

## POST-16. SCHEME OF WORK (SOW)

This POST-16 SOW has been mapped to the Northern Ireland Level 3 Certificate of Personal Effectiveness, offering young people the opportunity to complete challenges and evidence the six areas of skill development. GCE A level links have been highlighted too.

This is an example Scheme of work. You could create your own using the YGAM workbook and online resources provided; supplementing them with your own ideas and resources to align with your curriculum. This SOW covers topics such as loot boxes, Esports careers, gambling/gaming and mental health, as well as safeguarding and responsibility. We have created a map to show you how each lesson meets the Personal Effectiveness criteria, which can be found below. The PowerPoint presentations to accompany each lesson can be found on our resource page.

This SOW aligns with Children and Young People's Emotional Health and Wellbeing in Education Framework. It provides opportunities for young people to explore gaming and gambling related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. In recognising signs and symptoms of harmful gaming and gambling behaviour, young people will increase their resilience, and be better equipped to identify when support and early intervention may be needed, both for themselves and their peers.

**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some young people 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 option

	Activities	Resources
1	<p><b>Gaming and Gambling: Bias and Ethics</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>To explore gaming and gambling advertising and how this might influence young people</li> <li>To understand what is meant by the terms ‘the house always wins’ and ‘house edge’</li> <li>To raise awareness of the impact of gaming and gambling advertising</li> </ul>	<ul style="list-style-type: none"> <li>YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L1)</li> <li>YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L1)</li> <li>Filming equipment/phone/craft materials</li> <li>Pen and paper</li> <li>Computer suite / internet access</li> </ul>
2	<p><b>Gaming and Gambling: Safeguarding</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>To understand the current regulations and proposed recommendations in relation to gaming and gambling</li> <li>To explore safeguarding in relation to advertising, gambling and gaming</li> <li>To research, evaluate and suggest further regulations to support safer gaming and gambling</li> </ul>	<ul style="list-style-type: none"> <li>YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L2)</li> <li>YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L2)</li> <li>POST-16 LP2 Resource 1</li> <li>POST-16 LP2 Resource 2</li> <li>Computer suite/internet access</li> <li>Pen and paper</li> </ul>
3	<p><b>Finances, Debt and Support</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>To understand the risks of debt and how to manage personal finances</li> <li>To explore the term safeguarding and understand the measures needs to safeguard at risk people/groups</li> </ul>	<ul style="list-style-type: none"> <li>YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L3)</li> <li>YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L3)</li> <li>POST-16 LP3 Resource 1</li> <li>POST-16 LP3 Resource 2</li> <li>Pen and paper</li> </ul>

<p><b>4</b></p>	<p><b>Gaming, Gambling and Mental Health</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To explore the difference between healthy and harmful gaming/gambling</li> <li>• To understand how to identify gaming and gambling related harm</li> <li>• To explore strategies for maintaining physical and mental well being</li> </ul>	<ul style="list-style-type: none"> <li>• YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L4)</li> <li>• YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L4)</li> <li>• POST-16 LP4 Resource 1</li> <li>• Filming equipment (optional)</li> <li>• Pen and paper</li> <li>• Computer Suite / Internet access (optional)</li> </ul>
<p><b>5</b></p>	<p><b>Esports and Professional Gaming</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To explore the career opportunities within the gaming industry</li> <li>• To evaluate the impact of gaming on mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L5)</li> <li>• YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L5)</li> <li>• POST-16 LP5 Resource 1</li> <li>• Pen and paper</li> <li>• Internet access (optional)</li> </ul>
<p><b>6</b></p>	<p><b>Let's Open Up on Loot Boxes</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To understand the nature of microtransactions, including loot boxes, within games.</li> <li>• To research and evaluate current/proposed legislation in regards loot boxes</li> </ul>	<ul style="list-style-type: none"> <li>• YGAM_NI_Post16_SOW_and Lesson_Plans (POST-16/L6)</li> <li>• YGAM_NI_Post16_Lesson_PowerPoint (POST-16/L6)</li> <li>• Pen and paper</li> <li>• Internet access</li> </ul>

