

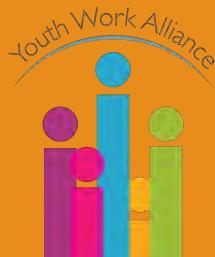


In The Know

Gaming and Gambling Harm
Prevention Education

Northern Ireland

Delegate Workshop Booklet





“Absolutely loved the training, very well delivered, and covered such a range of information.”

— COUNTY ANTRIM DELEGATE

Welcome!

Thank you for attending a YGAM workshop. This booklet is here to help you to inform, educate and safeguard the young people you work with, enabling them to develop resilience and understand the potential harms caused by gaming and gambling.

Anyone who works directly with young people (7-25) can use this booklet and the accompanying online resources which have been developed by professionals.

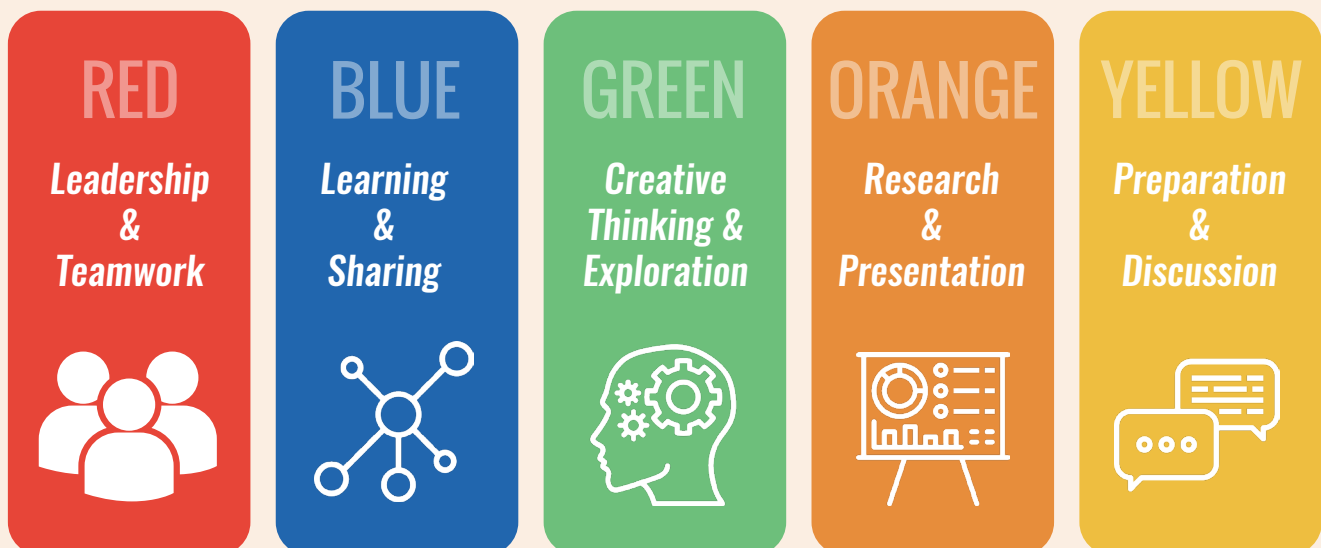
A guide to using this book

We offer a **pick-and-mix** approach where you can choose from a selection of challenges that can be embedded into your programme. We have provided 30 shorter but impactful tasks and 30 richer tasks which require greater levels of application from the learner.

Many of the challenges can be mapped onto the **Cross Curricular Skills and Thinking Skills and Personal Capabilities**.

For teachers, the challenges also present opportunities for **cross-curricular learning**.

Throughout the book, our different challenges are colour-coded to match with specific skill sets. See the guide below for how this works:



These colour-coded challenges are available at two different levels of learning:

Short High-impact Challenges

These are short, impactful tasks which can be completed in one to two hours and are perfect for an introduction to the topic. You can find all these in the table of contents to the right.

Greater Depth Challenges

These are longer tasks which you may wish to deliver as part of a project over several days or a term, designed at an advanced level for consistent reinforcement and sustained embedding of learning. You can find all these in the table of contents to the right.



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**FIND ALL OF OUR
RESOURCES ONLINE AT
ygam.org**

Now that you have attended a YGAM workshop, you will have been given your own unique login so that you can access all of our resources online.

On the homepage at ygam.org, click on “**YGAM Resources**” and you’ll be asked to login. Once there, you’ll be able to access a collection of different teaching resources that will enable you to deliver the YGAM programme successfully in your organisation.

