alpha = .55$ <i>Note:</i> Q20 is not correlated with the total
4B – Positive Attitudes Towards Treatment	2 items	19, 25	Pre: $\alpha = .60$ Post: $\alpha = .52$

Student Survey Results

Pre-Workshop Survey Results

Responses to the pre-workshop survey (Table 5) indicated that most of the students already had a strong foundation and understanding (awareness) of problem gambling and prevention. Response options ranged from 1 (strongly disagree) to 6 (strongly agree). More specifically, students generally had good awareness of potential risks and harm associated with problem gambling (mean 5.14), and exhibited generally positive attitudes towards treatment (mean 4.62). Prior to participation in the workshop, as expected, youth were only moderately aware of help resources for problem gambling (mean 3.57). Students' mean responses related to stigma was 3.92 suggesting some awareness of PG stigma, but lower awareness than other dimensions.

Post-Workshop Survey Results

The patterns in responses to the post-workshop survey were similar to those of the pre-workshop survey, and for some objectives, there was significant improvement in the mean responses. Students scored higher on awareness of potential risks of problem gambling (mean 5.28), increased recall of low risk practices. After the workshop, student responses were highest

for MOH Objective 1A: *Awareness of Harm* (mean 5.28), 1B: *Recall of Low Risk Practices* (mean 4.84), 2A: *Awareness of Help Resources* (mean 4.84) and 1C: *Reduction of Misconceptions* (mean 4.77).

Changes to Student Responses

The patterns in responses to the post-workshop survey were similar to those of the pre-workshop survey, and for some objectives, there was significant improvement in the mean responses.

Results from the paired t-tests comparing student responses between the pre-workshop and post-workshop surveys for all of the indices created by MOH objective (questions combined) can be found in Table 5. Overall, **there was a main effect of time, such that students had improved problem gambling awareness after then workshop compared to before.** There was a significant improvement in the mean response for all indices except for MOH objective 4A (decreased stigma). Students showed improvements in awareness of harm (mean difference +0.14), recall of low risk practices (mean difference +0.23), knowledge of misconceptions (mean difference +0.32), and awareness of help resources (mean difference +1.27), attitudes towards treatment (mean difference +0.23) but showed no improvements in problem gambling stigma. The greatest improvements were to MOH Objective 2A: *Awareness of Help Resources* (mean response to the overall objective increased by 1.27) and 3A: *Program has met needs (perceived benefit)* (mean response to the overall objective increased by 0.67).

Table 5 Results from the Paired t-tests to Identify Changes in Mean Responses to Surveys Pre- and Post-workshop Participation

MOH Objective	Pre-Workshop Mean (SD)	Post-Workshop Mean (SD)	t-statistic
1A – Awareness of Potential Risks	5.14 (0.83)	5.28 (0.78)	-4.44**
1B – Recall of Low Risk Practices	4.61 (0.66)	4.84 (0.67)	-8.35**
1C – Reduction of Misconceptions	4.45 (0.81)	4.77 (0.94)	-9.01**
2A – Awareness of Help Resources	3.57 (1.48)	4.84 (1.16)	-17.28**
3A – Program Has Met Needs – Perceived Benefit	4.09 (1.28)	4.76 (1.15)	-11.63**
3A – Program Has Met Needs (Post-Index)	--	4.67 (0.86)	--
4A – Decreased Stigma	3.92 (0.67)	3.95 (0.72)	-1.24 (ns)

4B – Positive Attitudes Towards Treatment	4.62 (0.87)	4.85 (0.83)	-6.39**
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***p<.0001

*p<.05

After the workshop, 74% of participants were able to recall at least 1 resource. 119 students (29.2%) were able to recall three or more resources discussed in the workshop. 358 students could list some, including websites, Kids Help Phone, the YMCA, CAMH, and even listed some other methods to reduce problem gambling.

Differences Between Previous Participants

Based on some additional analyses, there was some evidence that participant type (i.e., previous YGAP workshop participant versus non-previous participant) mattered. Those that previously attended a workshop tended to have higher awareness than new attendees, especially on the pre-workshop survey. However, the differences were only significant for a small number of cases (see results below). Further, only 22% of students had previously participated in a workshop, so results are conservative, since it is unclear when their previous workshops were completed. Overall, the mean responses from previous participants appeared to be slightly higher than those new to the YGAP workshop, but for the most part, these differences were not statistically significant. On the next few pages, we have broken down the results by students that previously participated in a YGAP workshop versus those that had not.

Recall that all questions were measured on the scale:

1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree

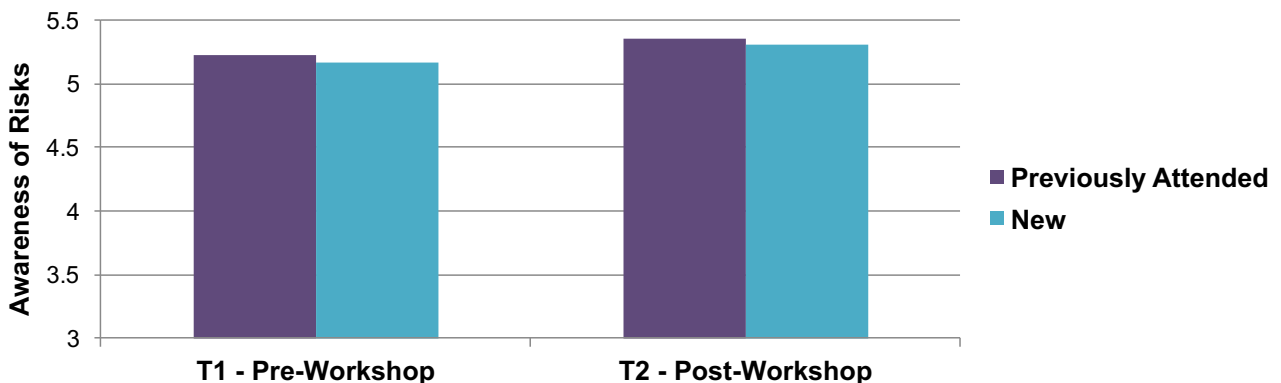
MOH1A: Awareness of Potential Risks

3-item index ($\alpha = .76$):

Q1. Gambling can lead to problems with my physical or mental well-being.

Q2. Gambling may cause problems in my relationships with others.

Q3. Gambling can lead to money problems.



There were no differences between those that previously participated versus those that had not. The only differences noted were those of time, as in responses changed from pre- to post-workshop for all participants.