## POST-16 Curriculum Links: Level 3 Certificate of Personal Effectiveness

LEVEL 3 CERTIFICATE OF PERSONAL EFFECTIVENESS	POST-16					
	L1	L2	L3	L4	L5	L6
<b>Introduction to Working with Others</b>						
WO 3.1 Plan work with others						
WO 3.2 Seek to develop co-operation and check progress towards your agreed objectives						
WO 3.3 Review work with others and agree ways of improving collaborative work in the future						
<b>Introduction to Improving own Learning and Performance</b>						
LP 3.1 Set targets using information from appropriate people and plan how these will be met						
LP 3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance						
LP 3.3 Review progress and establish evidence of your achievements						
<b>Introduction to Problem Solving</b>						
PS 3.1 Explore a problem and identify different ways of tackling it						
PS 3.2 Plan and implement at least one way of solving the problem						
PS 3.3 Check if the problem has been solved and review your approach to problem solving						
<b>Planning and Carrying Out a Piece of Research</b>						
R 3.1 Undertake research into an area that is of special interest						
R 3.2 Carry out the research independently						
R 3.3 Present the findings of the research appropriately and evaluate						
<b>Communication Through Discussion</b>						
D 3.1 Make clear and relevant contributions in a way that suits the purpose and situation						
D 3.2 Listen and respond sensitively to others, and develop points and ideas						
D 3.3 Create opportunities for others to contribute						
<b>Planning and Giving an Oral Presentation</b>						
OP 3.1 Prepare the presentation to suit the purpose						
OP 3.2 Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience						
OP 3.3 Use a variety of methods to engage the audience						

## POST-16 L1: Gaming and Gambling: Bias and Ethics

### Learning Objectives:

- To explore gaming and gambling advertising and how this might influence young people
- To understand what is meant by the terms 'the house always wins' and 'house edge'
- To raise awareness of the impact of gaming and gambling advertising

### Learning Outcomes:

- You can explore different marketing and advertising strategies
- You can explain and define the terms 'the house always wins' and 'house edge'
- You can raise awareness of the impact of gaming and gambling advertising

### Resources:

- POST-16 L1 'Gaming and Gambling: Bias and Ethics' PowerPoint
- Pen and paper
- Filming equipment/phones/craft materials
- Computer suite/internet access

### L3 Certificate of Personal Effectiveness

**Skill Area:** WO, LP, PS, R, D, OP

**Challenge:** Module 1 – Active Citizenship / Challenge A: Community Action. Module 6 – Research and Presentation Skills / Challenge B: Presentation Skills

**GCE A Level Links:** Business Studies, Journalism in the Media and Communications Industry

**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the POST-16 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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. If you wish to include these lessons and resources as part of a Level 3 challenge in the Certificate of Personal Effectiveness, then we suggest you deliver the lessons as suggested with the opportunity for further study. This will provide opportunity to introduce the topic and set the parameters with students equipped to complete further research and activities thus fulfilling the requirements of each challenge. We have identified which lessons fit best with particular challenges.

Starter	Main	Plenary
<p><b>Post-it:</b> How are games/gambling activities marketed and advertised?</p> <p>Follow with discussion to generate ethical debate:</p> <ul style="list-style-type: none"> <li>• How does sports contribute?</li> <li>• How do influencers and celebrity endorsements contribute?</li> <li>• How does social media contribute?</li> <li>• Do these advertisements ever show failure/losses?</li> <li>• Is gambling advertised in games? How are young people safeguarded?</li> <li>• Think of the games you play/have played are they set up with a fair chance of winning?</li> </ul> <p>Define the term ‘House Edge.’ What do people mean when they say the house always wins’? Does this apply to all forms of gambling?</p> <p><b>Definition:</b> This is the mathematical advantage that the gambling product and therefore, the gambling firm/venue has over the player. This advantage results in an assured percentage return over time. (www.casino.org)</p>	<p><b>Let’s Debate:</b> Children have reported seeing gambling adverts in the mobile games they play. Is this ethical? Debate.</p> <p><b>Raising Awareness:</b> Split the class into 3 groups and assign each group a focus:</p> <ol style="list-style-type: none"> <li>a) Games</li> <li>b) Social media and influencers</li> <li>c) Sports</li> </ol> <p>Each group to a resource to raise awareness of the impact of gaming and gambling advertising.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• What is the message of the advertising?</li> <li>• Who is the target?</li> <li>• Are young people safeguarded?</li> <li>• How can young people make informed choices moving forward?</li> </ul> <p>The resource could be a presentation, video, newsletter/article, poster, leaflet etc.</p>	<p><b>Present:</b> Each group to present their work to the class to provide an opportunity for questions and feedback.</p> <p><b>Pledge:</b> Each group will pledge to share their work with one key audience e.g. in assemblies, around school, in the community, with parents, on social media, school newspaper etc.</p> <p><b>Optional – Reflection</b> Students to reflect upon their learning, performance, and any feedback provided. NB: This could take place after they have completed their pledge.</p> <p><b>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.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>