If you have any problems logging in, please contact us at training@ygam.org





Short High-impact Challenges



Challenge 1.1:

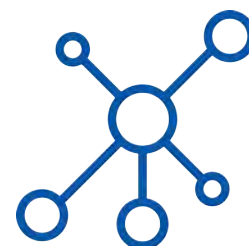
As a group, create and develop a short awareness project about why people play electronic games and or gamble with a focus on your own centre. What are the potential risks? Create publicity materials or a short video.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology

Challenge 1.2:

Consider the motivations of young people who game or gamble and potential risks involved. Carry out a series of interviews or conduct a questionnaire to explore the motivations of your class/school/youth group. Create learning materials to demonstrate your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy



Challenge 1.3:

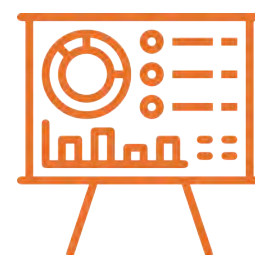
Create a leaflet which focuses on why people gamble and/or game. You could look at different areas of gambling and/or gaming. Provide information which will inform, educate and safeguard young people with respect to this.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts

Challenge 1.4:

Design a questionnaire to find out why some young people begin gambling and/or gaming and whether it is a significant issue in your centre, school or college. Collect data and statistics and prepare a written or spoken report on your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 1.5:

Why do young people play video games? What are the pros and cons and how can they balance their time? Produce a wall display or information leaflet to demonstrate your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy



Challenge 2.1:

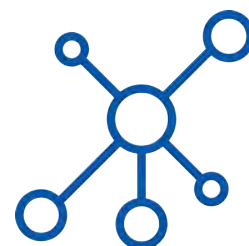
As a group, design a project around the key ideas of probability and luck. Treat the project as a short investigation or experiment to test a hypothesis. Record your answers, analyse the data and publish your findings in a report which can be shared.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy

Challenge 2.2:

Learn about the rules of probability and create a lesson plan for a teacher or tutor which helps express the basic principles to younger learners, as part of a Mathematics process. Try to make your lesson original and interesting.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy



Challenge 2.3:

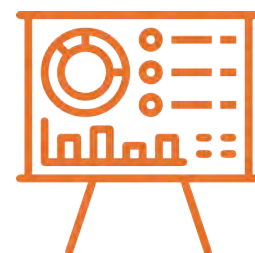
Design and carry out a coin toss or card game to test the rules of probability. Record the rules of play and analyse the odds of different outcomes within the game.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy

Challenge 2.4:

It is often said that 'the House always wins' in gambling. But what does this actually mean? Create a digital presentation to share with the rest of your group.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Language and Literacy



Challenge 2.5:

Find out the probability of winning a converted item in a popular game played by your peers. What is the likelihood of them winning the item and how much might they need to spend?

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 3.1:

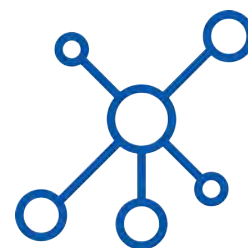
As a group, prepare a leaflet or poster which looks at the potential risks to young people accessing the gambling market. Discuss your content as a group and decide on the best way of presenting this information.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts

Challenge 3.2:

Young people have reported seeing gambling advertising in the games they play and on the content they watch. Discuss the impact of this on you and your peers.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Science and Technology



Challenge 3.3:

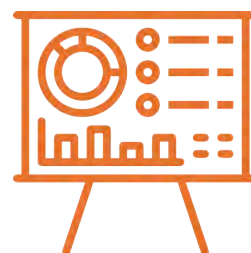
How does gambling advertising work? Investigate several leading brands and find out about the processes involved. How have things changed over time? Share your findings using photographs and/or diagrams.

Curriculum for Northern Ireland Links: LLW, The Arts, Mathematics and Numeracy, Science and Technology

Challenge 3.4:

Whose responsibility is it to safeguard people in relation to gambling? Consider the gambling industry, the Advertising Standards Agency, the individual, the family, the community. Who else may play a pivotal role? You could create a safeguarding poster or have a group discussion about where the responsibility lies.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 3.5:

How has the internet changed our view of the gambling industry? How has it changed the way people gamble? Research some views from appropriate sources. Make a short film to share with others.

Curriculum for Northern Ireland Links: LLW, Science and Technology, The Arts



Challenge 4.1:

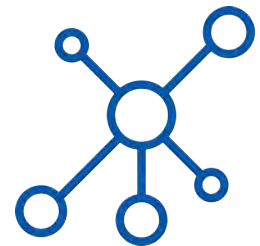
How is Social Media used to influence young people's attitudes and behaviours around gaming? Share your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy

Challenge 4.2:

How much does the gaming industry spend on advertising? What methods are used to ensure players continue to purchase the latest titles/items?

Curriculum for Northern Ireland Links: LLW, Environment and Society



Challenge 4.3:

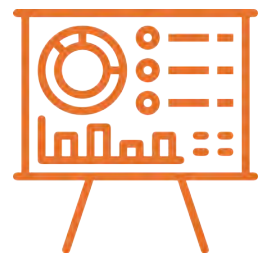
Invent/create an idea for a safe or cost free game which will be attractive to young people. Think about aspects of safety and responsible behaviour in your design.

