

Introducing Gambling Awareness

50 minutes (approx.)

Overview

This lesson is an introduction to the YGAM 'In The Know' programme, offering students an initial look at the risks of gambling, the nature of the industry and finding out what information they know already.

All of the resources in the programme are flexible and adaptable both in terms of time and content. The activities can be used at either KS3 or KS4 as part of the school or centre PSHE provision or can be delivered discreetly. Teachers and tutors can pick activities which suit them and their students as appropriate.

Ensure that you have read, shared and discussed the YGAM guidance on establishing a safe learning environment as a precursor to introducing the learning objectives and outcomes.

Learning Objectives: To introduce Addiction & Mental Health including:



We are learning about why and how young people gamble



We are developing an awareness of the risks associated with problem gambling



We are developing an awareness of the impact problem gambling can have on young people

Intended Learning Outcomes

1. I can describe the main reasons why young people gamble.
2. I can identify the risks associated with problem gambling.
3. I can weigh up the impact of problem gambling on young people.

Resources

1. Video clip, 'The Secret Addiction'.
2. Power-point presentation on 'Problem Gambling'.
3. Downloadable information sheets with facts and figures.
4. 'Gambling Awareness' guidance notes and downloadable support materials.

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Starter

(15 minutes total)

Attitudes to Gambling & Social Gaming

Discuss in pairs and feed back answers to the following questions:

What is the difference between gambling and social gaming?

Why do people choose to gamble?

Is there a stereotypical gambler/ social gamer?

Is there an associated stigma with problem gambling and if so why?

Write answers on board or sugar paper and save as appropriate

Play the video: 'The Secret Addiction' - (5 minutes)

Main Activity

(30 minutes)

What do we know? What do we think?

This activity invites students to share their own thoughts and opinions on how they perceive gambling and/or on-line gaming and also allows for baseline testing.

The 'quiz' breaks down into two sections. One is based around students' actual knowledge of the facts and figures. The other deals with their feelings about gambling and on-line gaming, including its dangers, its stigma and its attractions.

Plenary

(5 minutes)

What have we learned?

Following the lesson, ask the students to feed back on what they have learned and what they now feel. Record this in an appropriate way and log the information from the 'quiz'. Use the learning outcomes as above to measure and assess the impact of the lesson on the students. You can use the YGAM self/peer assessment documents or grade them yourself using our progression grading system.

Extended Learning

Ask students to debate any of the issues with parents or other adults. They could use the 'quiz' and come back with information on this for the next lesson.

Teacher's Note

After you have established the safe learning environment, explain to the class about the rationale for introducing the subject of 'problem gambling' in school, as part of PSHE provision as well as a useful way of looking at a new issue. Make clear that this is not a test but a way of understanding the collective level of knowledge in the room as well as perceived responses to the subject. Also explain that this is not an anti-gambling, anti-gaming programme but a chance to explore and learn. Differentiation at KS3 and/or KS4 is by outcomes. Responses to questions can be recorded appropriately.