




In The Know

Gaming and Gambling Harm Prevention Education

Delegate Workshop Booklet



A group of people are seated around a long conference table in a meeting room. The room has large windows in the background, and the scene is bathed in a warm, golden light. In the foreground, a man is seen from the side, looking towards the group. The table is cluttered with papers, mugs, and water bottles.

“The workshop will not only help in my work life but also in my personal life.”

— MIDDLESBROUGH 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.

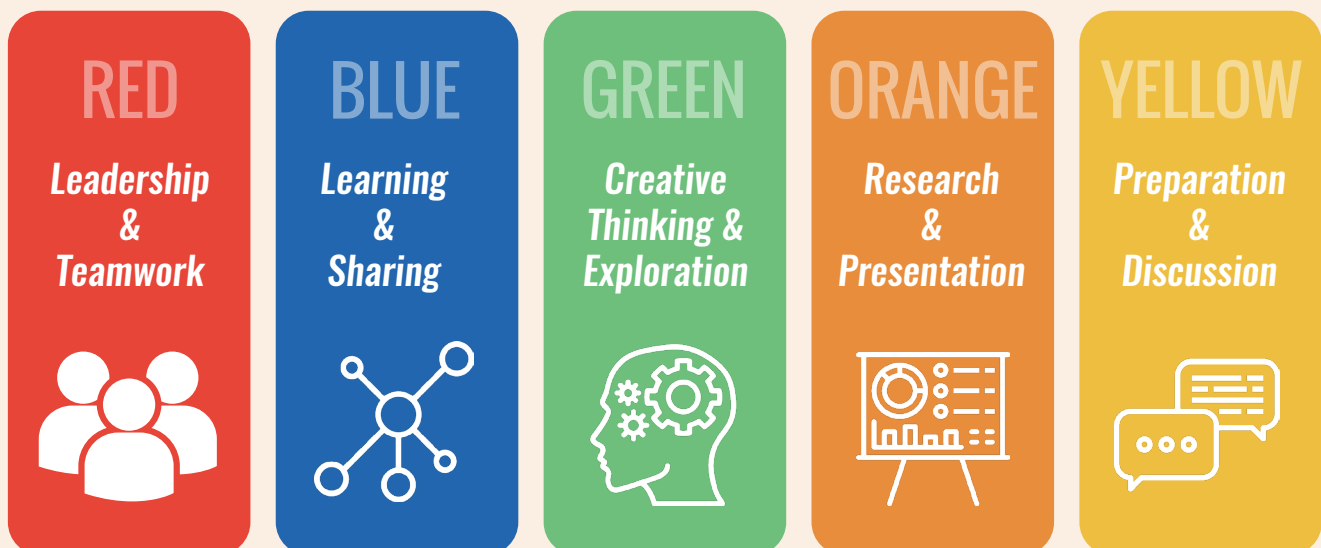
A guide to using this book

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 to the **Wider Key Skills at Levels 1, 2 and 3 – Working With Others and Performance, Improving Own Learning and Problem Solving.**

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:

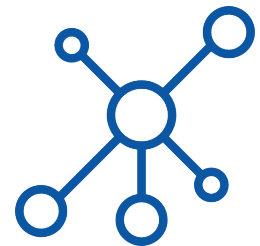
As a group, create and develop a short awareness project about why people play electronic games and or gamble with a focus on your own centre. What are the potential risks? Create publicity materials or a short video.

English National Curriculum Links: PSHE, English Language, Computing

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.

English National Curriculum Links: PSHE, English, Mathematics, Computing



Challenge 1.3:

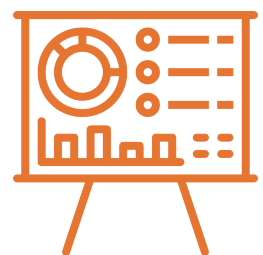
Create a leaflet which focuses on why people gamble and/or game. You could look at different areas of gambling and/or gaming. Provide information which will inform, educate and safeguard young people with respect to this.

