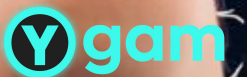




Safeguarding Our Digital Generation



Housekeeping



Welcome to this Secondary School Session



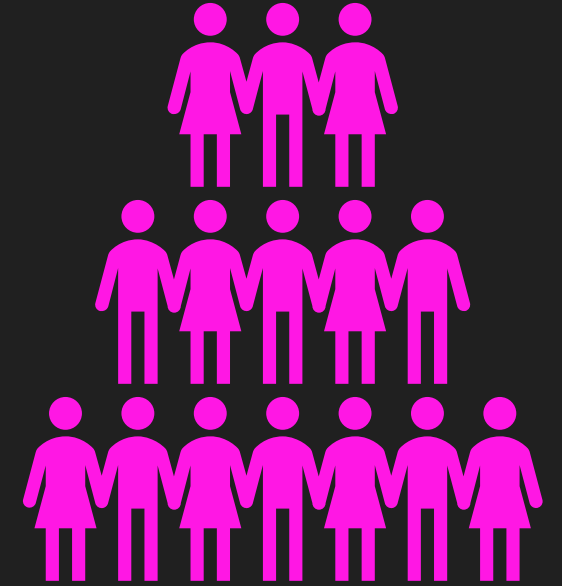
Welcome

Aspiration 1 : Young People's Awareness

Aspiration 2 : The Youth Professional Workforce

Aspiration 3 : Parents and Families

Aspiration 4 : Age Appropriate Treatment



Quiz Time!



Quiz Time!



What % of 11-16 year olds in Northern Ireland participated in gambling in the last 12 months?



Quiz Time!



What is the chance of winning the UK National Lottery Jackpot?

1 in 14m

1 in 45m

1 in 4bn

Quiz Time!



How many NI Sports Direct Premiership clubs have partnerships with a betting brand?



Quiz Time!



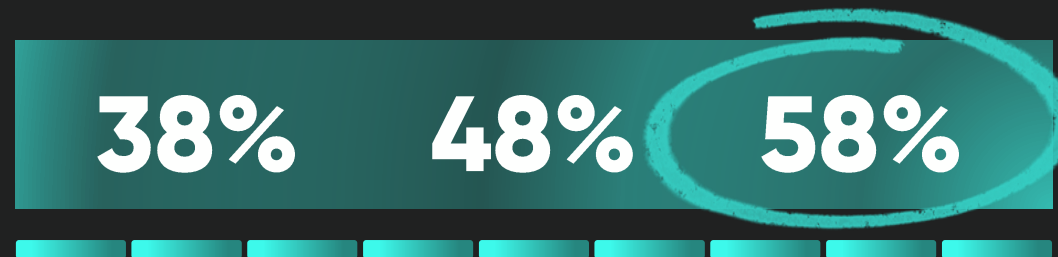
What year was the Betting, Gaming, Lotteries and Amusements Order published?

1945 1985 2005

Quiz Time!



What % of 8-25 year olds play online games every day?



Learning Outcomes



You will understand why children/young people might game/gamble



You will understand what is meant by gaming and gambling related harm



You will recognise the signs of gaming and gambling related harm



You will know where to go for help and support



You will have increased confidence in talking to people about gaming/gambling



10 Second Type



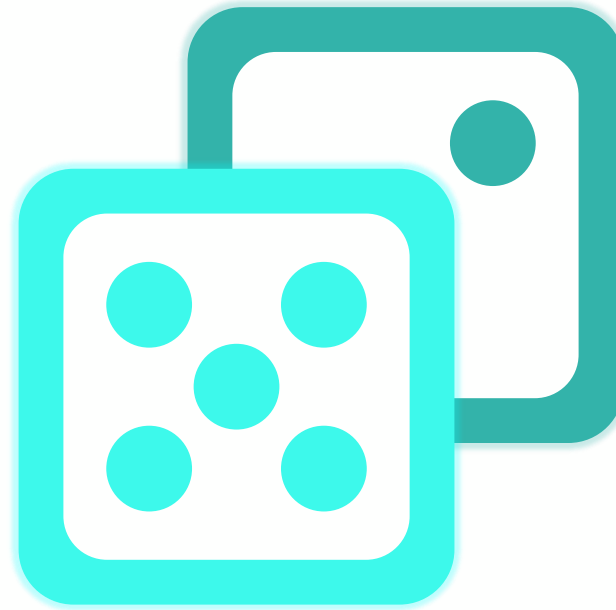
What words do you associate
with gambling?