Curriculum for Northern Ireland Links: LLW, Science and Technology

Challenge 4.4:

Build a survey, focussing on the games young people play. How much time do they spend on these? Do they pay to play? Present findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 4.5:

Gaming is a sociable and inclusive activity that comes without risk. Debate.
Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology



Challenge 5.1:

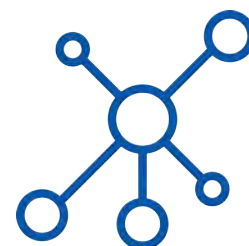
Write and perform a five-minute drama around debt brought on by gambling problems for a young person or young people. You can base this on money and debt issues or other appropriate financial problems.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Environment and Society, The Arts

Challenge 5.2:

Create a vocabulary list which is centred around key aspects of money and debt. Use the internet or other source to compile a list of 25 key words. Explain your list to a partner using your own understanding and definitions.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology



Challenge 5.3:

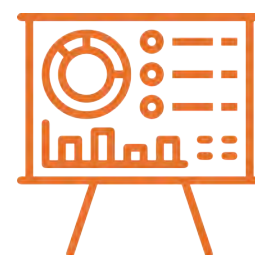
Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy

Challenge 5.4:

What are the immediate risks of getting into debt? How can you protect yourself and how can others help?

Curriculum for Northern Ireland Links: LLW



Challenge 5.5:

How would a gaming or gambling debt impact on your future life aspirations? You will need to consider the challenges and restrictions that may arise from debt. Try to relate these to your own goals and aspirations. You may consider employment, buying a car or a house.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 6.1:

Research mental health issues around gaming and gambling to make a video, highlighting the key issues and identify where people can go to get help.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Science and Technology

Challenge 6.2:

Choose 10 images you associate with gaming and/or gambling addiction, mental health issues and social problems. Create a collage and share your thoughts, use key words to support your images.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts



Challenge 6.3:

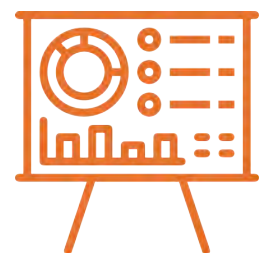
Design an awareness campaign on how to spot the signs of gaming and/or gambling addiction. This could range from a simple poster to a more substantial booklet or presentation. Create a slogan, image and message which you think is most helpful.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts

Challenge 6.4:

Define addiction. Why might a young person develop addictive behaviours that are linked to gaming and/or gambling addiction(s)? How does it affect different health aspects? Research these areas and find a case study to support your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy



Challenge 6.5:

What measures are currently in place to protect people from gambling and/or gaming-related harms? Create a support tool that young people can access in order to gain help and guidance. You may wish to create a video or write an article for the school newspaper/newsletter

Curriculum for Northern Ireland Links: LLW, Language and Literacy



“I will use the resources to educate youth club members and staff on the potential risks of gaming and gambling.”

— DERRY DELEGATE

Greater Depth Challenges



Challenge 1.6:

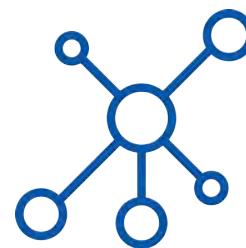
As a group manage a series of events and provide information, which will see your project have maximum impact in your school, centre or college.

Curriculum for Northern Ireland Links: LLW, Environment and Society, Language and Literacy

Challenge 1.7:

Produce a handbook with information on organisations which deal with the prevention of gambling and gaming-related harms and other organisations who help those already experienced harm. Use illustrations and photographs to convey your message.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts, Science and Technology



Challenge 1.8:



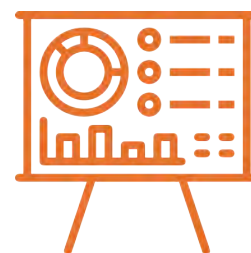
Create a piece of artwork using the title 'Why People Gamble' or 'Why People Game' and the potential for harm'. Highlight the motivations of those who participate, and the potential risks involved. Share your work and explain your rationale.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, The Arts

Challenge 1.9:

Many people choose not to gamble. Carry out an investigation to explore why people may opt out. You may consider religion, culture, the potential for harm, past experiences of harm. Present your findings.

Curriculum for Northern Ireland Links: LLW, Environment and Society



Challenge 1.10:



Invite a cross-section of speakers from organisations which deal with addictive behaviours. This should be done over a number of weeks and will include research, booking and logistical issues for the group members. Afterwards, take part in a question and answer session or group discussion.

Curriculum for Northern Ireland Links: LLW, Environment and Society



Challenge 2.6:

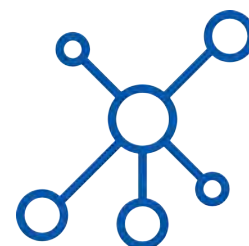
Make a film about 'luck', 'probability' and 'random number generators'. Consider how these are used by the gambling industry. Share your findings.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Science and Technology

Challenge 2.7:

Investigate the odds associated with a specific area of gambling. You may wish to choose sports betting, scratch cards, fruit machines, horse racing or an area of your choice. Produce a PowerPoint with evidence of your findings. Consider whether your findings make a particular form of gambling more or less attractive (and potentially harmful) than another.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Science and Technology



Challenge 2.8:

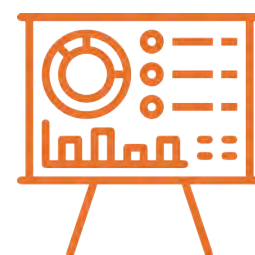
Investigate a game that is popular within your class. Explore the probability of buying a particular item/player. How likely are you to get the 'dream item'? Create an information sheet to inform players on the probability of them gaining the coveted item

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy

Challenge 2.9:

Do people actually understand 'the odds'? You could relate this to both gaming and gambling. Prepare a 15-minute talk to share with your class.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Language and Literacy



Challenge 2.10:

The chance of winning the UK National Lottery jackpot is: 1:45Million. Create a display to demonstrate the likelihood of other events happening. You may want to consider things such as: winning an Oscar, becoming an Olympic medalist, breaking a Guinness world record.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, The Arts



Challenge 3.6:

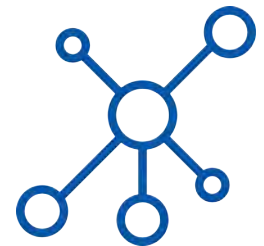
Work as a group to create a newsletter which outlines the potential dangers of gambling for young people. Include up-to-date factual reports, case studies and other appropriate material.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology

Challenge 3.7:

How and when did gambling begin? Produce a flow chart to highlight key moments. Identify and research an event you regard as being significant in the evolution of gambling.

Curriculum for Northern Ireland Links: LLW, Environment and Society, Language and Literacy, Science and Technology



Challenge 3.8:

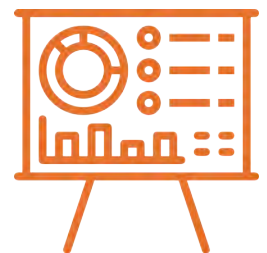
Are new forms of gambling appearing? Will we buy more? What will be the next big thing? Investigate the current situation and suggest what will happen in the future. Produce a written report with your findings and predictions.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology

Challenge 3.9:

Where does all the money from gambling really go? Carry out research on what happens to some or all of the money spent on the gambling industry and analyse the data and statistics. Draw some conclusions and record them in an appropriate manner.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy, Language and Literacy



Challenge 3.10:

Some forms of gambling are more acceptable than others. Debate.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Mathematics and Numeracy



Challenge 4.6:

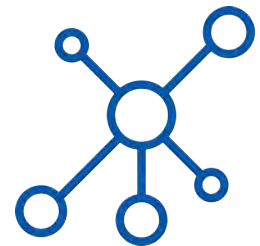
Produce a documentary or booklet on the different types of video games, exploring the consequences of spending too much time and money.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology

Challenge 4.7:

Investigate the history of gaming and explore how some characteristics encourage people to play longer and spend more money. What do you think the future of gaming will look like? Present your findings.

Curriculum for Northern Ireland Links: LLW, Environment and Society, Science and Technology



Challenge 4.8:

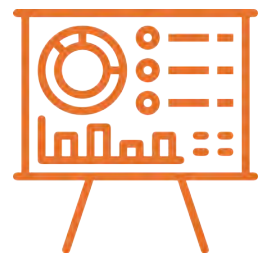
Produce a piece of art, write a play or poem or compose a piece of music inspired by the title 'Keep gaming fun or...' Explain the inspiration behind your work.

Curriculum for Northern Ireland Links: LLW, The Arts, Language and Literacy

Challenge 4.9:

What different types of micro transactions can we make in games? Are there any risks associated with these purchases? Do they make games more or less appealing? Present your findings.

Curriculum for Northern Ireland Links: LLW, The Arts, Science and Technology



Challenge 4.10:

Is ESports a positive career choice? Investigate the opportunities presented by the industry and the potential risks associated with it and debate. If possible, involve the wider community in this discussion.

Curriculum for Northern Ireland Links: LLW, Language and Literacy, Science and Technology



Challenge 5.6:

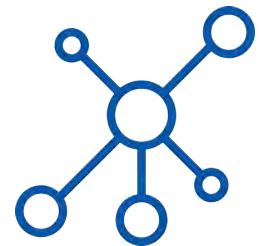
Create a board game based on the dangers of losing money on gaming and/or gambling. Play your game with others to test its success.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy

Challenge 5.7:

Interview or research a number of young people (who can remain anonymous) focussing on the debt they have incurred due to gaming and/or gambling. Discuss what lessons can be learnt and share your findings.

Curriculum for Northern Ireland Links: LLW, Language and Literacy



Challenge 5.8:

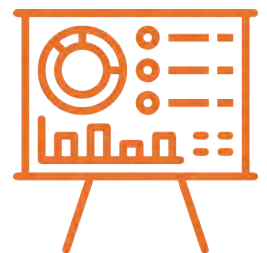
Should playing the stock market be considered as a form of gambling? Collect statistics and data from both of these activities and highlight the key differences and similarities. Share your findings.

