

KS3 Tutorial Activities.

NOTES FOR PROFESSIONALS:

This is an example SOW you could create your own using the workbook and online resources provided and supplement with your own ideas and resources. This document is also home to the accompanying lesson plans and you can find the PowerPoints to match within the KS3 online resources. The activities have been mapped to the KS3 PSHE programme of Study and the RSE Curriculum guidance relating to Online and Media, Mental Wellbeing and Internet Safety and Harms and builds on the primary and secondary links to digital resilience and gaming and gambling.

	Activities	Resources
1	<p>Why people game and the gaming industry</p> <p>Focus:</p> <ul style="list-style-type: none"> To understand the emotions of people who game (positive and negative) To understand why people chose to play electronic games To be able to identify the risks and benefits of professional gaming <p>PSHE Programme of Study links: H5, H4 H6, H7, H9, H12, H13, H14, L15, L16, L17, L27</p> <p>Cross curricular links: PSHE, Citizenship, RSE, English, IT, Maths</p>	<ul style="list-style-type: none"> Tutor Time PowerPoint 1 Pen and paper Computer suite (optional)
2	<p>Gaming: What are the potential risks?</p> <p>Focus:</p> <ul style="list-style-type: none"> To be able to identify and critique the benefits and risks associated with gaming To be able to suggest ways to minimise risk To be able to identify how and where to get help <p>PSHE Programme of Study links: H3, H4, H5, H6, H7, H10, H13, H14, H15, R13, R17, L20</p> <p>Cross curricular links: PSHE, Citizenship, RSE, English, IT, Maths, Art and Design</p>	<ul style="list-style-type: none"> Tutor Time PowerPoint 2 Pen and paper Computer suite (optional)
3	<p>The blurred lines</p> <p>Focus:</p>	<ul style="list-style-type: none"> Tutor Time PowerPoint 3 Pen and paper

	<ul style="list-style-type: none"> • To be able to analyse gambling style features within games • To know where and how to get help <p>PSHE Programme of Study links: H4,H5, H7, H10, H12, H32, R15, L1</p> <p>Cross curricular links: PSHE, Citizenship, RSE, English, Maths, Art, Music, Drama</p>	<ul style="list-style-type: none"> • Computer suite (optional)
4	<p>Gambling and the potential risks</p> <p>Focus:</p> <ul style="list-style-type: none"> • To understand how the gambling industry works • To understand the potential risks of gambling and how this applies to you • To understand why people might gamble • To understand what is meant by gambling related harm <p>PSHE Programme of Study links: H5, H6, H7, H9, H10, H12, H13, H14, H15, H16, H32, R15, R16, L1, L15, L18</p> <p>Cross curricular links: PSHE, Citizenship, RSE, English</p>	<ul style="list-style-type: none"> • Tutor Time PowerPoint 4 • Pen and paper • Computer suite (optional) • KS3 Gambling Commission 2019 card sort

Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. Children and young people should feel able to share ideas, experiences and have the confidence and knowledge of how to seek further support where necessary. This topic may lead to some children and young people sharing sensitive information and personal experiences which may in turn trigger emotions both for themselves and others. In each session and activity, it is useful to remind them they can talk to a professional within your organisation. It is also useful to provide them with appropriate signposting options (page 3). You can print this and provide it for young people.

KS3. Activity 1

Why people Game and The Gaming Industry

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience.

These activities relate to the topics why people game and the gaming industry. It's important that students realise that gaming can be a positive hobby alongside other activities/hobbies but for some it can become harmful and it's important they recognise the signs and know where to get help.

Learning Objectives:

- Understand the emotions of people who game (positive and negative)
- To understand why people chose to play electronic games
- To be able to identify the risks and benefits of professional gaming.

Learning Outcomes:

- I can identify the emotions attached to gaming (positive and negative)
- I understand why people play electronic games
- I can recognise the risks and benefits of professional gaming.

Resources:

- Pen and paper
- Computer suite (optional).

RSE and PSHE Programme of Study Links: H5, H4 H6, H7, H9, H12, H13, H14, L15, L16, L17, L27

See: RSE and PSHE Programme of Study KS3 Document for further reference.