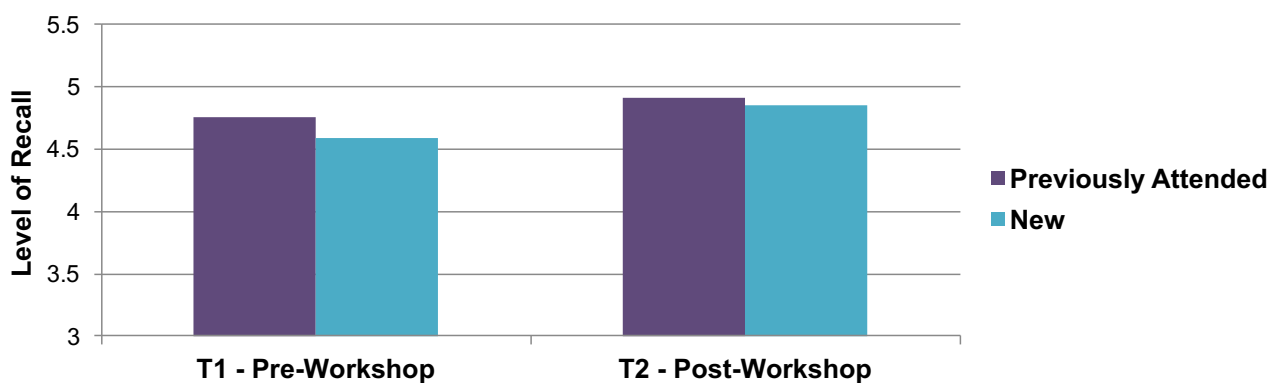
MOH1B: Recall of Low Risk Practices

7-item index ($\alpha = .65$) Examples:

Q4R. You don't need to limit the time and money you spend when gambling.

Q8. If you gamble, only gamble with what you are prepared to live without.

Q10. Gambling is not a good way to solve your problems.



The results for this MOH objective are the same as for 1A – no differences between students previously attending a YGAP workshop versus those that had not, but there were significant differences in the mean responses of all students from pre- to post-workshop.

MOH1C: Reduction of Misconceptions

7-item index ($\alpha = .83$) Examples:

Q12R. In gambling, there are strategies that can guarantee a win.

Q13R. When gambling, you often have more chances to win than to lose.

Q16R. When playing the lottery, you are more likely to win if you use your lucky numbers.

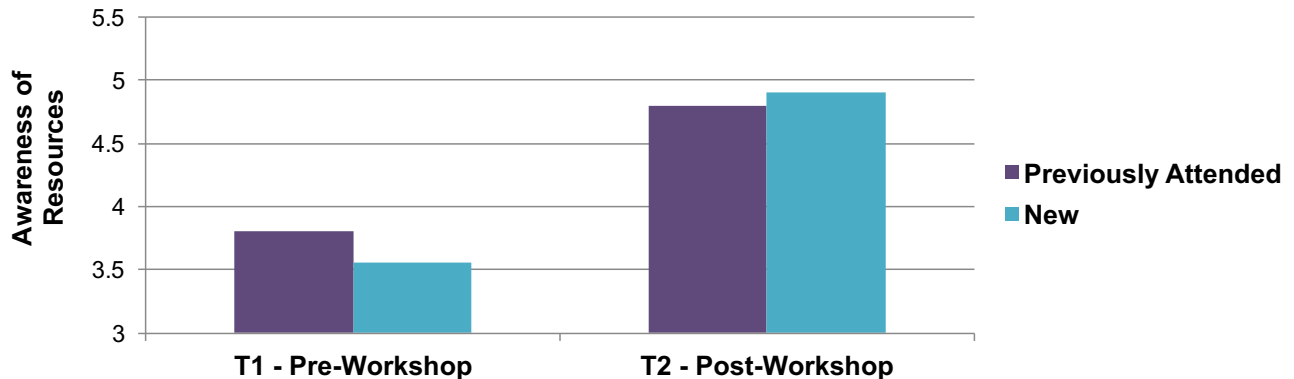


Again, there were no differences between students that previously participated in a YGAP workshop from those that had not. However, there were significant differences in the mean responses of all students from pre- to post-workshop.

MOH2A: Awareness of Help Resources

1 item:

Q18. I know where to get information and support for problem gambling.



The differences between students that previously attended a YGAP workshop and those that had not were not statistically significant. All students' responses to this question pre-workshop differed (significantly) to the post-workshop response.

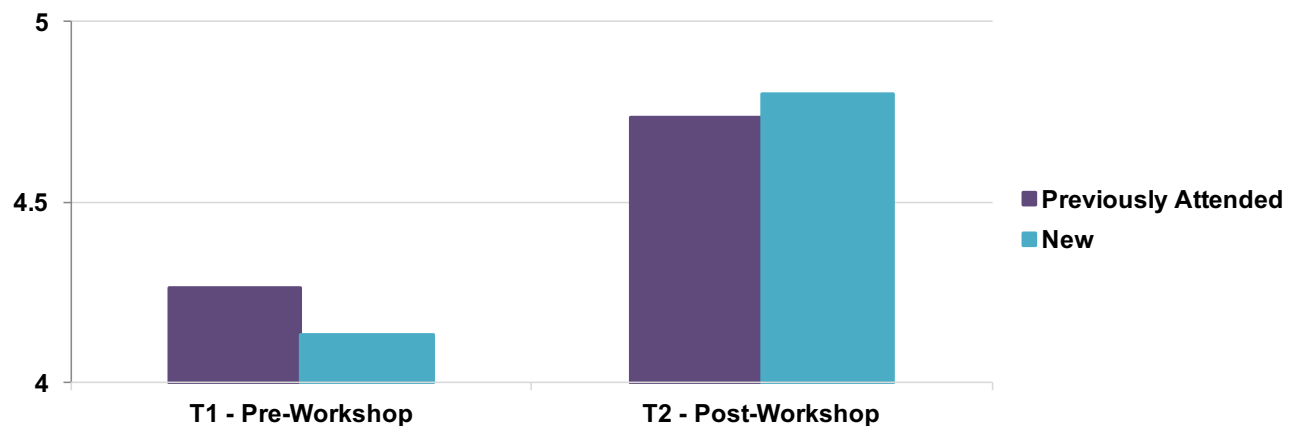
MOH3A: Program Has Met Needs – Perceived Benefit

Pre-Workshop (1 item)

Q26. I will benefit from participating in a workshop on gambling.

Post-Workshop: (1 item)

Q29. I benefitted from participating in this workshop on gambling.



Previously YGAP participant responses pre-workshop were significantly different from new participants for this objective (3A:Program has met needs – perceived benefit), and for both groups, the perceived benefit of the workshop increased significantly.