Curriculum for Northern Ireland Links: LLW, Environment and Society, Mathematics and Numeracy

Challenge 5.9:

Investigate what happens when people get into debt. Explore the different stages of debt and the consequences. Use role-play to present your findings.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy



Challenge 5.10:

What measures are in place to protect people from spending more than they can afford on games or gambling products? Research this topic and share your findings. As a group you may wish to discuss if there's more work to be done in order to safeguard young and vulnerable people.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy



Challenge 6.6:

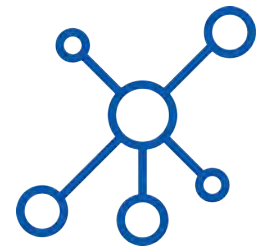
As a group, produce an app or other indicator which can warn of health problems or addictive behaviours associated with gambling and/or gaming by young people.

Curriculum for Northern Ireland Links: LLW, Science and Technology

Challenge 6.7:

Learn about health issues associated with gambling and/or gaming by young people. Create a detailed documentary based on the signs of addictive behaviour and the problems associated with it. Share this with an appropriate audience.

Curriculum for Northern Ireland Links: LLW, Science and Technology



Challenge 6.8:

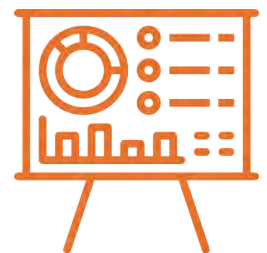
Design a website to show the cycle of addiction and possible ways of breaking it.

Curriculum for Northern Ireland Links: LLW, Science and Technology

Challenge 6.9:

Investigate the age and gender breakdown of gambling and/or gaming addiction(s). Use role-play to present your findings, whilst also taking into consideration the impact beyond the individual.

Curriculum for Northern Ireland Links: LLW, Environment and Society, Mathematics and Numeracy



Challenge 6.10:

What makes people want to game and/or gamble? When does it become a problem and what are the signs? Research, collect source material, data and other evidence to help you participate in a whole class discussion.

Curriculum for Northern Ireland Links: LLW, Mathematics and Numeracy

Lesson Plan

LEARNING OBJECTIVES

- To understand what is meant by gambling and gaming related harm
- To understand the wider impact of gambling and gaming related harm
- To recognise the signs of gaming and gambling related harm
- To be able to identify how and where to get help



LEARNING OUTCOMES

- I can define gambling and gaming related harm
- I understand the impact of gambling and gaming related harm
- I can recognise signs of gambling and gaming related harm
- I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming



Resources



PowerPoint
'Why People
Gamble/Game'



Data Sheet
'Why People
Gamble/Game'



Pens/Paper



Optional
Access to computers
and internet.
Video camera/
recording equipment

Lesson Plan

Starter

(20 minutes total)

What is gambling?

Ask students to define what they consider to be gambling. Share the gambling commission definition.

Gambling vocabulary

Work in pairs to think of words you might associate with gambling and record.

What is meant by safer gambling?

Who is responsible for safeguarding consumers? Discuss in pairs

Record and share your answers.

Main Activity

(30 minutes total)

Why might young people gamble?

- Look at activities participated in by young people and consider why young people are regularly gambling.
- Consider advertising, accessibility, social and cultural norms and attitudes. Are young people targeted through social media platforms?
- Look at different gambling activities and consider why the UK allows young people to access certain types of gambling? Do you agree with this?
- You can use the why Might People Gamble Data sheet and internet to research. Consider who is at risk of developing gambling problems.
- Record your findings as either a news report or documentary style presentation.

Plenary

(10 minutes total)

What have we learnt?

From your research discuss why young people are at risk from the potential harms of gambling?

What further measures could be put in place to safeguard young people?

Extended Learning

Develop findings to share in an assembly.

Create an information sheet to inform parents and carers about gambling amongst young people.

Evaluation

Use the learning outcomes to measure and assess the impact of the lesson.

Practitioner Notes and Next Steps



GAMI

1DDO 14%
2CO 2%
3AD 1%
4AD 1%
5AD 1%

Primary School Curriculum & Challenges

Primary School Curriculum - KS2

You could use the discussion topics below or any of the activities on the opposite page to begin exploring gaming and gambling in KS2. These compliment our primary curriculum which is available on our resource platform.

Leadership & Teamwork



Learning & Sharing



Creative Thinking & Exploration



Research & Presentation



Preparation & Discussion



Discussion Points

1

- When did you receive your first electronic device?
- What was it and did it feature any parental controls?
- Have these parental controls been activated?
- Who pays for any games and any in-game purchases?
- How much do you spend per month on gaming?

2


- How much time do you spend on gaming per month?
- How much time do you spend on your phone per month?
- What skills and knowledge can be developed through gaming?
- Do you compete against your peers online?
- Do you compete against strangers online?
- Do you watch other people gaming?

3

- Where does your electronic device live at night time?
- What is your favourite game?
- Does it have in-app purchases?
- What is the PEGI rating?
- What could you do instead of gaming?

Student Activities

These are designed to appeal to both students and teachers and can be completed in any order over an agreed amount of time.