English National Curriculum Links: PSHE, English

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.

English National Curriculum Links: PSHE, Mathematics, English, Mathematics, Computing



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.

English National Curriculum Links: PSHE, English



Challenge 2.1:

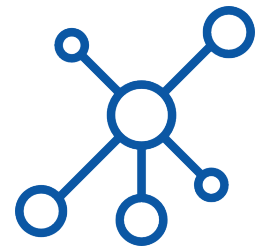
As a group, design a project around the key ideas of probability and luck. Treat the project as a short investigation or experiment to test a hypothesis. Record your answers, analyse the data and publish your findings in a report which can be shared.

English National Curriculum Links: PSHE, Mathematics, English

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.

English National Curriculum Links: PSHE, Mathematics



Challenge 2.3:



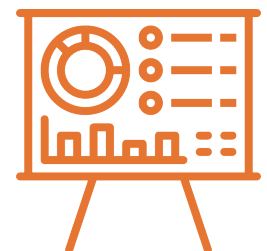
Design and carry out a coin toss or card game to test the rules of probability. Record the rules of play and analyse the odds of different outcomes within the game.

English National Curriculum Links: PSHE, Mathematics

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.

English National Curriculum Links: PSHE, Mathematics



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?

English National Curriculum Links: PSHE, Mathematics, English



Challenge 3.1:

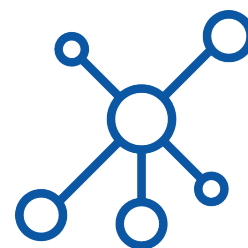
As a group, prepare a leaflet or poster which looks at the potential risks to young people accessing the gambling market. Discuss your content as a group and decide on the best way of presenting this information.

English National Curriculum Links: PSHE, English

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.

English National Curriculum Links: PSHE, English



Challenge 3.3:

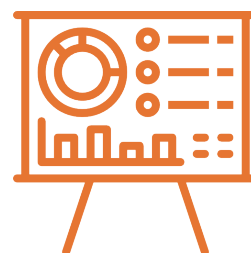
How does gambling advertising work? Investigate several leading brands and find out about the processes involved. How have things changed over time? Share your findings using photographs and/or diagrams.

English National Curriculum Links: PSHE, Design Technology, Computing, Mathematics

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.

English National Curriculum Links: PSHE, English, Mathematics



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.

English National Curriculum Links: PSHE, Computing



Challenge 4.1:

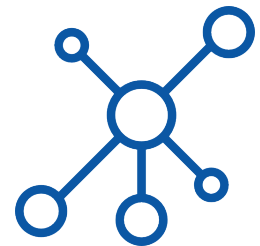
How is Social Media used to influence young people's attitudes and behaviours around gaming? Share your findings.

English National Curriculum Links: PSHE, English, Business Studies

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?

English National Curriculum Links: PSHE, Business Studies



Challenge 4.3:

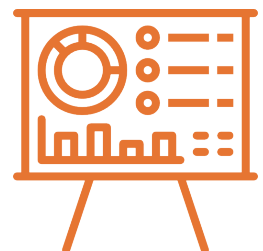
Invent/create an idea for a safe or cost free game which will be attractive to young people. Think about aspects of safety and responsible behaviour in your design.

English National Curriculum Links: PSHE, Computing

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.

English National Curriculum Links: PSHE, English, Mathematics



Challenge 4.5:

Gaming is a sociable and inclusive activity that comes without risk. Debate.

English National Curriculum Links: PSHE, English, Computing





Challenge 5.1:

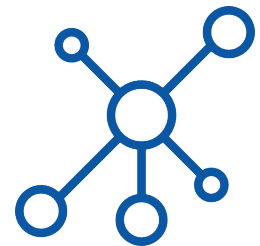
Write and perform a five-minute drama around debt brought on by gambling problems for a young person or young people. You can base this on money and debt issues or other appropriate financial problems.

English National Curriculum Links: PSHE, English, Drama

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.