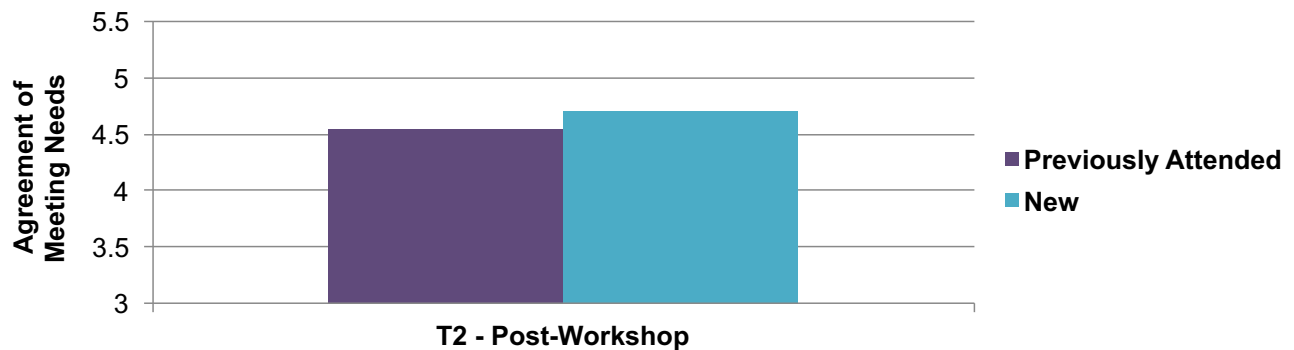
MOH3A: Program Has Met Needs – Post-Workshop Index

3-item index ($\alpha = .63$)

Q27. *The workshop was useful in helping people my age understand the risks associated with problem gambling.*

Q28. *The workshop was useful in helping people my age understand the signs of problem gambling.*

Q30. *After participating in this workshop, I see gambling as more relevant to my life and something that might affect me in the future.*



Responses from students that previously participated in a YGAP workshop were not significantly different from those that had not.

MOH4A: Decreased Stigma

5-item index ($\alpha = .53$):

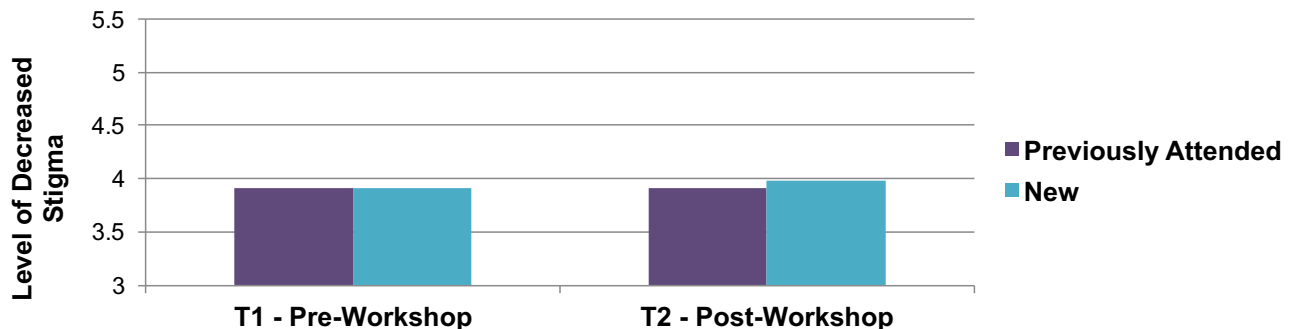
Q 20. *Anyone can develop a gambling problem.*

Q21R. *People with gambling problems tend to be unreliable.*

Q22R. *People with gambling problems have no self-control.*

Q23R. *If I knew someone who was a problem gambler, I would think less of them*

Q24R. *Once a person becomes a problem gambler, they will always be a problem gambler.*



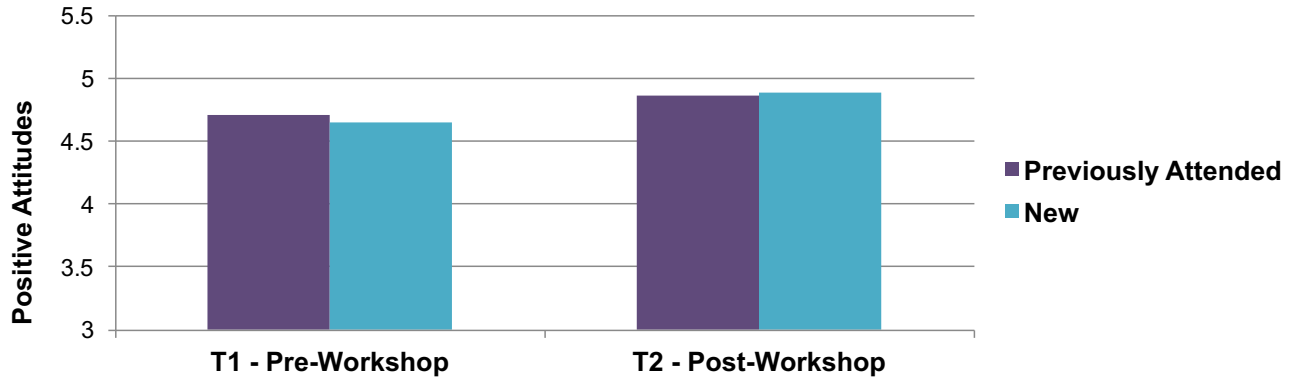
Student responses to the questions related to stigma prior to and after completing the workshop were not significantly different for those that previously attended and for those that were new to the YGAP. This was not unexpected, since the module does not address stigma.

MOH4B: Positive Attitudes Towards Treatment

2 item index $\alpha = .60$

Q19. People can make a successful recovery from problem gambling.

Q25. Problem gambling is treatable.



Finally, responses from students that previously participated in a YGAP workshop did not differ from those that did not participate in a previous workshop on the MOH objective 4B (Positive Attitudes towards treatment). However, all student responses were significantly different from pre- to post-workshop surveys.

Students also listed some of the aspects of the workshop that they liked and disliked. Some of the likes included:

Workshop Likes
Game was fun and eye-opening.
Informative, learning about games not otherwise considered to be gambling.
I liked that the presenter started off with saying that their views on gambling are neutral. The presentation is helpful to keep youth safe from addiction.
I liked how they presented real life situations that have happened to people to show actually how bad it can get.
Related to celebrity problems, and prove that anyone can be a gambler.
Others: "like everything" "nothing disliked" etc.

Workshop Dislikes
Too much information
Too much talking/words
Not enough visuals
Boring
Too much sitting

Results – Teacher Surveys

25 teachers completed surveys, 12 of whom (48%) had previously participated in a previous YGAP workshop (range of 1-15 times).

