

UNDERSTANDING YOUTH GAMBLING: FOCUS GROUP & SURVEY FINDINGS FROM OREGON YOUTH



ACKNOWLEDGEMENTS

The Oregon Health Authority Problem Gambling Services and the Oregon Council on Problem Gambling are committed to understanding gambling behaviors and attitudes within, particularly underrepresented groups of interest, including youth. This is one in a series of focus group initiatives to better understand Oregonian's awareness regarding gambling and gambling-related harms, including their perceptions, attitudes, and behaviors to support programming across the continuum of services.



Collaboration with OHA Problem Gambling Services, county Problem Gambling Prevention Specialists, and funding from the Oregon Council on Problem Gambling made this project possible.

Prepared by Problem Gambling Solutions, Inc.



INTRODUCTION & METHOD

PROJECT PURPOSE

Despite being underage to access regulated gambling legally, youth are able to participate in a range of gambling activities. Youth gambling in Oregon needs to be elevated to a public health priority due to its accessibility and youth vulnerability to gambling-related problems. Existing data resources do not allow for a deep dive into the awareness, perceptions, and attitudes regarding gambling and gambling-related harms among Oregon youth. To complement large-scale health survey research in the state and gain a deeper understanding of the aforementioned factors, this project employed a mixed-methods approach, gathering both qualitative and quantitative data. Findings will carry implications for initiatives and policies aimed at preventing gambling harm in youths.

RECRUITMENT

Participating county prevention teams recruited participants within their local communities by leveraging existing relationships, distributing flyers, offering incentives, and utilizing word of mouth. Inclusion criteria included being a middle- or high-school-aged youth in Oregon.

DATA COLLECTION

Focus groups were conducted with middle-school and high-school-aged youth. Focus groups are a form of qualitative research using moderated discussions among a small group of people to explore perceptions about a specific topic, which provides an opportunity to gather rich, in-depth data from multiple perspectives as group members build upon one another. Community-level Problem Gambling Prevention Specialists organized and led four focus groups, representing Benton, Deschutes, Lane, and Polk Counties. All focus groups were conducted in English, with a small number of comments made in Spanish in one group. For additional insights, focus group participants were also asked to complete a survey. The survey response rate was low and represents a subsample of the focus group participants.

DATA ANALYSIS & INTERPRETATION

Discussions were audio-recorded and transcribed, with insights drawn from a thematic analysis of the transcripts. Initial findings were presented to the focus group moderators and discussed in the context of their observations from the groups, which are integrated into the results reported.



SURVEY FINDINGS

Focus group participants were invited to complete a survey after their focus group discussion. The sample of survey respondents was small ($n = 7$), due to methodological limitations. Future focus groups should encourage participants to complete accompanying surveys immediately after discussions have concluded, before leaving. Due to a small sample size in survey respondents, the reported data is limited and should be interpreted with caution.

Sample Demographics (n)

Gender*	
Female	2
Male	3
Non-binary	1
School Level	
Middle school	1
High school	6
Race	
White	4
Hispanic or Latina	2
African-American	1

*Denotes a missing data point

Experience & Perceptions of Gambling

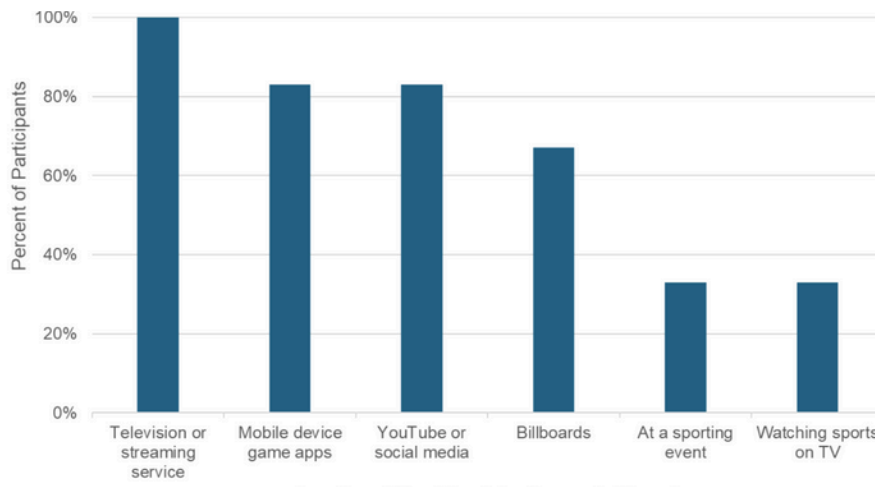
- The majority of respondents reported that they knew at least a little bit about gambling, and over half reported that they had gambled before. Of those who had gambled, respondents reported gambling for the first time when they were between six and 13 years of age.
- Just under half of the full sample reported gambling in the past 12 months. Past-year activities included card games, dice games, scratch tickets, and bingo/lotería. Just under half admitted they had provided a false birthday to access gambling.
- All survey respondents reported that they believe people their age could experience negative consequences from gambling. Most stated that they do not believe people their age should be allowed to gamble; the remaining were unsure. Most respondents also reported that they think gambling is a problem for people their age.