What is gambling?

What is gambling

Betting, gaming,
participating in a lottery



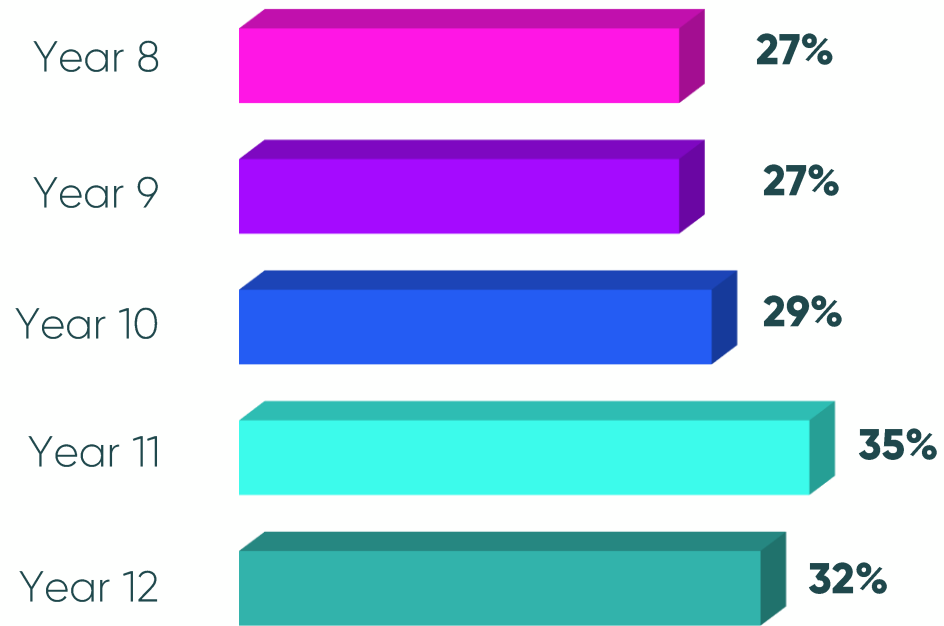
Gambling harm

Gambling to a degree that
compromises, disrupts or
damages family, personal
or recreational pursuits

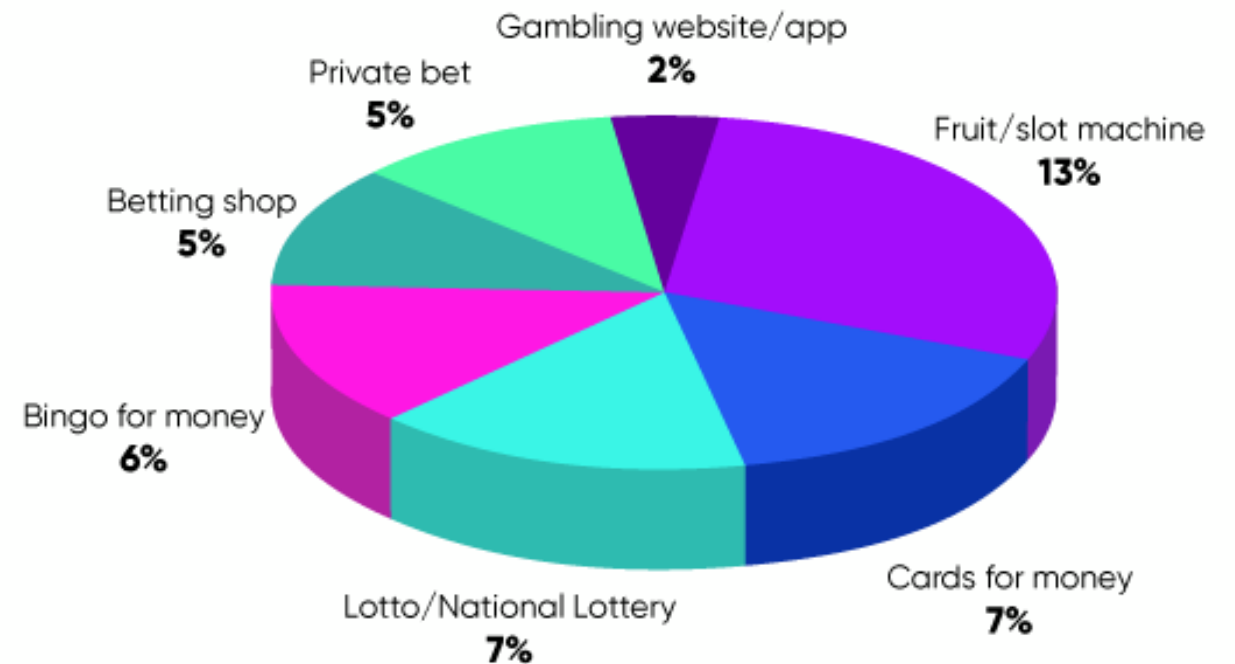
Gambling-Related Harms are the adverse impacts from gambling on the health and wellbeing of individuals, families, communities and society