24/25 teachers (96%):

- Believed the content and delivery to be appropriate, whereas one mentioned that it is only appropriate for some of the students.
- Thought that the workshop increased students’ understanding of the risks involved in gambling. One teacher indicated that his/her students are “holding informed conversations in the halls. This is a topic of interest to them and impacts their lives.”
- One was not sure immediately after the workshop, but wanted to check back with his/her students (however, this teacher indicated that there were some “aha moments that were readable on their faces”).
- Thought the workshop increased their students’ understanding of how to stay safe should they choose to gamble.
- Would recommend this presentation to a colleague, while 23/25 (92%) plan to include a YGAP workshop in their class in the future.

YOW Rating

Results from the pilot study indicated that the YOW that delivers the workshop to the students might have an impact on the level of engagement and/or interest of the students. Because of this, teachers were asked to rate the YOWs based on their communication, professionalism, ability to engage students, and ability to deliver content on a scale from 1 – “very poor” to 5 – “very good.” The average responses from all teachers can be found in **Figure 8**. Results show that teachers were happy that the YOWs delivered the workshop, and rated them very high in communication, professionalism, engaging students, and delivering content. Scores ranged from 4.83 to 4.88 on the 5-point scale (1=very poor to 5=very good).

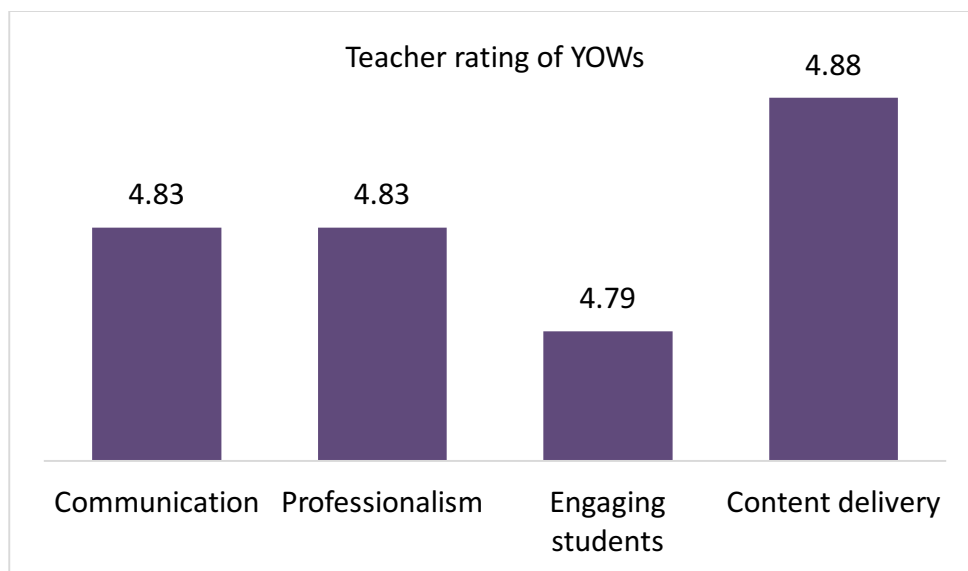


Figure 8. Teacher ratings of YOWs.

Teacher Feedback about YOWs

Teacher participants were asked to provide feedback about the YOW that visited their classroom. The following table presents the comments from the teachers from each area:

Region	Teacher comment
Guelph	Awesome job, as per usual! The students were engaged and enjoyed it. Thank you!
Owen Sound	Presenter was engaging and knew content very well.
Niagara	Presenter is high energy and engages students in discussion, giving appropriate feedback Very informative presentation! Kept students' attention throughout.
Kingston	Great as always! Thank you! Very passionate presenter & the students always enjoy the presentations.
TO East	She is very accommodating / adaptable in scheduling presentations The presenter did a really great job on presenting the information. Had a good sense of humour and engaging for youth.
Sarnia	Very worthwhile. Important awareness program especially for youth.
TO West	Fantastic and engaging. Every student was enthralled and eager to be involved. Great job!
Windsor	Personable/outgoing; Aware of the youths' needs; Engaging; Communicates very well with all ages; very professional; Very good presenter that engages the youth and makes the presentation relatable and fun for the youth.
Peterborough	Excellent presenter. He has a great rapport and his information is current which holds the students' attention. His anecdotes and analogies were suitable to the age and sex of the group.
Ottawa	YOW was great! Always a pleasure to have in class.
Durham	YOW has presented for my class at least 10 times over the last 7 years. She does a wonderful job. Is calm and encouraging in her approach.

Teacher Likes and Dislikes

Most of the teacher feedback about the YOWs and the YGAP was positive.

Workshop Likes	Workshop Dislikes
Presentation was: <ul style="list-style-type: none"> ▪ Visually appealing PowerPoint ▪ Fast and engaging ▪ Current 	Disorganized at the beginning.
Speaker did a good job at getting the discussion going.	Moved a little too quickly.
Casual and not “preachy”.	Needs more activities and more financial management content.
Content was important for students, connected to student experiences (i.e., Roll up the Rim, Webkinz).	Slideshow seemed outdated.
Interaction, stories, engagement.	

Recommendations – Improving the Presentation

Teachers were asked via open-ended questions for recommendations on how to make the presentation more engaging and relevant for students.

Recommendations for improving the content and structure of the presentation:

- Add video and sound
- More time for activities:
 - Include interactive gambling/non-gambling activities to demonstrate the difference
 - Include a written component for the students to see what they are remembering
- Incorporate a short break
- Include discussion on where to go if there is a gambling problem, rather than just providing cards
- Include more harm reduction strategies

Recommendations for some additional topics to be covered in the YGAP workshop:

- Information on **gaming apps** and **online gambling**
- more information on **sports betting**
- cover topics about **mental health and addictions** and **decision-making strategies**
- **risk of addiction and high-risk investments** as they relate to **video games**
- explain how **trading** (stickers, shopkins) from a younger age can be considered gambling

Many of these aspects are already embedded into the workshops; the problem is that there are so many modules and so much content already developed that YOWs are required to choose from, so not all topic areas are covered in each workshop.

Conclusions and Recommendations

This was the first evaluation of the YGAP workshop that was guided by and produced results reportable by MOH objectives. Although the changes across the pre- and post-workshop surveys by MOH objective were small, results from the students and teachers still suggest that YGAP workshop demonstrated value. Workshop participants also reported that they benefited from participating in the workshop, and that the workshop met their needs. Comparing the pre-workshop to the post-workshop surveys, we identified significant (but minor) improvement to students' understanding of problem gambling, and were all changes towards meeting the MOH objectives. All teachers perceived the YGAP workshop to be relevant to their students and worth the time invested. They appreciate the effort from the YOWs and believe that the students benefit from participating in the workshop.