Exposure to Gambling

- The majority of participants reported hearing about gambling concepts from various sources, such as family members, peers, and teachers. Notably, the context for these reports is nonspecific, and may include actual gambling behavioral themes or gambling-like content, such as probability as an educational concept.

- All respondents had observed a peer, most had observed a family member, and fewer than half had observed a teacher participate in gambling-like activities; these behaviors may include actual gambling, simulations of gambling-like behaviors, or curriculum for educational purposes.
- Additionally, advertisements for gambling products or venues were reported to have been viewed by many, in a variety of ways (Figure 1).

Figure 1. Locations respondents have viewed gambling advertisements



Increasing Access to Knowledge

- All respondents felt that it is important for people their age to learn about the risks of gambling, and all respondents felt at least somewhat confident that they could find help for themselves or a friend if they needed it.
- Two-thirds of participants were interested in learning more about gambling and how it affects people their age. Respondents would primarily like to receive more information about gambling from their teachers in class, as well as information shared in written form on social media (such as long captions, infographics, and links to blog posts), and by talking to their parents. Less commonly requested methods included talking to another trusted adult, social media videos, expert presentations, and community events (e.g., presentations at interest groups and club events). In particular, youth would like to learn about how gambling could affect development, the general consequences, and how to prevent addiction.
- Two-thirds of participants reported that they have tried to find information about addiction or potentially addictive behaviors. Of those, all had looked for information via internet search, half had sought advice from a parent, caregiver, or other trusted adult, and half used a resource they had come across on social media.



FOCUS GROUP FINDINGS

Four focus groups took place, two with middle-school-aged participants (n = 10, n = 10) and two with high-school-aged participants (n = 5, n = 6). Three of the groups were conducted in English only, with one conducted in English and Spanish.

Knowledge of Gambling

Gambling was understood as an opportunity to win or lose money based on the outcome of something, which may intentionally be based on unfair odds. Gambling games are understood as being designed to be fun, addictive, and with odds favoring the “house”. Some games might deceptively look like an easy way to win, but this is done intentionally, and outcomes are based on luck.

When asked what they knew about gambling, participants provided a number of examples, including slot machines, card games (Blackjack, Poker), scratch-its, mobile games, lottery tickets, and lotería. Right away, participants drew connections between gambling and video games (e.g., spinning a wheel or engaging with loot boxes for the potential of earning a virtual prize), and noted that aspects of gambling can even be embedded in games or activities that use fake money, risk-taking, or chance. Participants noted that although gambling is largely associated with casinos, the variety of gambling activities makes it an accessible activity, even for youth who may develop habits by engaging in gambling-like behaviors in games without using real money. Many participants reported having participated in these gambling examples themselves.

Participants tended to naturally discuss gambling in terms of its morality, with uncertainty about how to rate it. For the most part, it was thought of as a “bad” activity. While it might seem like a way to solve financial problems or even be unproblematic in the beginning, it was noted that it can create problems for people over time, including addiction, financial problems, and mental health issues. On the other hand, some noted that gambling could, in fact, be a helpful way for some people to earn money. It was described by some as a fun activity to play with friends and family, and is “okay” so long as everyone playing consents, or not problematic if limits are set.