Facts and Figures

Participated in Gambling by Year Group



Gambling Participation by Type



Gambling Harm: Now & The Future



Behaviour

Family

Friendships / Community

RELATIONSHIPS

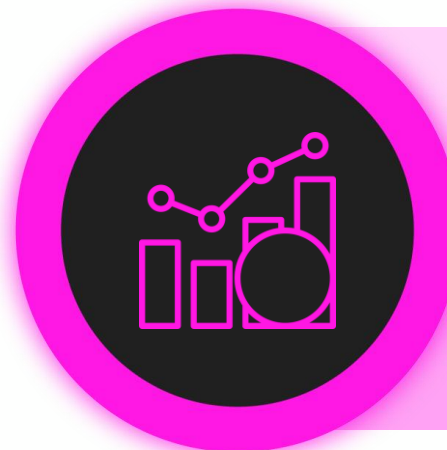


Emotional Wellbeing

Mental Ill Health

Physical Health

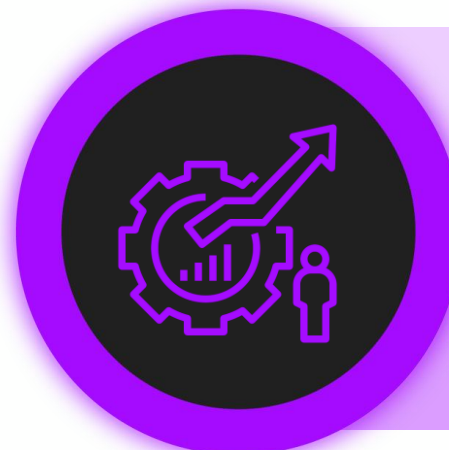
HEALTH



**Attitudes/Concerns
About Money**

Living Standards

FINANCIAL



**Social & Emotional
Functioning**

Education

DEVELOPMENT

**Any questions,
observations or
reflections?**

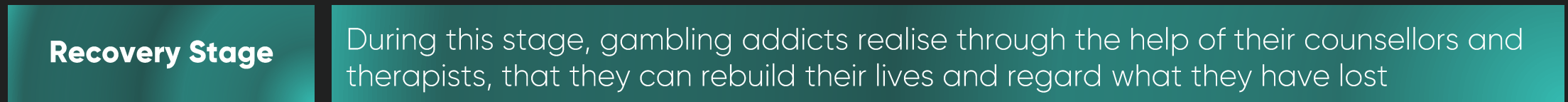
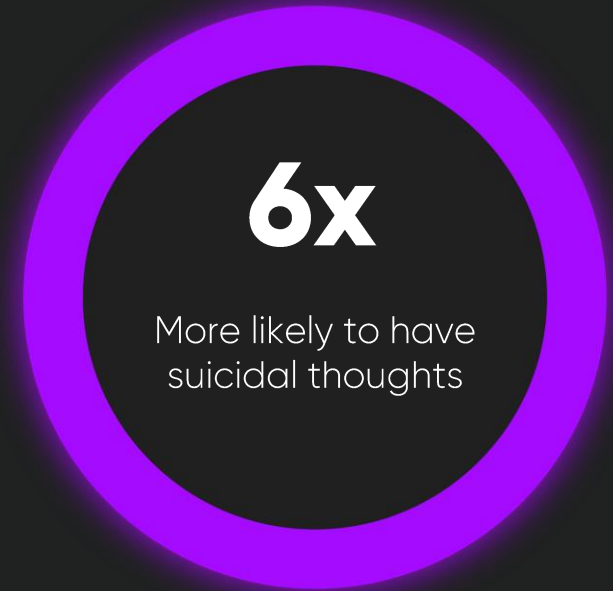