Activity Title	Main Actions	Skills
What's Happening?	Design a questionnaire to show who is doing what in my schools/class/youth group in relation to gaming.	
Gaming Safely	Design a safe game for other students. Consider how gaming sites are designed and how we are kept safe. Think of a new, exciting game which also protects the people who play.	
Safer Gaming Campaign	Run a campaign about how to stay safe when gaming. What are the main issues?	
Activity Journal	Keep a diary of your gaming activity and log your gaming activity over a two week period. Consider how long you spend gaming compared to other activities. Share your findings.	
Gaming - Pros and Cons	Collect images of gaming and the keywords associated with it. Create a wall display.	
Playing the Game	Create a short piece of drama focussing on gaming. Consider the good and the bad in relation to friendship, money, health and family.	
Mathematical Mission	As a group conduct a coin toss, dice throw, card pick or other mathematics experiment to see how the numbers work. Record your results.	
Device Discussion	Prepare an assembly for your peers, focussing on the issues surrounding electronic device usage.	
Gaming Ownership	As a class research the history of gaming and create project identifying key aspects and developments.	
Mixing Things Up	What can we do instead of gaming to balance our time and money? What else could we do? Create a diary/itinerary for how you could spend your time.	

Parent & Career Resources

Parent & Carer Resources

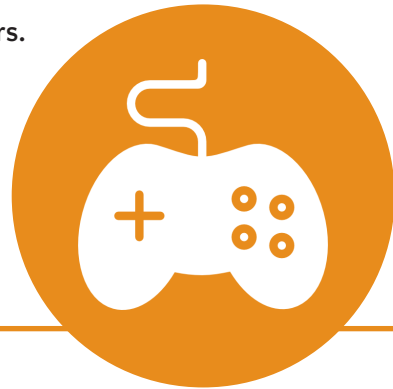
In addition to the below activities we have our Parent Hub which features on our website and can be found at: parents.ygam.org. This is home to lots of useful resources for parents helping them to safeguard their children.

These resources can be used to run a presentation to parents or carers directly, or the PowerPoint can be offered by the school online through its website or via a leaflet.

They can also be used by parents and carers as conversation starters.

Slide 1

- When did you buy your child their first electronic device?
- What was it and did it feature any parental controls?
- Have these parental controls been activated?
- Who pays for any games and any in-game purchases?
- How much does your household spend per month on gaming?



Slide 2

- How much time does your child spend on gaming per month?
- How much time does your child spend on their phone per month?
- How much time do you spend on gaming per month?
- How much do you spend per month on your phone?
- How do these figures compare with other families?

Slide 3

- What skills and knowledge can be developed through gaming?
- Do you have family gaming time?
- Does your child compete against their peers online?
- Does your child compete against strangers online?
- Does your child watch other people gaming?

Slide 4

- If your child has an electronic device, where is it located?
- What is your child's favourite game?
- Does it have in-app purchases?
- What is the PEGI rating?
- What could your child be doing instead?



Family Activities - Overview

Activity Title	Main Actions
A Family Diary	Record how much time you spend on any form of social media and gaming. Compare your own findings with other family activities. Can you draw any conclusions?
Positive Distractors	What can we do to spend less time gaming? Make a list or booklet which can be shared with other families including fun activities which do not include the use of gaming.
Calculator	Compare the time you spend on social media and gaming to other activities. How much time would you spend gaming over a lifetime?
Family Challenge	Take action as a family and switch off all electronic devices in your home. What else could you do instead?
Family Discussion	Topics for discussion as follows: What did people do before mobile phones? Is some gaming a good thing? How long can I safely spend gaming?
Switch Off Challenge	How do we feel when we switch off the WiFi? The Xbox? The TV? How do we react? Keep a record or blog about your family experience.
Our Agreement	Discuss as a family sensible limits on time and use of phones, iPads and other electronic devices. Fill in and sign a document around safe digital behaviours. What can all members of the family agree to do?
Feeling Better	Have you noticed any changes in how you feel when you are not gaming or online? Keep a diary over a week.
Need...	Make up some 'I need...' labels which help family members understand how you feel about gaming and what they can do to support you.
Family Questions	Come up with some questions about something which you are unsure of about gaming. Swap the questions with other family members and try to find some answers.



Meeting the Northern Ireland Curriculum Requirements

Meeting the Northern Ireland Curriculum requirements

How the YGAM programme can help meet Northern Ireland Curriculum requirements under the ETI current framework for self-evaluation.

01 Outcomes for learners:

The YGAM curriculum has been developed to embed learning and provide opportunity for progression. The resources provide opportunity to develop and assess knowledge acquisition and subsequent application to real world scenarios. The programme includes short, high-impact activities and richer activities to meet different learning needs and educational requirements. Students will develop knowledge of the potential harms of gaming and gambling, enabling them to make informed future decisions and they will understand how and where to get support if they are concerned about their own wellbeing or that of another.