English National Curriculum Links: PSHE, Computing, English



Challenge 5.3:

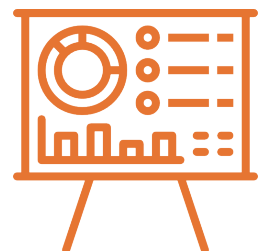
Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.

English National Curriculum Links: PSHE, Mathematics

Challenge 5.4:

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

English National Curriculum Links: PSHE



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.

English National Curriculum Links: PSHE, Mathematics, English



Challenge 6.1:

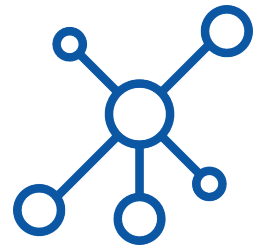
Research mental health issues around gaming and gambling to make a video, highlighting the key issues and identify where people can go to get help.

English National Curriculum Links: PSHE, Computing

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.

English National Curriculum Links: PSHE, English



Challenge 6.3:



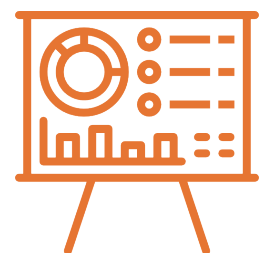
Design an awareness campaign on how to spot the signs of gaming and/or gambling addiction. This could range from a simple poster to a more substantial booklet or presentation. Create a slogan, image and message which you think is most helpful.

English National Curriculum Links: PSHE, Art, English

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.

English National Curriculum Links: PSHE




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

English National Curriculum Links: PSHE, English



“Excellent workshop, would highly recommend. Will 100% use resources across KS2, 3 and 4 throughout PSHE and Tutor time.

— NEWCASTLE DELEGATE

Greater Depth Challenges



Challenge 1.6:

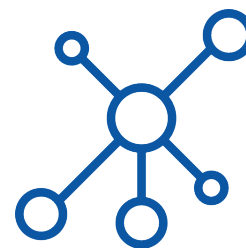
As a group manage a series of events and provide information, which will see your project have maximum impact in your school, centre or college.

English National Curriculum Links: PSHE, English, Business Studies

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.

English National Curriculum Links: PSHE, English, Art, Computing



Challenge 1.8:



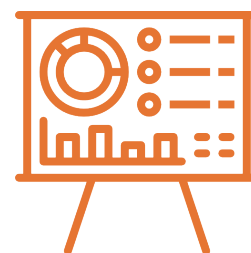
Create a piece of artwork using the title 'Why People Gamble' or 'Why People Game' and the potential for harm'. Highlight the motivations of those who participate, and the potential risks involved. Share your work and explain your rationale.

English National Curriculum Links: PSHE, Art, English, Drama

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.

English National Curriculum Links: PSHE, History, Sociology, Religious Education



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.

English National Curriculum Links: PSHE, Citizenship



Challenge 2.6:

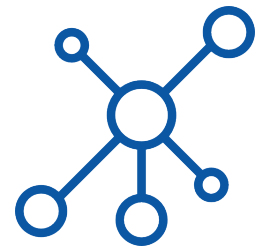
Make a film about 'luck', 'probability' and 'random number generators'. Consider how these are used by the gambling industry. Share your findings.

English National Curriculum Links: PSHE, Mathematics, Computing

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.

English National Curriculum Links: PSHE, Mathematics



Challenge 2.8:

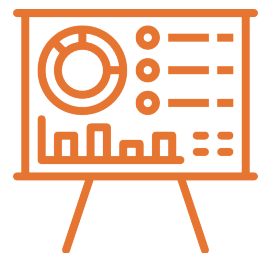
Investigate a game that is popular within your class. Explore the probability of buying a particular item/player. How likely are you to get the 'dream item'? Create an information sheet to inform players on the probability of them gaining the coveted item

English National Curriculum Links: PSHE, Mathematics

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.

English National Curriculum Links: PSHE, Mathematics



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 medallist, breaking a Guinness world record.