Mental Health



It's not so much about the debt, at least not on its own. It's the knowledge that you just can't stop, even if you want to. You feel powerless, gambling just possesses you. The shame and the stigma associated with gambling is sometimes too much to take and your health deteriorates rapidly. Myself and others like me have all felt this way. I just wanted it to stop.

- Sam Starsmore: Expert by experience.

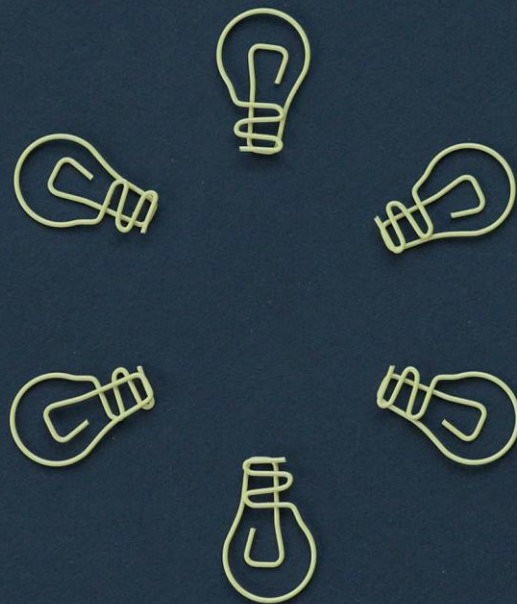


Illinois Institute For Addiction Recovery

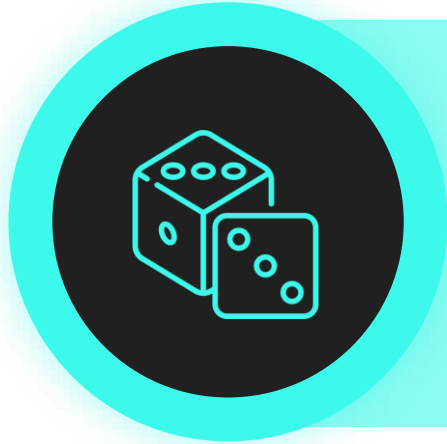
Lived Experience of Gambling Harms



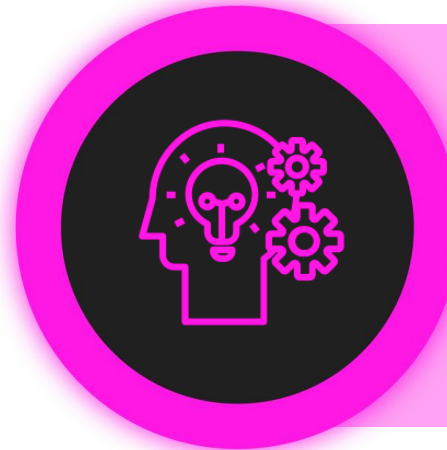
Influences



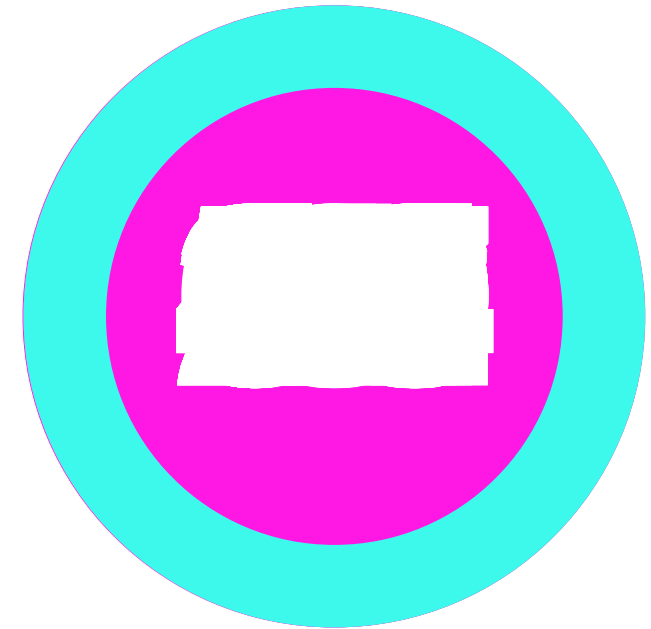
60-Second Type



Why might CYP Gamble?



