**KS4 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 KS4 online resources. The activities have been mapped to the KS4 PSHE programme of Study and the RSE Curriculum guidance.

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|  | **Activities** | **Resources** |
| **1** | **Why people gamble & gambling related harm**  **Focus:**   * To explore the potential reasons why people gamble * To explore the consequences of gambling related harm * To recognise the signs of gambling related harm   **PSHE Programme of Study links:** H2, H10, H22, H23, H25, R35, L17, L19, L24  **Cross curricular links:** PSHE, Citizenship, RSE, Science, Sociology, Psychology | * Tutor Time PowerPoint 1 * Pen and paper * Optional: computer suite |
| **2** | **Marketing & Advertising**  **Focus:**   * To understand how gambling advertising work * To identify and understand the processes used by different brands and companies * To evaluate the effectiveness of marketing on young people   **PSHE Programme of Study links:** H22, R35, R36, L24  **Cross curricular links:** Mathematics, PSHE, English, Business Studies | * Tutor Time PowerPoint 2 * Pen and paper * Optional: computer suite |
| **3** | **Probability and Luck: The House Edge**  **Focus:**   * To understand the meaning of ‘the House always wins’/ ‘The House Edge’ * To understand how probability and odds work * To discuss the biased nature of gambling   **PSHE Programme of Study links:** H22, H23, H25, L17  **Cross curricular links:** PSHE, Mathematics | * Tutor Time PowerPoint 3 * Pen and paper * Computer suite (optional) |
| **4** | **Recognising Harm and Seeking Help**  **Focus:**   * To understand what constitutes as gambling and gaming related harm * To recognise the signs that gambling or gaming has become harmful * To know how and where to get support for yourself or others   **PSHE Programme of Study links:** H2, H4, H5, H10, H12, H22, H23, H25, R35, L19  **Cross curricular links:** PSHE, Citizenship, RSE, Health and Social Care, Sociology, Psychology | * Tutor Time PowerPoint 4 * Pen and paper * Computer suite (optional) |

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 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 (next page). You can print this and provide it for young people.

**KS4 Tutor Time: Activity 1**

**Why people gamble and gambling related harm**

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. It’s important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm.

**These activities relate to the topics of why people gamble and gambling related harm from the YGAM In the Know Workbook.**

**Learning Objectives:**

* To explore the potential reasons why people may/ may not gamble
* To explore the consequences of gambling related harm
* To recognise the signs of gambling related harm

**Learning Outcomes:**

* I can identify several reasons why people may/may not gamble
* I can identify several consequences of gambling related harm
* I can recognise the signs of gambling related harm

**Resources:**

* Pens and paper
* Computer suite (optional)

**RSE and PSHE Programme of Study Links:**

H2, H10, H22, H23, H25, R35, L17, L19, L24

See: RSE and PSHE Programme of Study KS4 Document for further reference.

**Cross Curricular Links:**

PSHE, Citizenship, RSE, Science, Sociology, Psychology

**Safeguarding**: It’s 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 in turn trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

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| **Starter** | **Main** | **Plenary** |
| **Activity Option 1: A - Z**  Students write down a word associated with gambling for each letter of the alphabet e.g. A – addiction, B – Betfred etc. | **Activity Option 1: Circle Time**  Students draw three concentric circles, writing in each one the effects of gambling on themselves, their families, and the wider community.  **You may prompt with:**  **Individual**  Stress/anxiety/depression/job loss/ financial difficulties/ relationship difficulties  **Family**  Neglect/relationships breakdowns/ sometimes violence/ poverty  **Community**  Reduced resources available, increased reliance on welfare, poverty  **Source:** Tackling gambling related harm. A whole council approach. Public Health England Nov 2018. | **Activity Option 1: Exit Ticket**  Students write down what they believe are the main causes of gambling related harm. |
| **Activity Option 2: Sunshine On**  **Teacher to initiate. Students seated.**  If you identify with a statement you should stand up and move seat. If there’s not a seat, you become the person in the middle. Teacher can look for a seat too. (works best with chairs in a circle)  Possible statements could read:  If you’ve bought scratch card, seen a gambling advert this week wearing boots, have brown hair,  have blue eyes, you passed a bookies today, follow gambling ads on social media | **Activity Option 2: The Stages of Addiction – Let’s Map**  There are four stages:   * Winning phase * Losing phase * Desperation * Hopelessness   List the emotions of the person experiencing each stage.  Recovery stage - what might this look like?  (Illinois institute for addiction recovery) | **Activity Option 2: Let’s Discuss**  Students discuss the different things they can think of to tackle/prevent gambling related harm |
| **Activity Option 3: Stereotypes**  2-minute scribble:  Is there a stereotypical gambler?  Is there a stigma associated with problem gambling? | **Activity Option 3: Let’s Create**  In pairs or groups, students create a flyer to inform their peers of the potential harm relating to gambling. | **Activity Option 3: Hot Seat**  Student to sit in the hot seat and answer questions by their peers, based on the tutorial. |