## POST-16 L2: Gaming and Gambling: Safeguarding

### Learning Objectives:

- To understand the current regulations and proposed recommendations in relation to gaming and gambling
- To explore safeguarding in relation to advertising, gambling and gaming
- To research, evaluate and suggest further regulations to support safer gaming and gambling

### Learning Outcomes:

- You can describe current regulations and proposed recommendations in relation to gaming and gambling
- You can explore each industry's role and responsibilities
- You can evaluate current regulations and suggest improvements
- You can present information and justify findings to your peers

### Resources:

- POST-16 L2 'Gaming and Gambling: Safeguarding' PowerPoint
- POST-16 L2: Resource 1
- POST-16 L2: Resource 2
- Pen and paper
- Computer suite/internet access

### L3 Certificate of Personal Effectiveness

**Skill Area:** WO, LP, PS, R, D, OP

**Challenge:** Module 1 – Active Citizenship / Challenge A: Community Action. Module 6 – Research and Presentation Skills / Challenge B: Presentation Skills

**GCE A Level Links:** Economics

**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the POST-16 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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. If you wish to include these lessons and resources as part of a Level 3 challenge in the Certificate of Personal Effectiveness, then we suggest you deliver the lessons as suggested with the opportunity for further study. This will provide opportunity to introduce the topic and set the parameters with students equipped to complete further research and activities thus fulfilling the requirements of each challenge. We have identified which lessons fit best with particular challenges.

Starter	Main	Plenary
<p><b>Card sort:</b> Students sort the statements into two groups: current regulations vs. proposed regulations. (resource 1)</p> <p>Follow with discussion:</p> <ul style="list-style-type: none"> <li>• Are any of the answers surprising?</li> <li>• Is enough being done?</li> <li>• Who is responsible for putting regulations in place and monitoring them?</li> <li>• Who is responsible for safeguarding consumers, children and young people?</li> </ul>	<p><b>Let's investigate:</b> Split the class into teams and assign each team an industry: <b>Advertising/Gaming/Gambling</b></p> <p>Each team to research, plan and create a presentation on the following:</p> <ul style="list-style-type: none"> <li>• What they currently do to support safer gaming/gambling</li> <li>• What issues are still present within the industry?</li> <li>• What they plan to do to improve upon current regulations and how this would impact consumers, young people and the industry.</li> </ul> <p>Resource 2 can be used as a starting point to help aid research and ideas.</p> <p><b>Let's Present:</b> Each team to present their findings and pledges to the wider group. The more creative the better.</p>	<p><b>We proudly present:</b> Each team will take it in turns to score the presentations out of 5 and provide feedback.</p> <p>They must highlight at least:</p> <ul style="list-style-type: none"> <li>• 1 interesting point the team made</li> <li>• 1 further suggestion to improve upon current regulations for that industry</li> <li>• 1 feature that is shared with their own findings</li> </ul> <p><b>Optional – Reflection</b> Students to reflect upon their learning, performance, and any feedback provided.</p> <p><b>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.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>