What might Influence CYP?



Why might young people gamble?



78%

It's Fun



35%

Chance to Win



28%

Something to
do



19%

Take Risks



12%

It's Cool

Influences



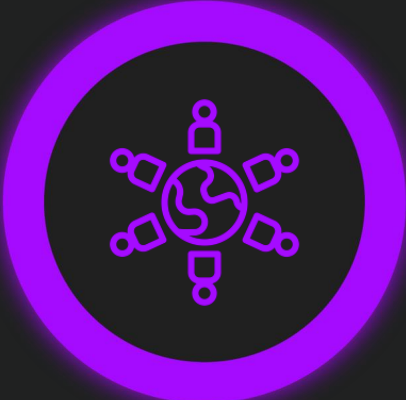
TV Advertising



**Social Media /
Internet**



Radio



Socio-cultural



Family



Friends

Gambling Products

- A No concept of time, no clocks or windows
- "The atmosphere inside a casino makes it easy to get lost in time and keep on spending."
- "The Las Vegas effect, the bright lights make it more fun"

Public Attitude towards gambling Products. Thomas et al 2017.

B FOBT's: A fast speed of play has been identified as one of the key features that appeal to gamblers.

Gambling Commission: National Strategic Assessment 2020

I 1.45 Million
The dreams of winning can activate the same part of the brain which would be activated had we won which keeps us engaged.

Adam Piore: Why we continue Playing the Lottery

- D Multiple Markets, online and at events.
- Social and Cultural norms.

Public Attitude towards gambling Products. Thomas et al 2017.

J Scratch cards were found to be "particularly harmful," possibly due to the instant result and impression players came close to winning.

Leon Booth: Forms of Gambling, Gambling Involvement and Problem Gambling.

F In game betting increased the pace of betting and access to sports betting. Participants also described the role of advertising in the normalisation of sports betting.

Public Attitude towards gambling Products. Thomas et al 2017.

G 9% of regular bingo club visitors are at a moderate risk of developing a gambling problem, while a further 2.5% of those surveyed already had one.

Responsible Gambling Trust Problem Gambling In Licensed Bingo Premises.

H APPG recommend significantly slowing down the speed of random number generated digital games.

Online Gambling Harm Inquiry 2020

I Slot Machines payoffs (when they occur) are immediate, usually coinciding with flashing lights and music and high tech animations.

Mike J Dixon et al. Reward Reactivity in slot machine gambling. 2019

J Category D Machine. No lower age limit.

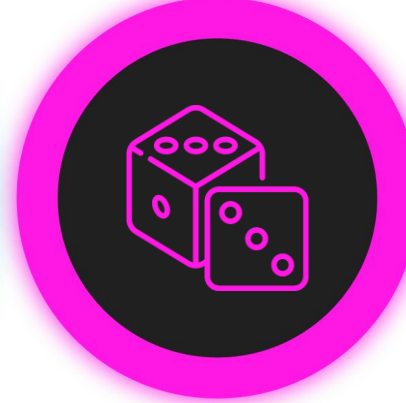
2p Machine

Incentives, VIP & HVC



One company took 83% of deposits from 2% of customers

[Source: The Guardian 2020](#)



Estimated 47,000 VIPs - 8% classed as problem gamblers

[Source: The Guardian 2020](#)



Sites are set up with tips & tools for how to become and stay a VIP

[Source: BeatingBettingUK](#)

Prevalent Incentive Types:
Refund/stake back offers (27%)
Sign up offers (13%)
Bonus or better odds (13%)
Bonus or better winnings (12%)

[Source Hing et al. 2017](#)

Advertising

"Betting is increasingly seen as a normal part of supporting your team or following a sport."
PROFESSOR JIM ORFORD, GAMBLING WATCH UK