English National Curriculum Links: PSHE, Mathematics



Challenge 3.6:

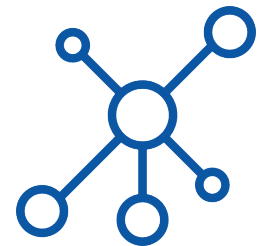
Work as a group to create a newsletter which outlines the potential dangers of gambling for young people. Include up-to-date factual reports, case studies and other appropriate material.

English National Curriculum Links: PSHE, English, Computing

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.

English National Curriculum Links: PSHE, History, English, Computing



Challenge 3.8:

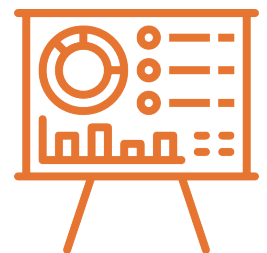
Are new forms of gambling appearing? Will we buy more? What will be the next big thing? Investigate the current situation and suggest what will happen in the future. Produce a written report with your findings and predictions.

English National Curriculum Links: PSHE, English

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.

English National Curriculum Links: PSHE, Citizenship, Mathematics



Challenge 3.10:

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

English National Curriculum Links: PSHE, English



Challenge 4.6:

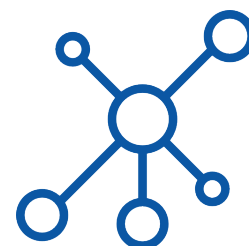
Produce a documentary or booklet on the different types of video games, exploring the consequences of spending too much time and money.

English National Curriculum Links: PSHE, English, Computing

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.

English National Curriculum Links: PSHE, History, Technology, Computing



Challenge 4.8:

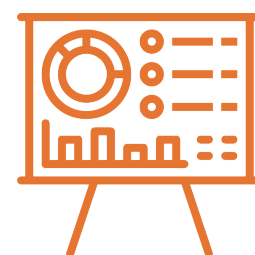
Produce a piece of art, write a play or poem or compose a piece of music inspired by the title 'Keep gaming fun or...' Explain the inspiration behind your work.

English National Curriculum Links: PSHE, Drama, Art, Music, English

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.

English National Curriculum Links: PSHE, English, Computing



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.

English National Curriculum Links: PSHE, English, Computing



Challenge 5.6:

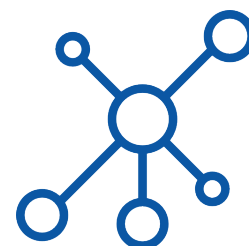
Create a board game based on the dangers of losing money on gaming and/or gambling. Play your game with others to test its success.

English National Curriculum Links: PSHE, Mathematics

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.

English National Curriculum Links: PSHE, English



Challenge 5.8:



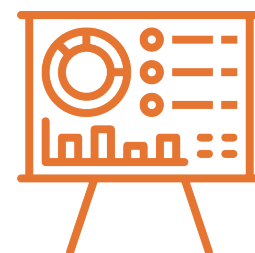
Should playing the stock market be considered as a form of gambling? Collect statistics and data from both of these activities and highlight the key differences and similarities. Share your findings.

English National Curriculum Links: PSHE, Mathematics, Business Studies

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.

English National Curriculum Links: PSHE, Mathematics



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.

English National Curriculum Links: PSHE, Mathematics



Challenge 6.6:

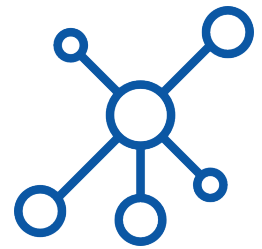
As a group, produce an app or other indicator which can warn of health problems or addictive behaviours associated with gambling and/or gaming by young people.

English National Curriculum Links: PSHE, Computing

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.

English National Curriculum Links: English, PSHE, Biology, Computing



Challenge 6.8:

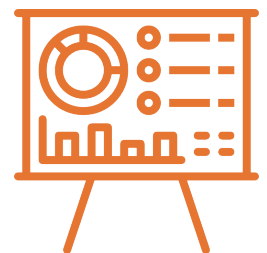
Design a website to show the cycle of addiction and possible ways of breaking it.