02 Care and Welfare:

The programme provides a safe environment to explore issues around gaming and gambling and the potential harms, providing a platform to discuss and share ideas around lifestyle choices, mental health and wellbeing. The programme is student-centred, investigative and promotes positive and responsible attitudes towards learning.

We have developed a comprehensive bank of support materials suitable for different learning styles. Students are encouraged to share in decisions regarding a suitable programme of study and become independent learners. The programme is non-judgemental and includes information regarding the signs to look out for when a young person is at risk of harm and where to find appropriate support.

03 Wider Skills and Dispositions/Capabilities:

Our activities enable students to use a variety of skills that are relevant to the real world. We encourage participation from students, allowing them to explore ideas themselves and develop creative outcomes across different areas of learning. Activities also support development of softer skills enabling students to become confident learners.

04 Leadership and Management

We have developed a comprehensive bank of support materials suitable for different learning styles. Students are encouraged to share in decisions regarding a suitable programme of study and become independent learners. The programme is non-judgemental and includes information regarding the signs to look out for when a young person is at risk of harm and where to find appropriate support.

05 Leadership and Management

The YGAM programme provides quality-assured training and materials for those working directly with young people including school leadership, teachers and mentors. All our activities and resources for young people are developed by education specialists and are free to use for those who undertake our training.

Young People are given opportunities to develop leadership skills through the programme. The resources are designed to be thematic, building on key learning and developing greater understanding along with knowledge acquisition.

How YGAM can help you meet the requirements of the Northern Ireland Curriculum in terms of Wellbeing and Mental Health:

Health and happy - school impact on pupil's health and wellbeing

The YGAM curriculum and challenges enable schools to offer a wide, holistic level of support that enables informed discussions on a wider variety of topics in an environment more readily suited to identifying potential risk and harm.

The YGAM resources allow teachers to:



Develop a coherent whole-school approach that supports students' wellbeing and mental health



Strengthen relationships between staff and pupils as well as peer relationships



Improve the quality of teaching and learning experiences in developing approaches to supporting students' wellbeing and mental health



Take better account of young people's views and academic research in developing their approaches to support wellbeing and mental health



Ensure that the school's environment and services support students' wellbeing and mental health

Our education curriculum enables learners to develop cross-curricular skills; providing opportunities that develop their literacy, numeracy and ICT skills whilst taking part in self-led research tasks and self-reflective activities. Students will be encouraged to make informed decisions and will develop a greater level of understanding of potential risk and harm, applying knowledge to real-world situations.

Northern Ireland Curriculum:

YGAM's education programme enables young people to develop the skills and knowledge required through various means. We have referenced our activities to show how they can fit within the areas of learning

Curriculum: The Areas of Learning

The Arts

Our sessions include opportunities for creativity, providing students with the opportunity to share ideas through the medium of arts. We understand the importance of the arts in the acquisition of knowledge and understanding.

Language and Literacy

We promote opportunities for students to express themselves and communicate effectively their own perspectives and points of view. Through critical thinking and investigation of gaming and gambling laws, advertisements and societal impact, students will develop learning and knowledge acquisition.

Mathematics with Financial Capability

Mathematical and numerical skills are developed by understanding probability and reasoning. There is also opportunity to develop financial and digital resilience.

Science and Technology

There are opportunities to explore technology and accessibility and how developers have adapted. Through the activities and lesson plans there are chances for students to develop and utilise IT skills, developing digital literacy and competencies.

Environment and Society

Our activities and lesson plans enable students to explore the cultural impacts of gaming and gambling, and their impact on people of different socioeconomic backgrounds, religion, and cultures.

Religious Education

Many people choose not to gamble. These resources encourage pupils to carry out investigations to explore why people may opt out as a result of the consideration of religious and cultural beliefs.

Learning for Life and Work-LLW

Learning for Life and Work is mandatory in post primary schools in Northern Ireland. The YGAM programme is a resource to support educators to meet the 5 key objectives of LLW:

Learners' personal development

The YGAM programme allows students the opportunity to explore and discuss, question and challenge in a safe and supportive learning environment. It promotes discussion, enabling students to make informed choices.

Promotes citizenship

The YGAM programme allows learners to look at ideas such as stigma, ethics and morals and to draw conclusions in a non-judgemental, safe and supportive environment. Activities allow students to share their learning with their peers, teachers, and the wider community.

Promotes healthy living

YGAM offer opportunities to discuss and assess risk, explore the meaning of resilience and investigate decision making to minimise harm. The resources encourage learners to reflect on balanced, lifestyle choices and provide signposting options if students are worried about their own or another's wellbeing. It promotes safer decision making, provides information regarding the signs of harm as well as ensuring students know how and where to find help. We explore risk and potential harm through the lens of wellbeing encouraging students to consider the importance of physical and mental health. All activities and lessons are designed to help develop critical thinking. Sign-posting options are provided to support students who may be concerned about themselves or others

Provides opportunities for entrepreneurship

YGAM activities and lesson plans are designed to be student-centred and investigative, encouraging independent thinking with a positive approach to problem solving in a wider context. The programme is flexible, enabling learners and teachers to participate in and take responsibility for the shaping of its content.