Match of
the day



Gambling logos in PL
matches

Advertising

“Betting is increasingly seen as a normal part of supporting your team or following a sport.”
PROFESSOR JIM ORFORD, GAMBLING WATCH UK

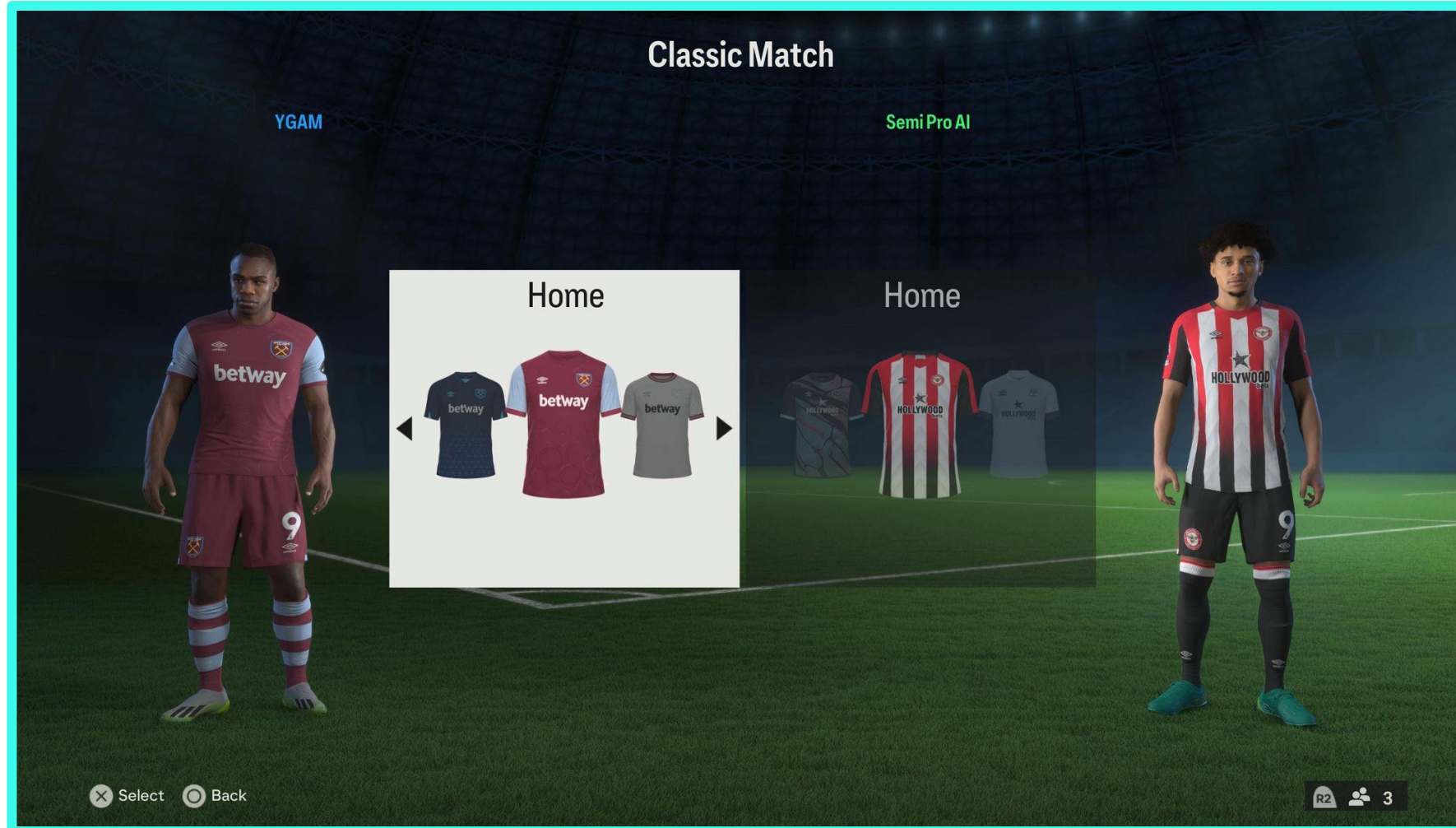


Advertising

“Betting is increasingly seen as a normal part of supporting your team or following a sport.”
PROFESSOR JIM ORFORD, GAMBLING WATCH UK



Advertising



Current Legislation



Source: Ofcom 2022

Current Legislation



Gaming

The good, the bad and the misunderstood



10 Second Type



What words do you associate
with gaming?