English National Curriculum Links: PSHE, Computing

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.

English National Curriculum Links: PSHE, Mathematics, Sociology



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.

English National Curriculum Links: PSHE, Mathematics

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 responsible gambling?

Is there such a thing as responsible gambling? 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

JDO 14%
ZCO 7%
3AD food machines
4AD 1%
5AD 1995

Primary School Curriculum & Challenges

Primary School Curriculum - Years 5 & 6 Focus

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. It includes a KS2 Long Term Spiral Plan with a Scheme of Work for each year group along with 6 individual interactive lesson plans, all mapped to the PSHE Programme of Study

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

Parental & Carer Resources

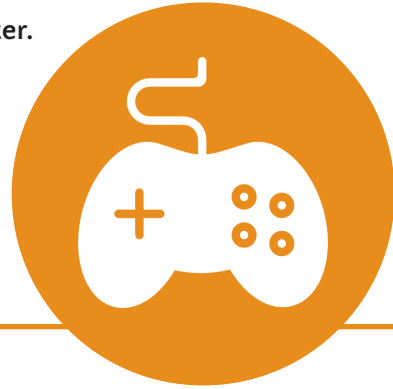
In addition to the below activities we have our Parent Hub which features on our website and can be found at: parents.ygam.org. This is home to lots of useful resources for parents helping them to safeguard their children

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 a conversation starter.

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 Ofsted Requirements

How YGAM can help you meet Ofsted's requirements - Personal Development, Behaviour and Welfare

In the most recently updated version of Ofsted's guidance of successfully meeting its school inspection targets, a greater emphasis has been placed on student well-being and safeguarding.

The YGAM resources allow teachers to evidence this across KS2, 3, 4 and 5.

Good understanding of Mental health and wellbeing



Understanding risk



Digital literacy



Ethical and moral understanding



Minimising harmful behaviours



Financial understanding



Developing mentoring skills



Developing soft skills



An Outstanding School would be served by the YGAM curriculum as below:



Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.



Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.



Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.




The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.



Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.



Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.



“It was very informative, and the resources are very well designed and useful. I will certainly be using them with our young carers and their parents in the future.”

— LONDON DELEGATE

Principles of Effective PSHE Education

How YGAM 'In The Know' curriculum meets the ten principles of effective PSHE Education

Add. All our online resources are mapped to the PSHE Programme of Study to help you meet the key requirements of the curriculum. We have followed the PSHE's guidance at KS2 through to KS5.

1

Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

YGAM has devised a spiral programme which is thematic in design, extending from KS2 to 5 to build on what has gone before, allowing for opportunity to revisit key themes and imbed learning.

2

Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

YGAM has devised a programme that includes 10 minute taster lessons, short focused activities and richer activities so that teachers and tutors can build a 'spiral programme' as part of the Scheme of Work.

3

Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

The YGAM programme is designed to be student-centred and investigative with a positive approach to the subject of gambling and gaming, and the potential risks.

4

Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

The range of learning styles is embraced by the YGAM programme, so that all students can access it appropriately. Each activity is also linked to a soft skill so that students learn as they experience the curriculum. Learning outcomes are also varied and can be used across the curriculum as appropriate.

5

Provide information which is realistic and relevant and which reinforces positive social norms.

YGAM provides high-quality and reliable information, using trusted sources for materials, appropriate and relevant learning materials and up-to-date statistics and data. These are all used to reinforce positive social norms with regard to both gambling and gaming by young people.

6

Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

All lessons provide cross curricular links and allow children to reflect on their own learning, allowing for opportunity to connect to the wider world, consolidating information.

7

Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

YGAM is committed to using its programme to enhance students' potential through the learning at the heart of its curriculum; it encourages students to know the risks associated with gambling and gaming and to make responsible choices. The activities are often related to sharing findings both within school and with the wider community through the different outcomes across the curriculum.