## POST-16 L2: RESOURCE 1

<p style="text-align: center;"><b>Current Regulations</b></p>	<p style="text-align: center;"><b>Proposed Regulations</b></p>
<p>Games carry a PEGI rating according to which age the game is deemed suitable for. Games with in-game purchases carry a warning label.</p>	<p>Games tested with harm indicators to establish the potential addictiveness and the appeal to young people.</p>
<p>Maximum stake for fixed odds betting terminals limited to £100.</p>	<p>Maximum stake for fixed odds betting terminals limited to £2.</p>
<p>Games provide the ‘odds’ of obtaining items such as rare players and weaponry.</p>	<p>Provide information on the ‘odds’ or amount of the stake retained by the ‘house’</p>

<p>Gambling operators work independently to financial operators but adhere to self-exclusion regulations.</p>	<p>Work with financial operators such as banks to complete affordability checks on consumers before allowing them to gamble.</p>
<p>In game purchases that have characteristics of gambling, but which use virtual money, are not classed as gambling.</p>	<p>Class any in game purchases that have characteristics of gambling as a form of gambling.</p>
<p>Gambling operators do not advertise on children's sports kits.</p>	<p>Gambling operators remove advertising from all sports kits, as well as all sports grounds and programmes.</p>

## POST-16 L2: RESOURCE 2

<p><b>ADVERTISING:</b></p> <p><b>Current efforts:</b></p> <ul style="list-style-type: none"> <li>Remove advertising from children’s kits</li> <li>Whistle to whistle ban on advertising during live events</li> </ul> <p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>Advertising on kits and in stadiums</li> <li>Advertising on programmes e.g., Match of the Day</li> <li>Advertising on none-live events e.g., when streamed</li> </ul> <p><b>Recommendations (House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry):</b></p> <ul style="list-style-type: none"> <li>Remove all advertising from kit and stadium</li> <li>Remove all advertising from programmes</li> </ul>	<p><b>GAMBLING:</b></p> <p><b>Current efforts:</b></p> <ul style="list-style-type: none"> <li>Age restrictions of 16/18 on many gambling products</li> <li>Age restrictions and age checks at gambling venues e.g., casinos and races.</li> <li>Self-exclusion schemes</li> </ul> <p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>Online betting much faster rate of play than offline</li> <li>Inconsistencies of affordability checks</li> <li>Machines often show amount returned to player, but this is not always clear or very well understood.</li> </ul> <p><b>Recommendations/future actions:</b></p> <ul style="list-style-type: none"> <li>Affordability checks</li> <li>Introduce maximum stake betting limits online</li> <li>Equalise speed of play for online and offline gambling</li> <li>Display ‘odds’ or ‘house’ stake retention on machines prominently and clearer.</li> <li>Regulation of VIP schemes to ensure they do not entice at risk gamblers</li> <li>Bank and UK Finance should create and industry wide protocol on blocking gambling payments with a 48 hour cooling off period.</li> </ul>	<p><b>GAMING:</b></p> <p><b>Current efforts:</b></p> <ul style="list-style-type: none"> <li>PEGI ratings</li> <li>Warning labels representing in-game purchases</li> </ul> <p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>If virtual money is used it is simulated gambling and so carries no age restrictions</li> <li>No test for addictiveness and appeal for children</li> <li>Loot boxes causing or benefitting from gambling related harm (Dr Zendell/Dr Cairns)</li> </ul> <p><b>Recommendations/future actions:</b></p> <ul style="list-style-type: none"> <li>The Government must act immediately to bring loot boxes within the remit of gambling legislation and regulation</li> <li>Harm indicator test to establish level of addictiveness and appeal for children</li> </ul>
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## POST-16 L3: Finances, Debt and Support

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the potential impact of debt and how to manage personal finances</li> <li>• To explore the term safeguarding and understand the need to safeguard at risk people/ groups</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• You can describe the risks and the impacts of debt</li> <li>• You can identify ways to manage personal finances</li> <li>• You can explore safeguarding in relation to gambling and at-risk people</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• POST-16 L3 'Finances, Debt and Support' PowerPoint</li> <li>• POST-16 L3: Resource 1</li> <li>• POST-16 L3: Resource 2</li> <li>• Pen and paper</li> </ul>	<p><b>L3 Certificate of Personal Effectiveness</b>  <b>Skill Area:</b> PS, D</p> <p><b>GCE A Level Links:</b> Health and Social Care</p>