Cross Curricular Links:

PSHE, Citizenship, RSE, English, IT, Maths

Safeguarding: It is important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded that they can talk to staff within the school. You can also share the sign posting options.

NOTE: This lesson can be completed as a stand-alone lesson or as part of the KS5 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity Option 1: 60 Second Scribble</p> <p>What words do you associate with gaming?</p> <p>You have, 1 minute to list all the things you associate with gaming.</p>	<p>Activity Option 1: Why do people Game?</p> <p>Find out the reasons why people game.</p> <p>Students to work in groups and think of 10 questions to ask their peers about gaming.</p> <p>They may wish to consider</p> <ul style="list-style-type: none"> • Motivations • Time spent • How they game, e.g. console, phone etc. • Games played • Age restrictions • Microtransactions etc. <p>Students to swap the questions with other groups to allow the students to answer the survey anonymously.</p>	<p>Activity Option 1: Tell us your results</p> <p>Groups collect their data and work out the top reason why people game. They could explore the amount of time spent gaming and any other trends.</p>
<p>Activity Option 2: Let's Play</p> <p>In teams using the letters GAMING think of as many words linked to gaming as you can. You have 3 minutes.</p>	<p>Activity Option 2: Gaming Resources</p> <p>Design a leaflet/poster to present the risks of gaming. You will want to include both positives and negative aspects of gaming and how people can reduce the risk of harm.</p>	<p>Activity Option 2: I proudly present</p> <p>Students to present their work to their peers</p>

<p>Activity Option 3: What is Esports?</p> <p>Students to provide responses to the following questions.</p> <ul style="list-style-type: none"> • What is Esports? <p>A: A multiplayer video game played competitively for spectators typically by professionals.</p> <ul style="list-style-type: none"> • How much do you think Esports is worth? <p>A: Estimated 905.6 million US dollars.</p> <ul style="list-style-type: none"> • Do you know of any professional players? <p>A: 2020 results: Faker, KuroK, Pete Dager.</p> <ul style="list-style-type: none"> • How old do you think the top five players are? <p>A: 23years 4 months</p> <ul style="list-style-type: none"> • What do you think are the pros of being and Esports professional? <p>A: students may suggest, esteem, playing their favourite games, being famous, being rich etc</p> <ul style="list-style-type: none"> • What are the negatives? 	<p>Activity Option 3: Let's Debate</p> <p>Esports. The positives outweigh the negatives. Do you agree?</p> <p>In groups students to prepare a five-minute argument for or against the above title.</p> <p>Students should be given time to discuss their argument and where possible some of the team could research facts and figures to support their side, whilst other coordinate the main points of the argument. They should prepare for a five-minute argument. They could use the links below.</p> <p>http://www.Esportsbetting.co.uk/the-pros-and-cons-of-becoming-a-professional-Esports-gamer</p> <p>https://www.takethis.org/2017/05/pros-explain-how-Esports-careers-have-affected-their-mental-health/</p> <p>https://www.itonlinelearning.com/blog/Esports-the-downside-to-competitive-gaming/</p> <p>https://www.viewsonic.com/library/education/Esports-schools-good/</p>	<p>Activity Option 3: Esports & Mental Health</p> <p>How can an Esports player look after their health? Look at the points made during the debate and create a top 3 list to look after your health and mental wellbeing.</p>
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<p>A: students may suggest can be bad for your health, might be isolating, you have to play long hours</p> <ul style="list-style-type: none">• What do you think it takes to become a professional? <p>A: students may suggest time and efforts, natural ability etc.</p> <p>NB Data True as of Dec 2019 unless otherwise stated.</p>		
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KS3. Activity 2

Gaming: What are the potential risks?

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience.

These activities relate to the potential risks associated with gaming. It's important that students realise that gaming can be a positive hobby alongside other activities/hobbies but for some it can become harmful and it's important they recognise the signs and know where to get help.