**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. GamCare and Childline sign posting options.**

**KS4 Tutor Time: Activity 2**

**Marketing and Advertising**

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. It’s important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm.

**These activities relate to The Gambling Industry – marketing and advertising from the YGAM In the Know Workbook.**

**Learning Objectives:**

* To understand how gambling advertising works
* To identify and understand the processes used by different brands and companies
* To evaluate the impact of marketing and advertising on young people

**Learning Outcomes:**

* I understand what advertising is
* I can identify different advertising strategies
* I can discuss the impact of marketing and advertising

**Resources:**

* Pen and paper
* Optional: computer suite

**RSE and PSHE Programme of Study Links:** H22, R35, R36, L24

See: RSE and PSHE Programme of Study KS4 Document for further reference.

**Cross Curricular Links:**

Mathematics, PSHE, English, Business Studies

**Safeguarding**: It’s 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 they can talk to staff within the school. You can also share the sign posting options.

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| **Starter** | **Main** | **Plenary** |
| **Activity Option 1: Post-it**  Students write down one strategy used by advertising companies to engage people in the products.  Teacher to read out student responses. | **Activity Option 1: Let’s order!**  In pairs or groups, students write down as many marketing strategies they have seen from gambling/gaming companies as they can, ordering them from most to least effective. Students then present and explain their choices. | **Activity Option 1: Exit ticket**  Students write down what they believe the most ethical and least ethical marketing strategy is. |
| **Activity Option 2: Stand up if:**   * You’ve ever bought something because you see an advert about it * If adverts in free games annoy you * If you’ve seen gambling adverts on billboards * Your football teams carry a gambling shirt sponsor * You’ve seen a gambling advert this week * You follow gambling companies on social media * You've seen gambling adverts in the games you play online * If you receive gambling adverts via email * If you’ve seen a celebrity on a gambling advert. | **Activity Option 2: Let’s map it out**  In pairs or groups, students create a mind map of different marketing strategies. They should include where each strategy is used e.g. football kits, TV, online and the people it is most likely to influence. | **Activity Option 2: Tweet**  Students write a Tweet about a marketing strategy used by a popular brand and how it influences young people. |
| **Activity Option 3: Think, Pair, Share**  Students discuss what they think most effective marketing strategy is  for marketing gambling or gaming.  Teacher to take responses from class. | **Activity Option 3: Let’s create**  Students to write a letter to the school newspaper in order to make their peers aware of the different strategies used by gambling companies. They could include the signs of gambling related harm and where to get help. | **Activity Option 3: Hot seat**  Student to sit in the hot seat and answer questions by their peers, based on the tutorial. |

**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.**

**GamCare and Childline sign posting options.**

**KS4 Tutor Time: Activity 3**

**Probability and Luck: The House Edge**

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. It’s important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm.

**These activities relate to Probability and Luck – The House Edge from the YGAM In the Know Workbook.**

**Learning Objectives:**

* To understand the meaning of the terms ‘the House always wins’ and ‘The House Edge’.
* To understand how probability and odds work.

**Learning Outcomes:**

* I understand and I can explain the meaning of the terms ‘the House always wins’ and ‘The House Edge’.
* I understand the meaning of bias.

**Resources:**

* Pen and paper

**RSE and PSHE Programme of Study Links:** H22, H23, H25, L17

See: RSE and PSHE Programme of Study KS4 Document for further reference.

**Cross Curricular Links:**

PSHE, Mathematics

**Safeguarding**: It’s 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 they can talk to staff within the school. You can also share the sign posting options.