**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the POST-16 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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. If you wish to include these lessons and resources as part of a Level 3 challenge in the Certificate of Personal Effectiveness, then we suggest you deliver the lessons as suggested with the opportunity for further study. This will provide opportunity to introduce the topic and set the parameters with students equipped to complete further research and activities thus fulfilling the requirements of each challenge. We have identified which lessons fit best with particular challenges.

Starter	Main	Plenary
<p><b>Mind-map:</b> Students create a mind map of the risks/impacts of debt.</p> <p>Encourage students to think about the impacts on the individual and the wider community, both in the present and the future.</p> <p>Follow with discussion:</p> <ul style="list-style-type: none"> <li>• How might young people spend their money?</li> <li>• Do they ever mismanage their money?</li> <li>• What would this look like? What might they do?</li> <li>• How might young people find themselves in debt?</li> <li>• What impact could debt have on a young person, now and in the future? Think about the impact on finances, social, health and wellbeing.</li> </ul>	<p><b>Group chat:</b></p> <ul style="list-style-type: none"> <li>• What can individuals do to manage their finances?</li> <li>• Who else is responsible for supporting financial management e.g. banks, financial advisors, education, apps, suppliers etc.?</li> <li>• In relation to gambling: What duty of care do the providers have to the individual?</li> </ul> <p><b>Financial planning:</b> Split the class into groups. Provide students with the scenario cards. Students read each scenario and create a financial plan that includes both individual and industry-based interventions. Considering, who, what and how. (Resource 1)</p> <p>Encourage the groups to think about key industry interventions such as using apps such as Gamban (which self-excludes from gambling websites) and ensuring banks and operators work closely to safeguard people at risk. (Resource 2)</p>	<p><b>We proudly present:</b> Each group presents their plans to the class and take questions and feedback from the audience.</p> <p><b>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.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>

## POST-16 L3: RESOURCE 1 (Scenario Cards)

### Scenario 1: Madiyah

Madiyah has just started a part-time job at her Auntie’s salon on weekends. She has started spending some of her wage on online gambling apps such as online poker. She made money at first, but now is struggling to regain what she has lost in the last few weeks. She wants to block herself from going on the app somehow but often spends her money on gambling and feels like she is chasing losses all the time.

### Scenario 2: Jamal

Jamal has opened a bank account and wants to start making money to put into it. He has a part time job but also makes money on the side by playing games with his sixth form friends such as ‘penny up’. Every day he is betting against different groups of friends and every evening he is dreaming up more schemes for making money. He’s started using online gambling sites too – he goes online every night and has stopped seeing his family and friends outside of college.







### Scenario 3: Aleksandra

Aleksandra has always watched family members gamble and lose large amounts of money. At the moment they can’t afford to buy food and are at risk of eviction. Aleksandra wonders if she should try to win some money by gambling. She feels hopeless and depressed and cannot see a way out of this.

### Scenario 4: Georgie

Georgie is a huge football fan and goes to the game every weekend with their dad. Georgie has an old shirt which doesn’t have the betting logo on but sees the logo at all the games on shirts and in the stands. Georgie’s dad bets on the games every week and they join in now they have a part time wage. Georgie has started betting on other sports too and use most of their wage on online bets. Georgie wants to save for a car but is struggling to save enough each month to do both things so is looking at the possibility of getting a loan.