More specifically, the findings from this evaluation suggest YGAP success in:

- Increasing awareness of harm related to problem gambling
- Increasing recall of low-risk gambling practices
- Increasing positive attitudes towards treatment
- Increasing awareness of help resources (related to problem gambling)
- Decreasing misconceptions of gambling

Based on these evaluation results, the MOH Objective of reducing stigma was not achieved through this workshop. This suggests that youth hold negative beliefs about problem gamblers, and without intervention (i.e., training, workshop), these beliefs are likely to remain consistent. There is therefore a need for improved training and tools to teach youth about stigma and ways to reduce problem gambling-related stigma, as the YGAP workshop in its current state was not meeting the MOH's objective of reducing stigma. This is important to note, since the YGAP has identified **stigma** to be a high priority for knowledge and training, based on needs expressed by YOWs and on the MOH outcome requirements.

Limitation

Based on this evaluation, we can only conclude the effectiveness of the workshop in the short-term, since student responses were measured directly before and after participating in the YGAP workshop. This does not provide any evidence of longer-term recall. However, there is some evidence to suggest that students who have previously attended a YGAP workshop are higher in PG awareness than those who have not seen a YGAP workshop before, although this difference only achieved statistical significance in one outcome area.

Recommendations

Based on the findings of the three phases of this evaluation, we recommend:

- Extending the evaluation to include:
 - Other age groups
 - Additional YGAP materials and activities, such as the 6 Workshop Options:
 - i. What's at Stake
 - ii. Betting Sense
 - iii. Media Impact
 - iv. Blurred Boundaries
 - v. Interactive Workshop for Adults & Professionals
 - vi. What's at Stake (Physical Education; Summer/March Break Camps)
 - Measuring recall over longer periods of time, and not just directly after the workshop
- Assessing set programming versus incremental programming
- Updating workshop materials based on MOH Goals and Objectives
 - The evaluation and analyses followed a nice process when based on the MOH Goals and Objectives. It would be worth designing workshop materials based on these same goals and objectives, to increase the likelihood of achieving the MOH goals. One specific area that stood out was MOH Objective 4A of *reducing stigma*, which was not achieved through this YGAP workshop. If workshops were designed by MOH objective, we would be able to better identify gaps that require additional training materials
- Need for continuous improvement
 - Popular gambling and betting activities have changed since the YGAP workshops were originally developed. Similarly, celebrities that identify as problem gamblers may not be known to present-day youth. It is important that the workshops be updated regularly to include relevant content for today's youth.
- Identifying ways to communicate the evaluation results with teachers. It would be useful for teachers to know how their students are positively benefiting from the YGAP workshops, and may encourage greater participation in future evaluations.

Appendix A: Student Focus Group Moderator Guide (Pilot)

A student survey was pilot tested using focus groups, following a YGAP workshop conducted by a Youth Outreach Worker (YOW). Students completed a survey both before and after the workshop.

Focus Groups: focus groups were conducted to collect qualitative information for the pilot evaluation of the YGAP workshop (pre- and post) survey, with the target age group of 15-18-year-old youth.

The researchers were interested in refining the survey in terms of:

- Number of statements/survey length.
- Determine the optimal number of statements and survey length.
- Select the most effective statement to assess learning, when multiple statements are used.

Refine statement wording:

- Clarity – where there is confusion in meaning, adjust wording.
- Appeal – choose statements and wording that youth like to answer.
- Relevance – choose statements youth find relevant, identify and evaluate learning from the workshop that youth find relevant or valuable for their lives.

New statements:

- Based on aspects of the workshop that youth found to be relevant and valuable, or areas that were not covered that youth might be interested in.
- Identify statements that youth might consider to be loaded, or worded to obtain a particular answer.
- Assess the adequacy of the scale to allow participants to reflect on their level of agreement or disagreement with statements in the survey.

Student Pilot Focus Group (Moderator Guide)

(Instructions for moderator are in italics)

Research Objectives

The objective of this focus group is to pilot test the evaluation of the YGAP workshop with the target age group of 15-18 year old youth. Specifically this research is designed to refine the survey in terms of:

- Number of statements/survey length – Reduce to an appropriate survey length.
 - Assess optimal number of statements and survey length.
 - Where multiple statements assess similar learning, select those most effective.
- Statement wording – Refine wording to achieve:
 - Clarity – where there is any confusion in meaning, adjust wording.
 - Appeal – choose statements and wording that youth like to answer.
 - Relevance – choose statements youth find relevant, identify and evaluate learning from the workshop that youth find relevant or valuable for their lives.

- New Statements – Address aspects of the workshop youth find relevant/valuable that are not included.
- Identify any statements that are loaded, worded to obtain the desired answer.
- Assess the adequacy of the scale to allow participants to reflect their level of agreement or disagreement with the statements in the survey.

Respondent Profile

The sampling frame for focus groups is English-speaking youth aged 15-18 years who reside in Ontario. For convenience the geographic region of the GTA is the area of recruitment.

Consent

Verbal consent has been provided by the parents of the youth and will be confirmed with the youth participants. Prior to commencing the focus group, the moderator will read a consent form and ask each participant to provide verbal consent.

Procedure

Participants will be engaged for approximately three hours to include a 30-minute lunch, 60-minute workshop, 15-minute break and 75-minute focus group. Steps are as follows:

1. Participants arrive at noon and receive nametags for introductions during lunch.
2. Focus group will begin at 12:30 pm with introduction and consent
3. Participants will complete the demographic questions for the survey (timed completion)
4. Participants will complete the pre-workshop survey, which includes:
 - a. The survey (timed completion)
 - b. Structured feedback on each survey statement
5. A Youth Outreach Worker will deliver a standard YGAP workshop.
6. Participants will complete the post survey. (NOTE: although it would save time to include only those statements that are exclusive to the post-survey Participants will complete survey, it would be helpful to get their reactions to the most realistic scenario, that is, the surveys will ask some statements twice). (timed completion)
7. Short break
8. Discussion will begin with a few additional questions on:
 - a. Any new topics,
 - b. Any items that were loaded and
 - c. Adequacy of the scale

Introduction and Consent

Welcome. My name is Judith Glynn from Strategic Science and I'll be facilitating our discussion today on behalf of the Youth Gambling Awareness Program in Ontario.

You are invited to participate in a focus group, as part of a research study to evaluate the Youth Gambling Awareness Program. The focus group is a pilot of the evaluation survey. This pilot will help us finalize an evaluation survey for the YGAP workshop aimed at youth aged 15-18 in Ontario.

I'm going to provide you with details of the focus group and then ask you to confirm your consent.

The focus groups will take approximately two and a half hours and involve you completing a survey, participating in a one-hour workshop, completing a second survey and then engaging in a discussion of the survey statements.