8

Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

As well as offering an educational programme, the YGAM curriculum allows students who may have issues with gambling and/or gaming to learn more about the issues and to be directed towards external help services. YGAM is also designed to be a familiar and necessary part of the school day and can be successfully embedded across year groups.

9

Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

YGAM provides a safe environment for exploring the issues of the adult world with relation to problem gambling and/or gaming. With regard to digital literacy and gaming, students can make real and informed choices to keep them safe.

10

Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The YGAM curriculum allows students the opportunity to explore, discuss, question, challenge and learn in a safe and supportive learning environment. The programme allows them to look at ideas such as stigma, ethics and morals and to draw conclusions on how these relate to gambling and/or gaming in a non-judgemental way.

YGAM

“Engaging and informative learning which has really expanded my knowledge. I will use this both in my work but also through my volunteering with the scouts.”

—LEEDS 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 PSHE Education at KS3 and 4

YGAM meets elements of PSHE Education at K2,3 4 and 5. The programme is mapped to the Programme of Study from KS2 to 5 and we have included a map to guide you.

Meets Ofsted requirements around safeguarding and well-being

We have produced a leaflet to explain how the programme can help you meet Ofsted requirements.

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!

Getting Help



The National Gambling HelpLine provides confidential information, advice and support for anyone affected by problem gambling in England, Scotland and Wales.

You can speak with their Advisers over the phone or via live chat every day of the year, from 8am – Midnight. They will be able to listen to what's going on for you, and can talk you through all of the options available to you for support in your local area, online or over the phone.



Freephone: 0808 8020 133



Live chat: www.gamcare.org.uk/get-support/talk-to-us-now/



What does it cost?

Calls to the National Gambling HelpLine are free from landlines and mobile phones within the UK and do not appear on itemised bills. Calls from BT phone boxes are free, however some other public phone operators may charge you to call.

Who am I talking to?

You will be talking to a GamCare Adviser who is trained to listen and help people affected by problem gambling. The Adviser will listen to you carefully and encourage you to talk about your concerns. Sometimes just telling someone can be a relief, and it is an important first step towards dealing with the problem. The Adviser can also connect you with GamCare treatment services across Great Britain, either face-to-face, online or over the phone.

Is it confidential?

Whatever you say will be just between you and GamCare, unless you request otherwise in writing. You can feel safe talking to them, knowing that they will not pass on personal information without letting you know.

But sometimes, if they're worried about your safety, they may need to get you help. They'd only get help or take action if: (i) you ask them to; (ii) they believe your life, or someone else's life, is in danger; (iii) you're being hurt by someone in a position of trust, like a partner, carer or friend or you tell them that you're seriously harming another person / people.

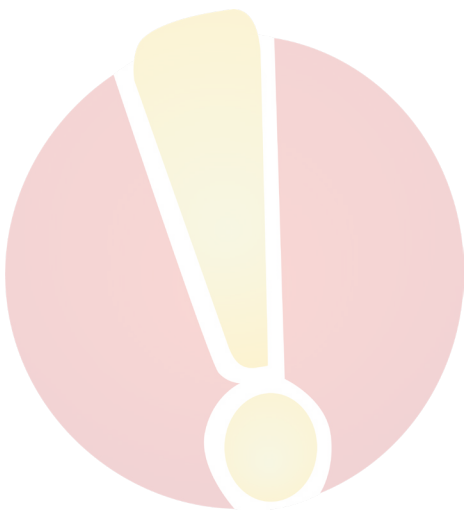
Who are the Big Deal?


BigDeal are part of GamCare. Whether young people have never gambled before, like a game of poker with your friends or just buy the odd scratchcard, they're there to help them understand how it all works, recognise when things might become a problem and provide support if you need it.

Notes



Notes



A woman with long dark hair and a man wearing glasses and a dark cap are looking at a document together. The woman is on the left, looking down at the document. The man is on the right, looking towards the document. The background is blurred, showing other people in a similar setting. The overall lighting is warm and yellowish.

“The course has been very informative. We will use the activities with our students to hopefully raise their awareness about their own habits.”

— MANCHESTER DELEGATE



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