Learning Objectives:

- To be able to identify and critique the benefits and risks associated with gaming
- To be able to suggest ways to minimise risk
- To be able to identify how and where to get help

Learning Outcomes:

- I am able to identify the benefits and risks associated with gaming
- I am able to suggest ways to minimise risks
- I am able to identify how and where to get help

Resources:

- Pen and paper
- Computer suite (optional)

RSE and PSHE Programme of Study Links: H3, H4, H5, H6, H7, H10, H13, H14, H15, R13, R17, L20

See: RSE and PSHE Programme of Study KS3 Document for further reference.

Cross Curricular Links:

PSHE, Citizenship, RSE, English, IT, Maths, Art and Design

Safeguarding: It is important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded that they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p>Activity Option 1: Risks and benefits Students to spend 2 minutes discussing the benefits of gaming. Record responses and share. Students to share opinions - they may come up with some or all of the following. e.g. improved problem solving and logic, hand eye coordination/ fine motor skills, multitasking, quick thinking/strategic thinking, good way to connect with friends, sociable, allows you to let of steam/relax, develops perseverance.</p> <p>Students to spend 2 minutes discussing the potential risks associated with gaming. Record responses and share. e.g. webcam concerns, unknown players, bullying, inappropriate language, content, BB (bad behaviour) stress, anxiety, sleep issues if they cannot regulate game play, eye strain from too much screen time, text neck or carpel tunnel, debt from microtransactions.</p>	<p>Activity Option 1: Make a safe game In groups create a game to teach younger students about the potential risks of gaming.</p> <p>Think about the key messages you will want to convey and how you will achieve this. You may wish to explore ways to ensure gaming remains safe.</p>	<p>Activity Option 1: Let's Play! Students ask their peers to test their game.</p>

<p>Activity Option 2: What's your opinion? Agree/Disagree</p> <p>Students to stand up and sit down for the following statements. Ask the students why they agree or disagree</p> <ul style="list-style-type: none"> • Some people are luckier than others • Gaming leads to gambling • In-game purchases should be restricted • Gaming companies should tell you the chances of getting certain items <p>Share your reasoning.</p>	<p>Activity Option 2:</p> <p>Using the letter GAMEPLAY</p> <p>Students create an acrostic poem</p>	<p>Activity Option 2: I proudly present</p> <p>Students to share poems</p>
<p>Activity Option 3: How much could you save?</p> <p>Work out the average amount of money spent on gaming in your class. (monthly)</p> <p>You could create a tally chart to record amounts, e.g. show of hands £0-£5, £5-10 etc.</p>	<p>Activity Option 3: What would you spend the money on?</p> <p>Using the average spend, work out the cost over a year and then five years.</p> <p>What else might you spend the money on?</p>	<p>Activity Option 3: Let's share</p> <p>Students to share their ideas for the money.</p>

KS3.Activity 3

The Blurred Lines

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience.

These activities relate to the blurred lines between gaming and gambling. It's important that students realise that gaming can be a positive hobby alongside other activities/hobbies but for some it can become harmful and it's important they recognise the signs and know where to get help.

Learning Objectives:

- To be able to analyse gambling style features within games
- To know where and how to get help

Learning Outcomes:

- I can analyse the gambling style features within games
- I can get help if I am worried about my own or someone else's relationship with gaming and or gambling

Resources:

- Pen and paper
- Computer suite (optional)

RSE and PSHE Programme of Study Links: H4,H5, H7, H10, H12, H32, R15, L1

See: RSE and PSHE Programme of Study KS3 Document for further reference.

Cross Curricular Links:

PSHE, Citizenship, RSE, English, Maths, Art, Music, Drama

Safeguarding: It is important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded that they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p>Activity Option 1: Risks and Benefits Microtransactions: First person to identify 20 words associated with microtransactions - WINS.</p>	<p>Activity Option 1: Loot boxes Your relative/family friend is worried about their child's gaming habits and 'obsession' with loot boxes. Your relative/family friend does not know what a loot box is. What top five tips would you give them to help them understand?</p>	<p>Activity Option 1: Care to share? Students share tips from main and agree on the best 3. These could be utilised in a classroom display or perhaps sent home in newsletter to support families.</p>
<p>Activity Option 2: Social Media In groups, discuss how social media may influence and encourage young people to game/gamble and pay for microtransactions. Do they see any targeted advertising?</p>	<p>Activity Option 2: I propose! You are a newly appointed politician. You have been asked to propose a new bill to legislate microtransactions in games designed for children. What 3 proposals would you make to the House of Parliament.</p>	<p>Activity Option 2: I proudly present Students to share their bills and take votes in class. These could be utilised in a classroom display.</p>