Importantly, there is misinformation about gambling among youth that has the potential to be harmful, including common cognitive distortions like the perception of control or

skills in games of chance. Additionally, despite demonstrating knowledge of several local gambling venues, many are unsure about the legal age limit for gambling in Oregon.

"I don't really quite understand the idea of wanting to continue to do it when you know you're going to lose".

-High-school student from Polk County

Knowledge and Perceptions of Youth Gambling

Participants reported several forms of gambling that they and their peers engage in:

- **Sports betting** appears to be the most popular, citing special events like March Madness and the Masters, as well as placing bets on their own friendly athletic activities. Participants explained that betting goes beyond a sporting event win or loss, and gets into several variables like points, yards, certain athletes doing certain things, or parlay bets, as well as participating in fantasy sports. Some mobile sports betting apps only age-gate withdrawing funds, which allows youth to legally participate as long as they do not collect any winnings. Participants stated that they and many of their peers use these apps, drawn in with a free \$5 promotion. Another app, Stadium Live, reportedly allows youth to engage in sports betting using a fake currency.
- Youth also gamble with **card games**, playing poker, blackjack, or Uno; of note, participants across groups described card game gambling to occur within school buildings. Schools have responded by creating rules to prevent this.
- **School events** sometimes promote gambling, too. One school themed a dance around Las Vegas, providing fake money, gambling games, and prizes. Another hosted a bingo fundraiser, in which attendees could purchase bingo cards.
- A handful of **other games** were noted, such as lotería, roulette, horse games, and random peer behavior (e.g., betting a classmate that they can jump a certain distance).

Notably, participants explained that while they sometimes wager small amounts of money, gambling amongst themselves does not always use real money. Some bet using an undesired behavior (e.g., the person who loses shaves their head), others reflected on

imaginary betting when they were in middle school, and others disclosed betting with school currency. Even when youth gamble without real money, it was noted that the behavior establishes the potential for unhealthy habits later.

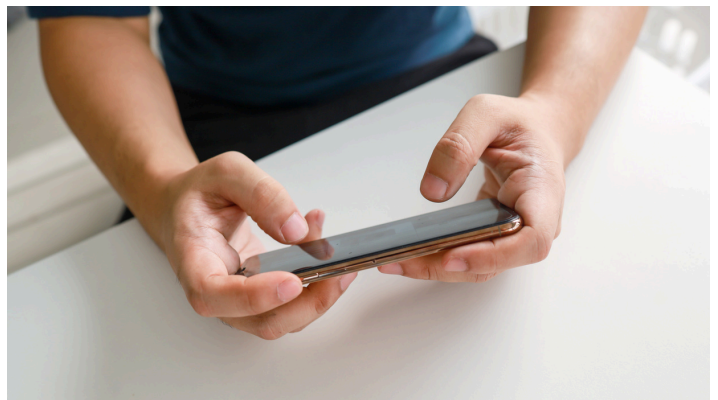
Participants also described hearing about gambling in their communities. For the most part, this included stories of adults incurring problems from gambling, both financial and legal. In contrast, some reported family members gambling without mention of negative consequences. Importantly, many youth made comments to soften statements about their parents' gambling behavior. The way gambling is portrayed by others is biased, according to participants, who note that you are far more likely to hear about wins and "hot streaks" than losses, which paints an inaccurate picture.

Games That Feel Like Gambling

Participants identified a number of games that have gambling elements or feel like gambling for various reasons. These were primarily games that use a game currency, which is purchased with real money; one participant stated that these are examples of "gambling with extra steps". Several examples of games that are free but offer better odds of winning something when users use game currency were provided; notably, these **"pay to win" games** require the purchase of game currency using actual dollars. Named examples included Battle Cats, games within Roblox (e.g., Pet Simulator, a dice game, Adopt Me!), Apex Legends, and Minecraft. Additionally, activities like arcade games, mobile games that cost money to play, wagering coins on a dice game, and the stock market were noted as activities they or their peers are involved in that feel like gambling because of the associated cost. Other activities, like Dungeons and Dragons or collecting Pokémon cards, were described as feeling like gambling because of the uncertainty involved.

