



Note. “Què t’hi jugues?” (1)



“[Què t’hi jugues?](#)” is a collaborative project between:

- Catalan Audiovisual Council (CAC) through the eduCAC programme
- Pathological Gambling Unit at Bellvitge University Hospital (HUB).
- Bellvitge Biomedical Research Institute (IDIBELL)
- Bellvitge High School
- Virolai School

Its objectives are:

- Promote responsible and critical consumption of video games.
- Identify risk behaviours in video games and gambling.





Note. “Què t’hi jugues?” (2)

“Què t’hi jugues?” has included several stages:



Design of the teaching unit “Què t’hi jugues?”, which starts from the students’ experience to shift from self-knowledge to critical consumption and prevention of risky behaviour (drawn up by eduCAC).



Design of questionnaires to gather data on consumption habits related to video games and gambling among teenagers (HUB).



Pilot and intervention based on the teaching unit at Bellvitge High School and Virolai School with students aged 14-16 (3rd and 4th years of lower secondary) (eduCAC and HUB).



Study of the data gleaned from the questionnaires (HUB).



Review of the teaching unit based on the assessments of the teaching staff (eduCAC).



Note. “Què t’hi jugues?” (3)

The results of the consultation carried out in the two schools are twofold:

- Video games
- Online gambling

Results concerning **video games**:

Reduction of intensity and frequency

- The classroom intervention through the activities in the eduCAC teaching unit led to a reduction in the intensity and frequency of video game use.
- Before the intervention, 24.1% of students played video games 5-7 days a week. After the intervention, this percentage fell to 4.2%. This finding confirms that the teaching unit has a positive effect on prevention.

Relevant factors

- The factors which increase risk behaviours for getting addicted to video games are: being male and intensive use.





Note. “Què t’hi jugues?” (4)

Results concerning **gambling**:

- After the intervention, students **better identify risk behaviours** and problem behaviours associated with gambling.
- It is often noted that students normalise gambling with scratch cards, bingo, poker, etc., and do not include/do not recognise these activities as gambling.
- Age (the older the age, the greater the risk) and the degree of cognitive distortion associated with gambling (the greater the mastery of gambling, the greater the bias) are risk factors for developing addictive behaviour.



The expanded version of the “Què t’hi jugues?” teaching unit includes new resources and tools which have worked in the classroom. It is organised into four parts:



- Activities and material about video games.
- Activities and material about gambling and betting.
- “We already know how to gamble responsibly” proposal which involves making a product that reflects the knowledge acquired.
- A final part called “To find out more”