## POST-16 L3: RESOURCE 2 (Support/Signposting Services)

Service	Role
 <b>GamCare</b> NATIONAL GAMBLING HELPLINE 0808 8020 133	<p>Service for anyone in UK age 16+. Offering 1-2-1 face to face support as well as telephone support via the free number available 24hrs a day, 7 days a week. Additionally, an online chat function is available as well as group chats and forums.</p> <p>Young People Support service: <a href="mailto:YoungPeopleService@gamcare.org.uk">YoungPeopleService@gamcare.org.uk</a> T: 02030926964</p>
 <b>Gamban</b>	<p><a href="https://gamban.com/">https://gamban.com/</a> Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>BigDeal.org.uk Provides support for 11-19 year olds. Offers a 1-2-1 confidential chat room throughout Great Britain.</p>
 <b>childline</b> ONLINE, ON THE PHONE, ANYTIME childline.org.uk   0800 1111	<p>Childline works with children and young people until their 19<sup>th</sup> birthday. They offer a FREE telephone service plus online support and message boards available 24hrs a day as well as practical online materials and activities.</p>
 <b>shout</b> for support in a crisis	<p>Text service: 85258. Free service to anyone in crisis. <a href="https://giveusashout.org/">https://giveusashout.org/</a></p>
	<p>Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else's problem. National Gaming Clinic and Gambling Clinics: <a href="mailto:ncba.cnwl@nhs.net">ncba.cnwl@nhs.net</a> 02073817722</p>

## POST-16 L4: Gaming, Gambling and Mental Health

### Learning Objectives:

- To explore the difference between healthy and harmful gaming/gambling
- To understand how to identify gaming and gambling related harm
- To explore strategies for maintaining physical and mental well being

### Learning Outcomes:

- You can differentiate between healthy and harmful gaming/gambling
- You can empathise with someone experiencing gaming/gambling related harm
- You can identify a range of strategies for maintaining positive mental health and wellbeing

### Resources:

- POST-16 L4 'Gaming, Gambling and Mental Health' PowerPoint
- POST-16 L4: Resource 1
- Pens and paper
- Filming equipment/phones (optional)
- Computer Suite / Internet access

### L3 Certificate of Personal Effectiveness

**Skill Area:** WO, LP, PS, R, D, OP

**Challenge:** Module 1 – Active Citizenship / Challenge A: Community Action. Module 6 – Research and Presentation Skills / Challenge B: Presentation Skills

**GCE A Level Links:** Health and Social Care

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Starter	Main	Plenary
<p><b>Stand up if:</b> Read the following statements and ask the young people to stand up if they have ever...</p> <ul style="list-style-type: none"> <li>• Played pitch and toss/penny up/coin game at school</li> <li>• Bet amongst friends</li> <li>• Bought and won on a scratch card</li> <li>• Lied to people about money spent on gaming/gambling</li> <li>• Played on the penny slot machines</li> <li>• Picked a horse for someone when betting on the horse racing</li> <li>• Played bingo</li> <li>• Played the national lottery</li> <li>• Picked an outcome for someone betting on Esports</li> <li>• Played a free online free game that has a roulette wheel</li> <li>• Borrowed money for a game/gambling activity</li> </ul> <p>Ensure that students feel it is a safe environment to do this activity. It could be that groups close their eyes and raise their hands or write down and post their activities anonymously.</p>	<p><b>Healthy vs harmful:</b> Students to choose either Gaming or Gambling to focus on. Ask students to create a mind-map to explore healthy vs harmful gaming/gambling behaviours and the impact they might have.</p> <p>Feedback to the rest of the group and discuss how to spot the signs of gaming and gambling related harm.</p> <p><b>In their shoes:</b> Students work in pairs/small groups. Students are given a choice of scenarios and must create a short radio/video/written interview, playing the role stated on the cards (Resource 1).</p> <p>Each group is to consider:</p> <ul style="list-style-type: none"> <li>• the behaviours of someone experiencing gaming/gambling related harm</li> <li>• the wider impact on their mental health</li> <li>• the impact on lives of those around them</li> <li>• strategies for maintaining/rebuilding positive mental health and wellbeing</li> </ul> <p>Students share their work.</p>	<p><b>Post it:</b> Students post strategies for maintaining positive mental health and wellbeing.</p> <p><b>Optional – Awareness Campaign</b> Research, plan and deliver a Gaming or Gambling Awareness Campaign. Students to decide on their target audience and how to deliver their campaign. Topics to include could be:</p> <ul style="list-style-type: none"> <li>• What is Gaming/Gambling?</li> <li>• Healthy vs Harmful Gaming/Gambling Behaviour</li> <li>• The potential impact of harm</li> <li>• Spotting the signs of harm</li> <li>• Signposting/support options</li> <li>• Safer Gaming/Gambling</li> <li>• Strategies for maintaining/building positive mental health and wellbeing</li> </ul> <p>Student could use what they have discussed during the lesson as a starting point and could also include the radio/video/written interview as part of the campaign.</p> <p>Evaluate and reflect upon completion.</p> <p><b>GamCare and Childline sign posting options.</b></p>