SOCIAL CASINOS

Social casinos are online gaming platforms that offer gambling- or casino-like games without wagering real money. Instead, games can be played for free or using in-game currency.



Pokémon in particular was well-discussed as a dominant activity that youth engage in, with implications for social status. Pokémon was defined as a gambling activity due to the nature of spending money on packs with the potential of obtaining a card of value, which is used to trade for other cards or barter for non-items, such as status or social relationships.

“With enough modifications, I think any game can really be turned into a gambling game”

-Middle-school student from Lane County

Participants reported that when playing these games, they find themselves wanting to continue for the feeling of fun and excitement, to win back what was lost, feeling like the next time might be a win, to chase a feeling of having control after a win, and the possibility of winning more. On the other hand, participants find themselves wanting to stop after they lose, feel regretful or guilty, or when they logistically cannot make any more progress in a game.

The Connection Between Gambling & Substance Use

Participants compared gambling to other risky and potentially problematic behaviors, which primarily focused on alcohol, but also drug use, misuse of over-the-counter medication, and gaming. They noted the **overlap of offerings** in gambling venues and drinking establishments; gambling venues tend to offer alcohol, and bars and restaurants frequently have gambling sections.

Generally, youth agreed that gambling, alcohol use, and other potentially problematic behaviors have **addictive qualities**. Many mentioned that these behaviors can become problematic after a while, becoming hard to stop, and potentially leading to withdrawal symptoms. One participant mentioned the overlapping psychological and biological factors in gambling and alcohol addiction, while another stated that problems with these behaviors are largely an issue of self-discipline. Addiction was talked about in vague terms; participants tended to mention the word “addiction” or use phrasing like “things could get bad” over some time of continued gambling or drinking, but the

understanding appeared largely surface-level. Participants additionally identified gaming as a potentially addictive behavior. It was compared to gambling in the financial cost, with many youth spending money on games like Roblox; in fact, several participants admitted to having stolen funds from their parents to make in-game purchases, or having observed peers display emotional outbursts toward their parents, demanding more funds. Although these in-game purchases are identified as an exchange of money for a virtual item of value, youth explained that the risk lies in their maintained value. Game popularity shifts over time, and spending money on a game that may not be popular later was discussed as risky, with some expressing regret already. In general, however, gaming risks were perceived as less serious than gambling because users are younger and there are no “real-life” implications, according to participants.

Participants also talked about these behaviors in terms of their potential consequences. A number of potential problems were identified that might overlap between gambling and alcohol use, such as associations with violence and negative health outcomes.

Substance use and gambling were also discussed as **co-occurring risky behaviors**. Alcohol or other substances might lower inhibition and affect their gambling decisions. Substances can “confuse” and “manipulate” the brain, which can impair decision-making and tracking the amount of time spent in a gambling venue. Drinking can also lead to poorer memory of gambling behavior later on, making it more difficult to reflect on behaviors. Gambling, drinking, and substance use were also discussed as social behaviors that could be associated with increased peer pressure to engage in multiple at once. Gambling and drinking were also proposed as means of coping for the other; gambling could be a way to fund an alcohol addiction, and alcohol could be a way to escape gambling-related depression.

Like alcohol and other substances, the **excitement and the risk** make it appealing to young people. Although the risks of these behaviors were identified, participants explored a shared experience of feeling like nothing bad could happen to them, describing the invincibility fallacy. Participants noted that, like substance use, gambling can be a form of coping or escapism from psychological

INVINCIBILITY FALLACY

In developmental psychology, the invincibility fallacy refers to a belief that an individual is immune to the consequences of risky behavior. This is commonly observed during adolescence.

stress. Drinking and gambling were thought of as largely adult activities, both in access and cost, making them symbols of social status among youth who show off their participation in them.

“You’re finding yourself more into the escapism, trying to feel lighter and not feel all of the burdens of life”

-High-school student from Polk County

Social pressure among peers was speculated to be a factor in both behaviors, which was discussed in a **sociocultural context**. For example, the social acceptability of youth gambling or drinking may depend on culture and the age of legal access in different jurisdictions. Additionally, social pressure was thought to look different for males and females, with males receiving more social status for in-person actions (e.g., bringing vape or marijuana pens to school) and females receiving more through social media, which has implications for how youth may feel pressured to engage in risky behaviors. In general, the perception was that male youth engage in risky behaviors more than females, though some thought that their female peers may vape more than males.