Provides skills in work related learning and future employability

YGAM activities provide students with a platform to develop critical thinking and transferable skills, assess risk, share ideas, and explore attitudes in a safe environment. The programme provides students with opportunities to prepare for and present their ideas in a variety of formats to peers, teachers, and the wider community.

Principles of Effective Learning for Life Education

How YGAM ‘In The Know’ curriculum meets the aims of the Effective Learning for Life Curriculum

YGAM have invested care and attention to ensure that our resources are relevant and meet the needs of the three objectives of the Northern Ireland Curriculum. The following points demonstrate how we have achieved this:

To develop the young person as an individual

Our quick-to-set-up, engaging resources are designed to promote independent learning and progression. The resources are intended to work across many subject areas and are pertinent to young people growing up in Northern Ireland today. The YGAM programme educates students about the potential risks of gaming and gambling and promotes reflection and safer decision making.

To develop the young person as a contributor to society

Resources have been written to promote creativity, not only in the outcome, but also in a way that encourages young people to reflect on their learning and the impact it has on them and those around them. It encourages students to share their thoughts and experiences with one another and includes debates and discussion to help clarify points of view.

To develop the young person as a contributor to the economy and environment

YGAM offer opportunities to discuss and assess risk, explore the meaning of resilience and investigate decision making to minimise harm. The resources encourage learners to reflect on balanced, lifestyle choices and provide signposting options if students are worried about their own or another’s wellbeing.

Prepare learners for the choices and opportunities of lifelong learning

Our activities help to create safer decision making around gaming and gambling to support young people to maintain a healthy and balanced lifestyle. Resources are designed to promote resilience and good mental well-being and our activities help students to become positive members of their community and wider society.

Empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally

Activities allow students to share their learning with their peers, teachers, and the wider community.

Foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship

YGAM provides a safe environment to explore issues that might be encountered in the adult world and explore the potential risks. It promotes safer decision making, provides information regarding the signs of harm as well as ensuring students know how and where to find help.

Prepare learners for the challenges, choices, and responsibilities of work and adult life

YGAM activities provide students with a platform to develop critical thinking and transferable skills, assess risk, share ideas, and explore attitudes in a safe environment. The programme provides students with opportunities to prepare for and present their ideas in a variety of formats to peers, teachers, and the wider community.

YGAM

“The resources are invaluable to supporting young people in strength based prevention and interventions, group based sessions and one to one support.”

—BELFAST DELEGATE

Teacher & Practitioner Guidance

Overall Guidance For Teachers and Practitioners about the YGAM 'In The Know' curriculum

The programme has been developed with advice from the PSHE Association, City & Guilds and ASDAN Education, following a pilot with PSHE leads, youth workers, mental health professionals and young people. This booklet aims to answer some of the key questions you may have.

Learning is student-led and experiential

We believe young people will be most interested in a programme which they have helped to design and would encourage you to share the programme and tasks with them enabling you to create a suitable programme of study. We encourage participation from students allowing them to explore ideas and themes to find creative solutions.

Progression and differentiation

The programme helps to assess knowledge acquisition across KS2, 3, 4 and 5. The opening activities allow you to illicit information and thus understand young people's existing knowledge which allows for natural differentiation within the experiential sessions. There is also opportunity to map the programme to the wider curriculum.

Development of skills

Students will develop the skills and knowledge of the potential harms around gaming and gambling enabling them to make informed choices. Each activity allows the development of softer skills, so that young people gain experience of these and become confident learners.

IT-friendly programme with downloadable resources

Our materials are IT friendly and can be downloaded from our website. These include lesson plans and all the required resources to compliment the lesson. We also have interactive, editable PowerPoints for your convenience.

YGAM meets elements of Learning for Life and Work at KS3 and 4

The programme covers the LLW framework and provides students with opportunities to engage with its objectives and to develop a deeper understanding of themselves and the world around them.

Meets the Northern Ireland Curriculum requirements around safeguarding and well-being

The YGAM materials have been designed to support teachers in meeting key requirements of the Northern Ireland Curriculum.

Offers full support materials and resources for teachers

We have produced a range of materials for ease of use. The programme focusses on educating children and young people through an experiential curriculum, allowing them to explore research, study data and discuss and debate key themes. This encourages young people to make informed judgements and have a clearer understanding of the impact they have on their lives.


We hope your students, young people and you really enjoy the YGAM programme!

Notes



Notes



A photograph with a warm, orange-toned filter. On the left, a woman with long dark hair is looking down at a document. On the right, a man wearing glasses and a dark cap is also looking at the document. They appear to be in a meeting or a classroom setting. The background is slightly blurred, showing what might be a window or a wall.

“The resources have been very helpful in teaching and supporting young people and adults about the risks and consequences in gambling.”

— ARMAGH DELEGATE



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Young Gamers and Gamblers Education Trust, 71 – 75 Shelton Street, Covent Garden, London, WC2H 9JQ.

www.ygam.org | hello@ygam.org | 0203 837 4963 |

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