Upon completion of the focus group, you will receive a \$10 gift card to thank you for your participation.

There are no anticipated benefits or risks from your participation in the focus group discussion.

You can stop your participation in the focus group at any time.

Focus groups will be audio recorded and transcribed. Some staff members from the YGAP program are here to listen to your comments. Direct quotes will be used in the report, however all responses will be anonymous and no names will be mentioned in the report. Only the investigators from Strategic Science the YGAP program who are involved in this project will have access to the focus group information.

Now, I would like to ask if you consent to participate in this focus group. Please speak your answer.

(verbal consent to be spoken by each participant for the audio recording)

In a focus group discussion, there are no right or wrong answers. We would like to hear as many opinions as possible. We hope that you can provide open and honest responses. Before we get started, are there any questions? I would ask you to respect the privacy of your fellow participants and not repeat what is said in the focus groups to others.

Let's begin with a quick introduction. Please tell us your first name, grade, whether you have ever participated in a YGAP workshop, and how far you travelled to come today.

Pre-survey Testing

You are here to participate in a workshop and help us develop a survey to evaluate that workshop. So we will ask you to complete a survey before the workshop, participate in the workshop and then complete a second survey afterwards. Then we will discuss how those two surveys worked or didn't work in assessing what you gained from the workshop.

Please write your first name in the upper right corner. Let's begin by having you answer the YGAP survey on the left hand side of the page. Please read through the statements and complete them as you would any other survey. Let me know when you are finished, so I can see how long it takes. And then we'll complete the right side of the page.

(Start timer and end when last person closes survey)

Now, I am interested in your reaction to each statement. On the right hand side of the page there are columns for you to indicate how you feel about the statement:

- **Clear:** **Yes** the statement is understandable or **No**, the statement is confusing, or could be answered in more than one way.
- **Appealing:** **Yes**, I am comfortable with the statement, OR **No**, I am not comfortable with the statement
- **Relevant:** **Yes**, this statement is about information that is relevant to my life, Or **No**, this is not relevant to me
- **Comment:** In the last column feel free to add any additional words that reflect your thoughts on the statement (great/stupid statement, annoying/fun to answer, I would change or delete the statement).

When you are finished just close the survey and flip it over on the table in front of you.

Now I'd like to ask [name of YOW] to take you through the workshop.

(Workshop takes place approximately 60 minutes)

Post-survey Testing

(Post questions are 17-23)

Now I would like you to complete this second survey. Please answer all of the questions. For the seven new questions, I would like your reactions. So beside these statements there are once again columns for you to indicate how you feel about the statement:

- **Clear:** **Yes** the statement is understandable or **No**, the statement is confusing, or could be answered in more than one way.
- **Appealing:** **Yes**, I am comfortable with the statement, OR **No**, I am not comfortable with the statement
- **Relevant:** **Yes**, this statement is about information that is relevant to my life, Or **No**, this is not relevant to me
- **Comment:** In the last column please add any words that reflect your thoughts on the statement (great/stupid statement, annoying/fun to answer, I would change or delete the statement).

When you are finished just close the survey and keep it on the table in front of you.

(Timed completion)

Discussion

(Hand out a new sheet of paper with a few questions)

New Questions

Before we begin our discussion, please write down the most important thing **you** learned in today's workshop, anything at all. Think of one to three things that were new, surprising, valuable, or interesting to you.

For these next two questions I would like you to look back at your survey answers.

Loaded Statements

First, please identify any statements you thought were loaded, that is, statements that seemed worded to make you give the answer we were looking for. On your survey, mark any statements you thought were "loaded" with the letter "L".

Adequacy of scale

Next, I want to ask you about the scale we used to assess the extent to which you agreed or disagreed with each statement.

Please choose which scale allows you to accurately express the extent to which you agree or disagree with the statements in the survey?

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

strongly disagree	disagree	agree	strongly agree
-------------------	----------	-------	----------------

If the scale included a neutral option in the middle, which of the two below would allow you to accurately express yourself?

strongly disagree	disagree	somewhat disagree	Neither agree nor disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------------------	----------------	-------	----------------

strongly disagree	disagree	Neither agree nor disagree	agree	strongly agree
-------------------	----------	----------------------------	-------	----------------

If the scale included a neutral option, would you choose it for:

- A few of the statements
- Several statements
- Most statements

Five poster boards with headings:

- Clear:
- Appealing:
- Relevant:
- Statements I would Delete / Add
- Other comments

Now, I would like each of you to take a marker and your survey go up to the boards and list the statements for which you answered “NO” under one of the three headings, questions that you found unclear or confusing, uncomfortable or too sensitive, irrelevant to you. Write the statement number and any words next to it to express your feeling.

Now let’s discuss the questions you found:

- Clear: *No*
- Appealing: *No*
- Relevant: *No*

Is there anything we missed that you would like to talk about?

The Close

We have come to the end of our discussion.

Thank you for sharing your time with us today. Your opinions will be very valuable to us as we continue to develop a survey to evaluate the YGAP with youth.

We have a small token to thank you for your time.

(Hand out gift cards).

Appendix B: Teacher Interview Guide (Pilot)

Interview Guide for Teacher Survey Evaluation

YGAP Evaluation Strategy

The learning outcomes/objectives for the YGAP:

1. Youth to understand the definition of gambling and have an in depth understanding of the definition to be able to apply it to activities outside of what is traditionally considered gambling
2. Youth to understand that gambling should be viewed as a source of entertainment as opposed to a source of income
3. Youth to develop an understanding of potential risks associated with gambling
4. Youth to be able to identify the possible consequences if one chooses to participate in gambling activities (possible consequences not only to oneself but to those involved in their lives)
5. Youth to understand the role probability and randomness play in games of chance
6. Youth to use critical thinking skills when engaging in activities that have an inherent level of risk
7. Youth to gain an understanding of harm reduction, particularly how harm reduction strategies can be employed if one chooses to gamble
8. Youth to be able to identify and differentiate between problem gambling behaviour and responsible gambling behaviour
9. Youth to recognize the signs of problem gambling and identify strategies to reduce the harm associated with gambling including informed decision-making and coping strategies
10. Youth to have knowledge on community resources and where to seek additional information and support in their local communities regarding a potential gambling problem

Survey Pilot Test – Telephone Interview

Teacher survey can be used to document success, identify areas for improvement, future target populations, and address any MOH goals that need strengthening (to be developed in consultation with YMCA)

Research Objectives

The objective of this telephone interview is to pilot test the evaluation of the YGAP workshop with teachers of students in the target age group of 15-18-year-old youth. Specifically, this research is designed to refine the survey in terms of:

- Appropriateness and relevance of the questions;
- Ensuring that the questions make sense and are examining what they intend to;
- Identifying patterns of responses to the questions amongst teachers familiar with YGAP

Respondent Profile

Teachers included in this part of the evaluation will be those provided to Strategic Science by the YMCA, that have participated in a YGAP in the past and are familiar with the course and the process.