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| **Starter** | **Main** | **Plenary** |
| **Activity Option 1: Post-it**  Students write answers to the following question:  In gambling, what does ‘the House always wins’ mean? | **Activity Option 1: Let’s investigate**  Students take it in turns to flip a coin and the teacher keeps a tally of heads/tails.  Students then discuss the probability of it being heads or tails. This leads to discussion on likelihood of flipping three heads in a row etc. head, tails, heads, tails etc. | **Activity Option 1: Tweet**  Students write a Tweet about *odds* based on the tutorial. |
| **Activity Option 2: Think, Pair, Share**  Students work in pairs to create a definition for the term ‘bias’.  Teacher to take responses then ask how bias relates to gambling and to the term ‘the House always wins.’ | **Activity Option 2: Let’s map it**  Class discuss how the statements relate to probability/luck.   * Some people who gamble may say they have a lucky number(s) * They had three tails so the next must be a tails * There have been so many tails so the next must be a head * I have lost so much money already, so I ‘have’ to win on this next go. | **Activity Option 2: Just a minute**  Students talk about what they have learnt during the session. They must talk for a whole minute without pausing, otherwise someone else takes over.  Whoever is talking when the minute is up in the winner. This could be done as a whole class, in small groups or in pairs. |
| **Activity Option 3: Give me five**  Teacher draws hand on board and writes one answer in each digit.  As a class, students come up with five games/ activities that involve chance e.g. coin toss, lottery, scratch cards etc. | **Activity Option 3: What are the odds?**  Students should look at the events and odds and try to match these. The activity is located within the slides with the answer on the following slide. | **Activity Option 3: Exit ticket**  Students write down one thing that they’d like to find the probability for e.g. how likely is it that I will play for Man United? They should try to find the answer before the next tutorial. |

**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.**

**KS4 Tutor Time: Activity 4**

**Recognising Harm and Seeking Help**

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. It’s important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm.

**These activities relate to Gambling and Gaming – Recognising Harm and Seeking Help**

**Learning Objectives:**

* To understand what constitutes as gambling and gaming related harm
* To recognise the signs that gambling or gaming has become harmful
* To know how and where to get support for yourself or others

**Learning Outcomes:**

* I can define a problem gambling/gaming related harm
* I can identify a range of signs that gambling or gaming has become harmful
* I can identify a range of services to support with gambling or gaming related harm

**Resources:**

* Pen and paper
* Computer suite (optional)

**RSE and PSHE Programme of Study Links:** H2, H4, H5, H10, H12, H22, H23, H25, R35, L19

See: RSE and PSHE Programme of Study KS4 Document for further reference.

**Cross Curricular Links:**

PSHE, Citizenship, RSE, Health and Social Care, Sociology, Psychology

**Safeguarding**: It’s 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 they can talk to staff within the school. You can also share the sign posting options.

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| **Starter** | **Main** | **Plenary** |
| **Activity Option 1: Post-it**  Students write down a definition of gambling or gaming related harm.  How does it differ to someone who games/gambles recreationally? | **Activity Option 1: Let’s inform**  In pairs or groups, create a resource to inform people of the signs to look for if they are worried about their own or someone else’s relationship with gaming or gambling. They could choose to cover both gaming and gambling or just one.  Be sure to include where to get help. | **Activity Option 1: Exit ticket**  Students write down one service they can recall that supports those experiencing gambling or gaming related harm. |
| **Activity Option 2: 60 second scribble**  What are the signs of gaming/gambling related harm?  How can you tell? | **Activity Option 2: Let’s map it out**  In pairs, students create a timeline/flow chart/ comic strip of how a person started out gaming and how it progressed into a harmful activity for them. | **Activity Option 2: #Hashtag**  Students create a hashtag that could be used to inform people of the signs of harmful gambling/gaming or the services that can be used to support gamblers/gamers. |
| **Activity Option 3: Think, Pair, Share**  What’s the difference between recreational and harmful gambling/gaming?  List your thoughts. | **Activity Option 3: Let’s create**  Students create mini health check cards that show the potential signs of problem gaming and gambling, as well as the services available to support gamblers/gamers such as Big Deal. | **Activity Option 3: 1 more thing…**  Students write down one more thing they’d like to know. The class can then work together to find the answers or it can be a homework task. |

**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.**