Where Youth Hear About Gambling

Youth are exposed to gambling in a number of ways:

- Youth are primarily exposed to gambling on **the internet and social media**. Videos of people gambling and showing off their winnings are viewed on social media platforms, such as TikTok. Many youth are aware that this depiction leaves out the losses associated with gambling, falsely portraying gambling as a positive activity. These posts often receive praise and may circulate widely. Gambling is also a topic of humor online, shared in memes or as viral sounds attached to TikTok videos. Additionally, participants identified gambling-like features in popular apps and exposure to advertisements for casino hotels or games that offer money in a way that seems too good to be true. One participant stated they do not have regular internet access, though this was uncommon. Participants cite that it is easy to be exposed to age-inappropriate content on social media, and may even view content that is pulled from the platform seconds later for noncompliance with standards.

- Youth also **hear about gambling at home** from parents, siblings, and other family members. In some cases, caregivers are explicitly discouraging their youth from participating in gambling. Some youth agree, perceiving gambling to be a waste of money, while others may feel more curious and even seek gambling out in rebellion. In other cases, youth report parents and family members gambling, visiting gambling venues, or participating in gambling activities with family members.



- **At school**, gambling themes were reportedly discussed in a casual or educational context. For example, teachers occasionally share anecdotes about their March Madness bracket or how they have been affected by fluctuations in the stock market. Teachers have also reportedly explained poker or discussed gambling probability, which students seem to enjoy learning about.
- **Movies and television** are another form of exposure, often glamorizing gambling by highlighting it as a fun activity and highlighting wins. While these were frequently cited in adult comedy movies, they also appear in kids' movies and shows. Advertisements on television were cited, though infrequently. Sometimes advertisements promote gambling venues or activities, other times participants report seeing commercials to stop gambling and providing a helpline number.
- Just one participant reported seeing a **billboard** advertisement depicting a smiling woman, and text stating that she had just won a large amount of money.

Talking to Adults About Gambling

Many participants have talked about gambling with trusted adults. On one hand, participants' parents have spoken with them about the risks of gambling, including the possibility of developing a problem over time and the impacts it can have on others. Seeing gambling on the news, such as discussion about Powerball, has caused parents to initiate a discussion to discourage gambling. Teachers have also sparked conversation by showing the low probability of gambling wins as examples in statistics coursework.

At the same time, many participants reported engaging in gambling with family members, scratch-its in particular. Scratch-its were discussed as a popular gift around the holidays, or something that an adult family member allows the youth to scratch off for them for fun. Sometimes, parents might express approval for participating in certain contexts, such as with them, or only if it is received as a gift. Sometimes the discussion is anecdotal, with hearing about adults experiencing gambling problems. Some shared a disinterest in gambling themselves or participating with caution due to hearing about loved ones who have struggled.

Despite school or parental attempts to block certain websites or applications, participants note that there are always ways around them. There are well-known ways to play gambling games using school-issued devices, sometimes observed by peers during class. Plinko and Texas Hold'Em were cited as popular options amongst participants and their peers. Importantly, these are social casino games that, while known as gambling games, can be played without money.

Participants expressed interest in learning more about the neurobiological factors in addiction and the mental health risks of gambling, suggesting it be part of their health class curriculum. While parents and educators might be hesitant, worried they will expose young people to gambling, participants note that they will be exposed elsewhere, regardless.