Consent

Verbal consent will be obtained from the teachers agreeing to participate over the phone.

Procedure

Teachers will be emailed a link to the survey to review and complete before the call. Participating teachers will be interviewed over the telephone about a list of proposed YGAP evaluation questions. The telephone interview should take approximately 20 minutes. Steps are as follows:

1. Teachers will agree to participate in this evaluation with the YMCA
2. Teachers will be sent a link with a survey to complete
(https://www.surveymonkey.com/r/Preview/?sm=Cv4zpbOSNAvc5h3zcusCLFHo_2F7aBq7jB9nJtdJvTzgkhaGjUxZIPZ8xtL4PRgoyi)
3. Teachers will participate in a telephone interview to discuss the proposed teacher survey to evaluate the YGAP.
4. Other topics of interest:
 - a. New topics that might be necessary to add
 - b. Questions that seem out of place
 - c. Adequacy of the questions in addressing this as an evaluation of YGAP

Introduction and Consent

Hello. My name is Rachel Laxer. I am working as a research assistant with Strategic Science to evaluate the YMCA's Youth Gambling Awareness Program in Ontario.

You were invited to participate in this telephone interview as part of the research study to evaluate the Youth Gambling Awareness Program. The questions I will ask you today will be asked in the true evaluation study. This pilot will help us finalize the teacher evaluation survey for the YGAP workshop aimed at youth aged 15-18 years in Ontario.

I know that you were recruited to participate in this telephone interview by the YMCA. However, I will give you the details and then ask that you re-confirm your consent.

The interview should take approximately 20 minutes. Hopefully you've had a chance to review the material/questions that were sent to you prior to this phone call.

I would just like to get some feedback about the proposed teacher survey evaluation questions for the YGAP.

There are no anticipated benefits or risks from your participation in this telephone interview.

You can stop your participation in this telephone interview at any time.

While the call will not be audio-recorded, I will be taking very detailed notes while we talk. Direct quotes, if captured, might be used in the report; however, all responses will be kept anonymous, and your name will not be mentioned in the report. Only investigators from Strategic Science, staff from the YGAP involved in this project, and myself will have access to this information.

Now, I'd just like to make sure that you consent to participate in this telephone interview. There are no right or wrong answers. The intention is just to gather yours (and other teachers') opinions about the YGAP teacher evaluation survey, and anything else you'd like to share about the YGAP.

"Today I'd like to ask you your opinion about the 6 proposed YGAP evaluation questions that you completed online.

But first, I'd like to warm up by asking you, when was the last time you participated in a YGAP workshop?

1. Is the content and delivery of the presentation age appropriate for your students?
 - a. Response options of yes and no
2. Was the presentation useful to your students?
 - a. Response options of yes and no
3. Please tell us something you liked/disliked about the presentation
 - a. Open-ended
4. How can the presentation be improved?
 - a. Open-ended
5. Is this the first time you have invited a YGAP YOW to present to your class?
 - a. Response options of yes and no

If no, how many times have YOWs presented to your classes before?

 - b. Open-ended, _____ times
6. Would you recommend this presentation to colleagues?
 - a. Response options of yes and no

I want to ask you about the response options of "yes" and "no" to answer the questions. Should there be other response options? If there was space to include "why" (you answered this way), would you include that information?

For questions 3, 4, and 6, do you think an open-ended response is the best way to have teachers answer these questions? Do you think we should offer a list of options, with an "other" option and space to include ideas?

Did you have a chance to review the youth survey? Do you have any opinions?

Is there anything else that you'd like to share that might help use evaluate the YGAP?

Thank you for sharing your time with me today. Your opinions will be very valuable as Strategic Science and the YMCA continue to develop surveys to properly evaluate the YGAP with youth and their teachers.

Appendix C:

Student Surveys

(Pre- and Post-Workshop)

Internal Use Only	
Workshop #: _____	Site: _____
Date: _____	Time: _____

YGAP Youth Pre-Workshop Survey

Please Circle the answer that best reflects your agreement or disagreement with each statement.

1. Gambling can lead to problems with my physical or mental well-being.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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2. Gambling may cause problems in my relationships with others.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

3. Gambling can lead to money problems.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

4. You don't need to limit the time and money you spend when gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

5. Setting a money or time limit and sticking to it can be a safety strategy when gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

6. Gambling can be a safe and fun activity.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

7. Similar to going to the movies, gambling is a type of entertainment that you have to spend money on.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

8. If you gamble, only gamble with what you are prepared to live without.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

9. If you gamble, understand your odds – hope to win, but expect to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

10. Gambling is not a good way to solve your problems.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

11. When gambling, you often have more chances to win than to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

12. In gambling, there are strategies that can guarantee a win.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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13. When gambling, you often have more chances to win than to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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14. Playing for a long period of time will increase your chances of winning.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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15. When playing the lottery, you are more likely to win if you use winning number from past draws.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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16. When playing the lottery, you are more likely to win if you use your lucky numbers.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

17. When playing the lottery, you are more likely to win if you use the same numbers every time.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

18. I know where to get information and support for problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

19. People can make a successful recovery from problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

20. Anyone can develop a gambling problem.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

21. People with gambling problems tend to be unreliable.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

22. People with gambling problems have no self-control.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

23. If I knew someone who was a problem gambler, I would think less of them.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

24. Once a person becomes a problem gambler, they will always be a problem gambler.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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25. Problem gambling is treatable.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

26. I will benefit from participating in a workshop on gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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27. A workshop on gambling can provide useful information.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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Internal Use Only	
Workshop #: _____	Site: _____
Date: _____	Time: _____

YGAP Youth Post-Workshop Survey

Please Circle the answer that best reflects your agreement or disagreement with each statement.