## POST-16 L4: RESOURCE 1

<p><b>Scenario 1:</b>  <b>Interviewee: Rosa (Liam’s parent/guardian)</b>          Liam is gaming excessively. He doesn’t come down to eat anymore and is losing weight from poor diet and limited exercise. He gets angry when his gaming is brought up and relationships have broken down completely. He’s struggling with his college subjects and is at risk of failing his exams.</p>	<p><b>Scenario 2:</b>  <b>Interviewee: Kareem</b>          Kareem wants to be an Esports professional. He plans to go to the local university which offers an Esports degree. He is finding it hard to balance time as loves socialising with friends but wants to get ahead in his career. He has seen his friends get completely absorbed in Esports and he wants to make sure he still has a good work life balance.</p>
<p><b>Scenario 3:</b>  <b>Interviewee: Bart</b>          Bart has watched his brother struggle with a gambling addiction for the last two years. His brother went to university and began gambling with his student loan. Bart has watched his brother go from enjoying gambling with his university friends, to isolating himself in his dorm and lie about what he is spending his time and money on. He is worried that his brother is suffering from severe depression because of gambling.</p>	<p><b>Scenario 4:</b>  <b>Interviewee: Taylor</b>          Taylor used to gamble as part of their social circle. They would spend money on college games such as cards and penny up, but this slowly progressed into gambling alone on different apps. Taylor ended up hundreds of pounds in debt and suffered from anxiety and depression. Taylor finally opened up to a family member and began the road to recovery.</p>
<p><b>Scenario 5:</b>  <b>Interviewee: Marcus</b>          Marcus always sees his friends buying scratch cards and lottery tickets now they have turned 18 – it seems to be part of their culture. They’ve now also started playing cards for money during free periods. Marcus feels isolated because in his culture it is frowned upon to take part in gambling activities like scratch cards. He’s torn between fitting in and taking part in social activities and letting his own family and community down. He doesn’t feel that his friends understand his culture and he is afraid they will kick him out of the group if he tells them.</p>	<p><b>Scenario 6:</b>  <b>Interviewee: James</b>          James has always had older friends because he has a brother and cousins that are older than him. They are always going to the horse races and putting bets on at races and football matches. Now he has a part time job, James has been asking them to put bets on for him. He loves the thrill of watching the events and hoping for a big win. Sometimes he needs to borrow money and work overtime to pay his friends back.</p>

## POST-16 L5: Esports and Professional Gaming

### Learning Objectives:

- To explore the career opportunities within the gaming industry
- To evaluate the impact of professional gaming on mental and physical wellbeing

### Learning Outcomes:

- You can identify a range of careers opportunities in gaming and e-sports
- You can explain the benefits and risks of pursuing a career in professional gaming
- You can identify a range of strategies to maintain and promote physical and mental wellbeing

### Resources:

- POST-16 L5 'Esports and Professional Gaming' PowerPoint
- POST-16 L5: Resource 1
- Pen and paper
- Internet access (optional)