SUMMARY & RECOMMENDATIONS

Based on these data, it **is recommended that youth gambling be elevated to a public health priority due to the accessibility and increased vulnerability to gambling-related harms.**

Engagement in gambling activities begins at a young age, with middle-school and high-school students reporting gambling amongst themselves and/or peers. Gambling-like activities are also embedded into popular video games, which youth identify as a primer for potentially problematic gambling in the future. Advertisements further expose youth to gambling, taking over sporting events, television, and other media sources. As gambling continues to grow in its availability and cultural acceptability, youth will be disproportionately affected as a result of their developmental age. To prevent widespread gambling harm and gambling behaviors in youth, we recommend the following:

INCREASE FINANCIAL LITERACY

- Oregon Senate Bill 3 (2023) set a requirement for financial education to be included in high school curricula. As courses are developed and piloted over the next several years, preventionists can support educators by developing gambling prevention content to complement their lessons. Consult with educators to discuss how to best support their new curriculum, producing relevant, brief, and powerful content that will bolster financial literacy.
- Create materials for educators to distribute to parents during these lessons so parents can understand the relevance of gambling in financial literacy and prepare parents to support their children from home.
- There is a range of perceptions among youth about what is and is not gambling. Educational programs should focus on how to identify gambling and the potential consequences of participating. These campaigns should highlight how gambling games can be deceiving, looking like an easy win, or using game currency that no longer feels like real money. Involve youth in the development and dissemination of information.

LEAN INTO TECHNOLOGY

- Technology is a primary way youth are being exposed to gambling-related content. Invest in exploring ways that prevention efforts can utilize technology through social media, prevention apps, or advertisements.

BEGIN TO TEACH PROTECTIVE FACTORS FROM A YOUNG AGE

- Schools should introduce age-appropriate gambling education from an earlier age, as youth report gambling beginning in middle school if not sooner. Younger children may benefit from learning impulse control and delayed gratification, while older youth express interest in learning more about the neurobiological factors behind gambling and addiction, and the effects it can have on mental health. Youth seem to respond well to content being integrated into health and statistics curricula.

SUPPORT PARENTS

- Equip parents with information about the prevalence and risks of youth gambling and skills to have open conversations with their children, highlighting popular and growing forms of gambling, like sports betting and gambling features within video games. Youth express curiosity about the gambling behaviors they observe among their peers, older siblings, teachers, and parents. Parents can provide information on myth-busting and emphasize the consequences of gambling, while also limiting exposure to normalizing gambling-like behaviors at home.

EXPOSE YOUTH TO REALISTIC GAMBLING OUTCOMES

- Youth are exposed to carefully curated content that highlights wins and glamorizes gambling, and they need to be critical of what is presented to them. Public health campaigns should address the biased, misleading narratives presented in popular social media platforms and on television, emphasizing realistic outcomes of gambling participation. This includes impacts on an individual's financial and mental health, as well as impacts on families and loved ones.
- Explore ways to collaborate with influential voices to spread prevention messages and effectively reach youth audiences.

DEVELOP A WORKFORCE OF COMPETENT PROVIDERS

- Invest in workforce development to ensure that youth mental health professionals are prepared to identify gambling risks and to ensure that there are competent providers who can treat youth experiencing gambling-related stressors. The ways youth access gambling and potential harms are distinct from the majority of adults, necessitating a unique approach.



APPENDIX A: FOCUS GROUP OUTLINE

1. What do you know about gambling?
 - Follow-up: Have you seen or heard about any games or activities that seem like gambling?
2. Can you share any stories or experiences you've heard about peers gambling in your community or at schools?
 - Follow-up: How do you think it's affecting them?
3. What games have you played that feel like gambling?
 - Follow-up: If you did, what made you want to continue or stop playing?
 - Follow-up: Do any of your friends talk about gambling or do it?
4. How do you think gambling is connected to other risky behaviors, like alcohol or drug use?
5. Where do you see or hear about gambling the most—at home, at school, on the internet, or somewhere else?
 - Follow-up: How do these places make you think about gambling?
6. Have you ever talked to an adult, like a parent or teacher, about gambling?
 - Follow-up: What did they say, and did it help you understand it better?
 - Follow-up: Who initiated the conversation?



APPENDIX B: SURVEY QUESTIONS

1. How old are you?
2. What grade are you in?
3. What county do you live in? (if you aren't sure, write the name of the city you live in)
4. What is your race?
5. What is your gender?
6. How much do you know about gambling?
 - None I know a lot about it
 - I know a little about it
 - I don't know much about it
 - I don't know anything about it
7. *Gambling is risking money, or anything of value, on an event with an uncertain outcome, with the intent of winning something of value. Some examples of gambling include spending money on scratch tickets, casino games, betting on sports, betting on card games, playing bingo or loteria with money, among others.*

Have you ever gambled?