10 Second Type



What are the similarities and differences between gambling and gaming?

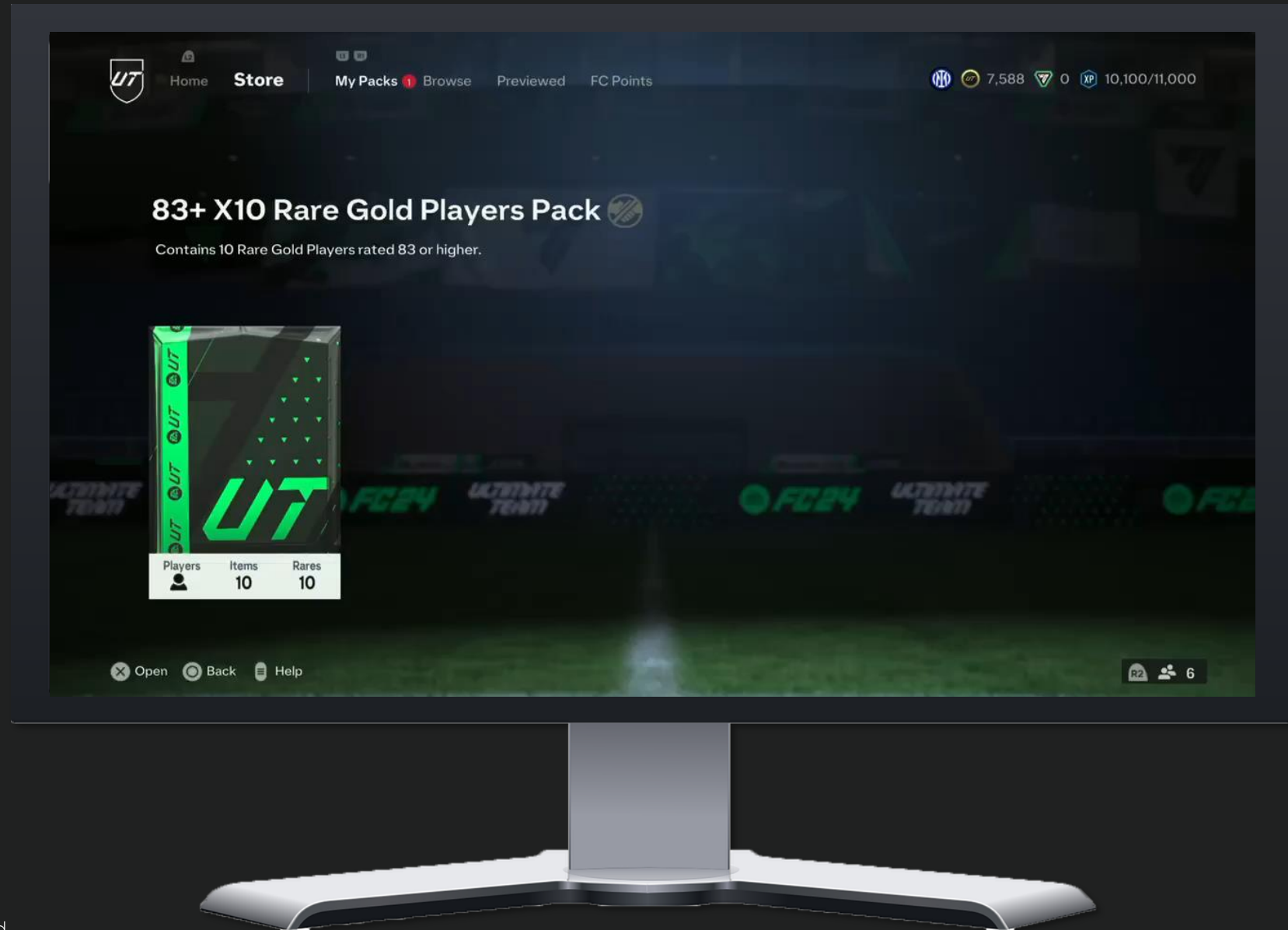


Do you recognise this?