### L3 Certificate of Personal Effectiveness

**Skill Area:** WO, LP, PS, R, D, OP

**Challenge:** Module 3 – Career Planning Challenge A: Careers Options

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Starter	Main	Plenary
<p><b>What jobs are out there?</b> In groups, students list as many job opportunities within the gaming sector they can think of. Examples include programmers, artists, voice actors, commentators, e-sports athlete etc.</p> <p>Discuss with students: Esports are one of the fastest growing sectors in the UK, meaning opportunities are growing rapidly (provide resource 1 – info sheet).</p>	<p><b>Let's advertise:</b> <b>Option 1:</b> Choose a job from the starter task and create a job advertisement with the relevant requirements.</p> <p>Swap your advert with a partner and discuss/feedback.</p> <p><b>Option 2:</b> Find a gaming related job currently being advertised online. Use the job description and personal specification to write a personal statement.</p> <p>Research and create a career plan of what you need to do to meet the requirements of the role.</p> <p>(Use Resource 1 to search specific websites)</p> <p><b>Benefits and risks:</b> As a group, discuss the benefits and risks that come with applying for gaming jobs. Or from working within the gaming industry. How can young people mitigate these risks?</p> <p>Consider: time spent gaming in order to develop skill, work life balance, skills needed and acquired for gaming career, technology, access to technology.</p>	<p><b>Professional Gamer:</b> <b>'Professional gaming is a good career choice'</b> Research and prepare a five-minute argument for <i>agree</i> or <i>disagree</i>.</p> <p>Discuss: What can professional gamers do to look after their physical and mental health?</p> <p><b>Final thoughts:</b> What are students' thoughts on the session? How do they feel about careers within the field of gaming? Has anything surprised them? What are the pros and cons?</p> <p><b>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.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>

## POST-16 L5: RESOURCE 1

### Esports - key info:

Esports are one of the fastest growing sectors in the UK with the number of full time job vacancies growing 118% from 3,821 in 2018 to 8,330 in 2019 (<https://esports-news.co.uk/2020/02/05/number-of-esports-jobs-rises-hitmarker/>). That means that opportunities for young people are growing rapidly and their aspiration of working with video games may not be so far away.

#### Websites for researching job info:

- [www.hitmarker.net](http://www.hitmarker.net)
- [www.glassdoor.co.uk](http://www.glassdoor.co.uk)
- [www.Britishesports.org/careers/](http://www.Britishesports.org/careers/)
- [www.rektjobs.com](http://www.rektjobs.com)
- <https://nationalcareers.service.gov.uk/explore-careers>



## POST-16 L6: Let's open up on Loot Boxes!

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the nature of microtransactions, including loot boxes, within games.</li> <li>• To research and evaluate current/proposed legislation in regards loot boxes</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• You can describe microtransactions and loot boxes</li> <li>• You can evaluate the current legislation</li> <li>• You can evaluate the proposed legislation</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• POST-16 L6 'Let's Open Up On Loot Boxes' PowerPoint</li> <li>• Pen and paper</li> <li>• Internet access</li> </ul>	<p><b>L3 Certificate of Personal Effectiveness</b></p> <p><b>Skill Area:</b> WO, PS, R, D, OP</p>

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Starter	Main	Plenary
<p><b>Discuss: What are microtransactions/loot boxes?</b> Students to explore/discuss what they know about microtransactions, including loot boxes.</p> <p><b>Carousel:</b> Create mind maps for the following statements.</p> <ul style="list-style-type: none"> <li>• Games featuring microtransactions</li> <li>• Gambling style features within games</li> <li>• Types of in-game items and how to purchase them</li> <li>• Why do people buy in-game items/loot boxes?</li> </ul> <p>Students to move around the room and add to each mind map as part of a carousel.</p> <p>Review the mind maps as a group.</p> <p><b>Question:</b> If games have gambling style features are they considered to be a form of gambling?</p>	<p>In groups research current and proposed legislation on microtransactions, paying particular attention to loot boxes.</p> <p><b>Let's Debate:</b></p> <p><b>Option 1:</b> Microtransactions in games should be banned.</p> <p><b>Option 2:</b> Loot boxes are a form of gambling and should be regulated as so.</p> <p>Groups to prepare an argument <i>for</i> or <i>against</i> the above statements. You could split the class so half debates Option 1 and half debates Option 2.</p>	<p><b>Post-it:</b> Students to suggest one regulation that should be considered in regards to microtransactions and loot boxes within games.</p> <p>Student to share their ideas with the class and vote on the top three proposals.</p> <p><b>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.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>