- Yes
 - No
 - I'm not sure
8. If you said yes, how old were you when you first gambled? (if you have never gambled, skip this question)

-
9. In the past 12 months, have you gambled?
- Yes
 - No
 - I'm not sure
10. If you said yes, which of the following activities have you participated in where you bet money or something of value? (select all that apply)
- Sports betting on professional sports using an app
 - Sports betting on my school's sports
 - Bets on fantasy sports teams
 - Horse, dog, or other animal races or contests
 - Gambling machines
 - Online gambling
 - Bowling, pool, golf, or other games of skill for money
 - Dice games
 - Card games
 - Day trading in stocks, bonds, commodities, and similar financial products
 - Cryptocurrencies (e.g., Bitcoin and Dogecoin) and NFTs
 - Scratch tickets
 - Keno
 - Bingo or loteria
 - Other (please write in what type of other gambling)
11. In order to access gambling, have you ever done any of the following? (Select all that apply)
- Provided a false birthday or said you were older than you are
 - Used an adult's account, card, or identification with their permission
 - Used an adult's account, card, or identification without their permission
12. Do you think gambling is something people your age should be allowed to do?
- Yes, it's fine for people my age to gamble
 - No, people my age shouldn't gamble
 - I'm not sure
-

-
13. Do you think people your age can have negative consequences (like poor grades, money problems, breaking rules or the law, having social problems) because of gambling?
- Yes
 - No
 - I don't know
14. Have you ever heard the following people talk about gambling? (Select all that apply)
- Family member
 - Friend or classmate
 - Teacher
 - Coach
 - Someone else (please write in who, not using names)
 - I have never heard someone talk about gambling
15. Have you ever seen the following people gamble? (select all that apply)
- Family member
 - Friend or classmate
 - Teacher
 - Coach
 - Someone else (please write in who, not using names)
 - I have never heard someone talk about gambling
16. Have you ever seen advertisements for gambling, like gambling apps, casinos, or the Oregon Lottery, in the following locations? (Select all that apply)
- Television or streaming service
 - Mobile device game apps (e.g., Roblox, etc.)
 - YouTube or social media (e.g., Snapchat, Instagram, TikTok, etc.)
 - Billboards
 - At a sporting event (in person)
 - Watching sports on TV
 - Somewhere else (please write in where)
 - I have never seen an advertisement for gambling
-

-
17. Do you think it's important for people your age to learn about the risks of gambling?
- Yes
 - No
 - I'm not sure
18. Do you think gambling is a problem for people your age?
- Yes
 - No
 - I'm not sure
19. If you or a friend were having problems with gambling, how confident do you feel you could find help?
- Not at all confident
 - Somewhat confident
 - Very confident
20. What do you think could help someone having problems with gambling?
21. Have you ever felt pressured to gamble when you did not want to?
- Yes
 - No
 - I'm not sure
22. How interested are you in learning more about gambling and how it affects people your age?
- Not at all interested
 - Somewhat interested
 - Very interested
23. What ways would you like to learn about how gambling affects people your age?
- My teachers to talk about it in class
 - Experts to come to my class and give presentations
 - Information shared in written form on social media (links to blog posts, long captions, infographics, etc.)
 - Information shared in video form on social media (Reels, TikToks, YouTube, etc.)
-

- Talking to my parents or caregivers about it
- Talking to another trusted adult about it
- Other (please write in how else)
- I am not interested in learning more about how gambling affects people my age

24. What about gambling, specifically, do you wish you knew more about?

25. Have you ever tried to find information about addiction or potentially addictive behaviors, like drug use, problem gambling, or problem video gaming?

- Yes
- No
- I'd rather not say

26. If you said yes to the previous question, where did you go to find for that information? (If you said no, skip the question)

- Internet search
- Asked a parent or caregiver
- Asked another trusted adult
- Asked a friend
- Resource I learned about on social media
- Other (please write in where else)

27. Is there anything else you would like to add?

Contact paige@problemgamblingsolutions.com for additional research materials and Spanish translations.