1. Gambling can lead to problems with my physical or mental well-being.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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2. Gambling may cause problems in my relationships with others.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

3. Gambling can lead to money problems.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

4. You don't need to limit the time and money you spend when gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

5. Setting a money or time limit and sticking to it can be a safety strategy when gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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6. Gambling can be a safe and fun activity.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

7. Similar to going to the movies, gambling is a type of entertainment that you have to spend money on.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

8. If you gamble, only gamble with what you are prepared to live without.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

9. If you gamble, understand your odds – hope to win, but expect to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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10. Gambling is not a good way to solve your problems.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

11. When gambling, you often have more chances to win than to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

12. In gambling, there are strategies that can guarantee a win.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

13. When gambling, you often have more chances to win than to lose.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

14. Playing for a long period of time will increase your chances of winning.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

15. When playing the lottery, you are more likely to win if you use winning number from past draws.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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16. When playing the lottery, you are more likely to win if you use your lucky numbers.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

17. When playing the lottery, you are more likely to win if you use the same numbers every time.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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18. I know where to get information and support for problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

19. People can make a successful recovery from problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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20. Anyone can develop a gambling problem.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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21. People with gambling problems tend to be unreliable.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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22. People with gambling problems have no self-control.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

23. If I knew someone who was a problem gambler, I would think less of them.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

24. Once a person becomes a problem gambler, they will always be a problem gambler.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

25. Problem gambling is treatable.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
-------------------	----------	-------------------	----------------	-------	----------------

26. The presentation discussed resources for getting information or help for problem gambling.
Please list as many as you can recall from the presentation:

27. The workshop was useful in helping people my age understand the risks associated with problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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28. The workshop was useful in helping people my age understand the signs of problem gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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29. I benefitted from participating in this workshop on gambling.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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30. After participating in this workshop, I see gambling as more relevant to my life and something that might affect me in the future.

strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
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31. Please tell us something you liked about the workshop.

32. Please tell us something you disliked about the workshop.

33. Please tell us what other gambling-related topics should be included in future workshops.

And just a few questions to tell us a bit about you...

Please indicate your age:

_____ years old

Please indicate your gender:

- Male Other _____
 Female Prefer not to disclose

Please indicate which of the following best describes your racial or ethnic identity:

(select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Arab (e.g., Saudi, Egyptian, etc.) | <input type="checkbox"/> South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.) |
| <input type="checkbox"/> Black | <input type="checkbox"/> Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.) |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> West Asian (e.g., Afghan, Iranian, etc.) |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> White |
| <input type="checkbox"/> Inuit | <input type="checkbox"/> Heritage group not included above, please specify _____ |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> I prefer not to answer |
| <input type="checkbox"/> Korean | |
| <input type="checkbox"/> Latin American | |
| <input type="checkbox"/> Métis | |
| <input type="checkbox"/> North American Indian | |

In the last 3 months, did you bet or gamble money or something of value in the following activities?

Please select all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Dares or challenges | <input type="checkbox"/> Instant-win or scratch tickets |
| <input type="checkbox"/> Sport pools or games | <input type="checkbox"/> Internet Poker |
| <input type="checkbox"/> Arcade or video games | <input type="checkbox"/> Lottery tickets |
| <input type="checkbox"/> Raffle/fundraising tickets | <input type="checkbox"/> Slot machines |
| <input type="checkbox"/> Any other form of gambling: _____ | |

Do you know someone who might have a problem with gambling?

- Yes No

Have you ever participated in a previous gambling awareness workshop before?

- Yes No

Thank you for your participation

Appendix D: Teacher Survey

YGAP Teacher Survey

YGAP Workshop Questions: Please answer the following questions about the workshop that was delivered to your class today.

Is this the first time you included a YGAP YOW to present to your class?
yes / no

If no, how many times have YOWs presented to your classes before?
_____ times

Is the content and delivery of the presentation age appropriate for your students?
yes / no

Please explain:

Did this workshop increase your students' understanding of the risks involved in gambling?
yes / no

Please explain:

Did this workshop increase your students' understanding of how to stay safe should they choose to gamble?
yes / no

Please explain:

Please tell us something you liked about the presentation.

Please tell us something you disliked about the presentation.

How can the presentation be improved?

Is there any gambling-related content/topics that you would like to see included in future presentations?

Would you recommend this presentation to a colleague?
yes / no

Do you plan to include a YGAP workshop in your class in the future?
yes / no

Please explain why or why not:

YOW Questions: Please answer the following questions about the Youth Outreach Worker (YOW) that visited your class today to deliver the YGAP Workshop.

Please circle the answer that best reflects your rating of the YOW in each area.

Communication (including determining workshop needs and options for your class)

Very Poor	Poor	Acceptable	Good	Very Good
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Professionalism

Very Poor	Poor	Acceptable	Good	Very Good
-----------	------	------------	------	-----------

Engaging students

Very Poor	Poor	Acceptable	Good	Very Good
-----------	------	------------	------	-----------

Content delivery

Very Poor	Poor	Acceptable	Good	Very Good
-----------	------	------------	------	-----------

Please provide some additional feedback about the specific YOW that visited your school today.

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Thank you for your participation!

Appendix E: Information Consent Letter for Parents

Information Consent Letter for Parents

Dear parent/guardian,

We are with Strategic Science, a private sector research consulting with experience in both gambling research and the area of program evaluation. We have been hired by the YMCA to perform a comprehensive evaluation of Youth Gambling Awareness Program. The findings from this evaluation will further the development of problem gambling prevention and education programs for youth, and in particular, the workshop delivered to students at your school.

This letter is to inform you of the evaluation that will be conducted in your child’s class. The evaluation will involve your child completing surveys on gambling attitudes, beliefs and behaviours. The process will include: (a) completing a pre-workshop survey that aims to measure your child’s present knowledge, attitudes and behaviours around gambling, (b) participating in and listening to the YMCA Youth Gambling Awareness Program’s presentation, and (c) completing a post-workshop survey which will look at knowledge, attitudes and beliefs around gambling following the presentation.

All of information collected from this evaluation during class time and your child's responses to the evaluation questions will be anonymous. Your child has the right to refuse to participate. Children not participating will be assigned related materials to work on during classes when the evaluation is in progress.

If you do not wish your child to participate in this evaluation, please return this form to your child's teacher before (DATE). Please note that your child's individual consent is also required. If you have any questions about this project now, or in the future, please contact Dr. Karen Choi (Principal Investigator) or Rachel Laxer (Research Assistant) at Strategic Science.

Karen Choi, PhD
Principal Investigator
(416) 818-9810
karen@strategicscience.ca

Rachel Laxer, MSc
Research Assistant
(519) 498-3544
rachel@strategicscience.ca

Please excuse my child from participation in the evaluation of the YMCA’s Youth Gambling Awareness Program.

Student Name: _____
Parent/Guardian Signature: _____
Date: _____

Please return this form or contact your child's teacher no later than (DATE) to excuse your child from the evaluation.



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Strategic Science harnesses international expertise in health behaviour science, public policy, regulation and clinical practice.

Our team offers scientific expertise in all research methodologies and subject expertise in gambling, obesity, mental health and addiction, and vulnerable populations including women, youth, ethno-cultural, First Nations and aboriginal groups. Our disciplines span psychology, sociology, law, marketing,