<p>Activity Option 3: 60 Second Scribble</p> <p>What words do you associate with gaming?</p> <p>What are the similarities and differences between gaming and gambling?</p>	<p>Activity Option 3: “Keep Gaming fun and Gamble free”</p> <p>Produce a piece of art for display based on the above title.</p>	<p>Activity Option 3: Presentation carousel</p> <p>Students to move around the room and leave feedback for others using post its.</p>
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Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff. Big Deal and Childline sign posting options.

KS3.Activity 4

Gambling and the potential risks

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience.

These activities relate to the potential risks associated with gambling. It's important that students realise that many adults gamble without experiencing harm, however some will experience significant harm, and it's important they understand what the risks are, what the signs are and that they know how and where to get help.

Learning Objectives:

- To understand how the gambling industry works
- To understand the potential risks of gambling and how this applies to you
- To understand why people might gamble
- To understand what is meant by gambling related harm

Learning Outcomes:

- I understand how the gambling industry works
- I understand the potential risks of gambling
- I understand why people might gamble
- I understand what is meant by gambling related harm

Resources:

- Pen and paper
- Computer suite (optional)
- KS3 Gambling Commission 2019 card sort

RSE and PSHE Programme of Study Links: H5, H6, H7, H9, H10, H12, H13, H14, H15, H16, H32, R15, R16, L1, L15, L18

See: RSE and PSHE Programme of Study KS3 Document for further reference.

Cross Curricular Links:

PSHE, Citizenship, RSE, English

Safeguarding: It is important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded that they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p>Activity Option 1: Different forms of gambling</p> <p>Ask students to work in groups for 5 minutes and write down the different types of gambling. They might think of bingo, sports betting, casino, private bet etc. Ask them to share their ideas.</p>	<p>Activity Option 1: Why might young people gamble?</p> <p>Students to list the reasons. Teacher to give students the reasons listed in the Gambling Commission report 2019 and ask students to order.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1) because it is fun 55% 2) to win money/ something to do both 31% 3) gives me a buzz 19% 4) I like to take risks 13% 5) I am likely to win money 12% 6) it is cool 11% 7) My parents/guardian do it 10% 8) I will win more than I lose) 7% 9) cheers me up/ peer pressure/ siblings do it (all 6%) 10) because of an occasion 4% 	<p>Activity Option 1: What was the surprise?</p> <p>Did anything surprise you about the motivations of young people who gamble.</p> <p>Do you have any suggestions of things they could do instead?</p>
<p>Activity Option 2: Spotting the Signs</p> <p>What does gambling-related harm look like?</p> <p>Make a list of the signs.</p>	<p>Activity Option 2: Create a handy tool</p> <p>Create a resource to help people spot the signs of gambling related harm.</p> <p>Ensure they sign post for support.</p>	<p>Activity Option 2: What would you do?</p> <p>Your friend always wants to play a coin game during lunch break. They seem preoccupied with the game and trying to win the other coins, even though they lose fairly often.</p> <p>What could you do? Share your responses.</p>

<p>Activity Option 3: Stand up if:</p> <ul style="list-style-type: none"> • You walk pass a betting shop on the way to school • If you've ever been given a lottery ticket • If you know a sign of gambling related harm • If you ate pizza for dinner/tea this week • If you've ever helped pick the numbers for the lottery • If you've ever taken a risk • If you know how gambling may impact someone's mental health • You've seen a gambling advert on TV • You follow gambling companies on social media 	<p>Activity Option 3: Peer Pressure Peer pressure is listed as a reason why some children and young people gamble.</p> <p>Create a poster to help young people stand up to peer pressure when it comes to gambling.</p>	<p>Activity Option 3: One message to your younger self What message would you give to your younger self if you were being pressurised in to gambling?</p>
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Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.

Big Deal and Childline sign posting options.