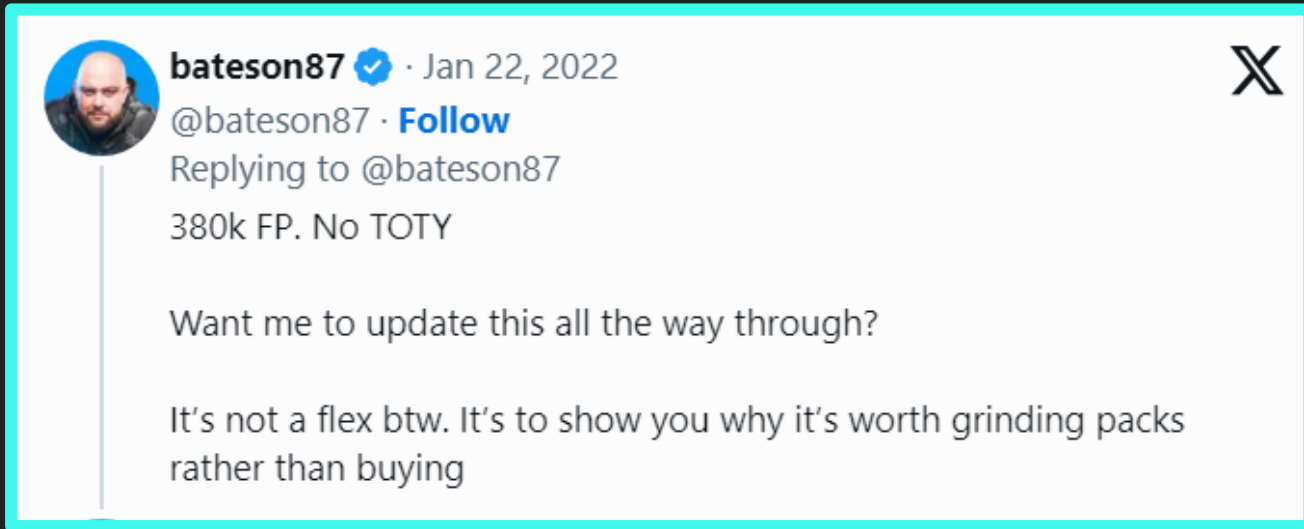
Quickfire: what is this item?



Loot Boxes



Loot Boxes



A screenshot of a tweet from the user **bateson87**, who is verified. The tweet is dated Jan 22, 2022, and is a reply to another tweet from the same user. The text of the tweet reads: "380k FP. No TOTY

Want me to update this all the way through?

It's not a flex btw. It's to show you why it's worth grinding packs rather than buying". The tweet is displayed on a white background with a red border, and the X logo is visible in the top right corner.

bateson87 ✓ · Jan 22, 2022
@bateson87 · **Follow**
Replying to @bateson87
380k FP. No TOTY

Want me to update this all the way through?

It's not a flex btw. It's to show you why it's worth grinding packs rather than buying

Popular content creator Jamie Bateson admitted he spent 504,000 FIFA points, which is the equivalent to £3,332, during the first two days of the FIFA Team of The Year period in 2022.

“Bateson” has a huge reach across YouTube with 1.6 million people subscribing to his channel.

What does this mean to young people?

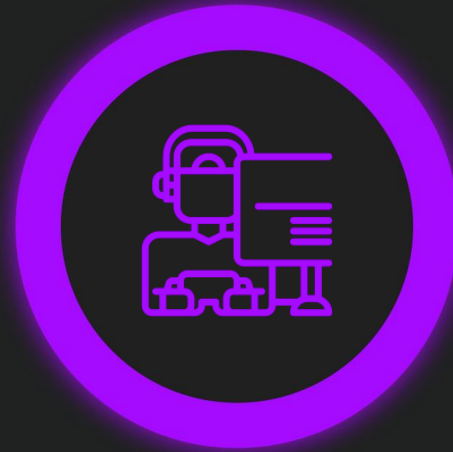
The Action

Surprise / Suspense

Desire to win rare item

Social

In-game advantage



As soon as I was getting better players, I wanted to get better and better and like, I couldn't stop. In my head I was like 'stop', my guts were saying 'stop', everything was saying 'stop', but my brain wasn't. My brain was like 'keep opening'. It was hard.'

Peer Pressure

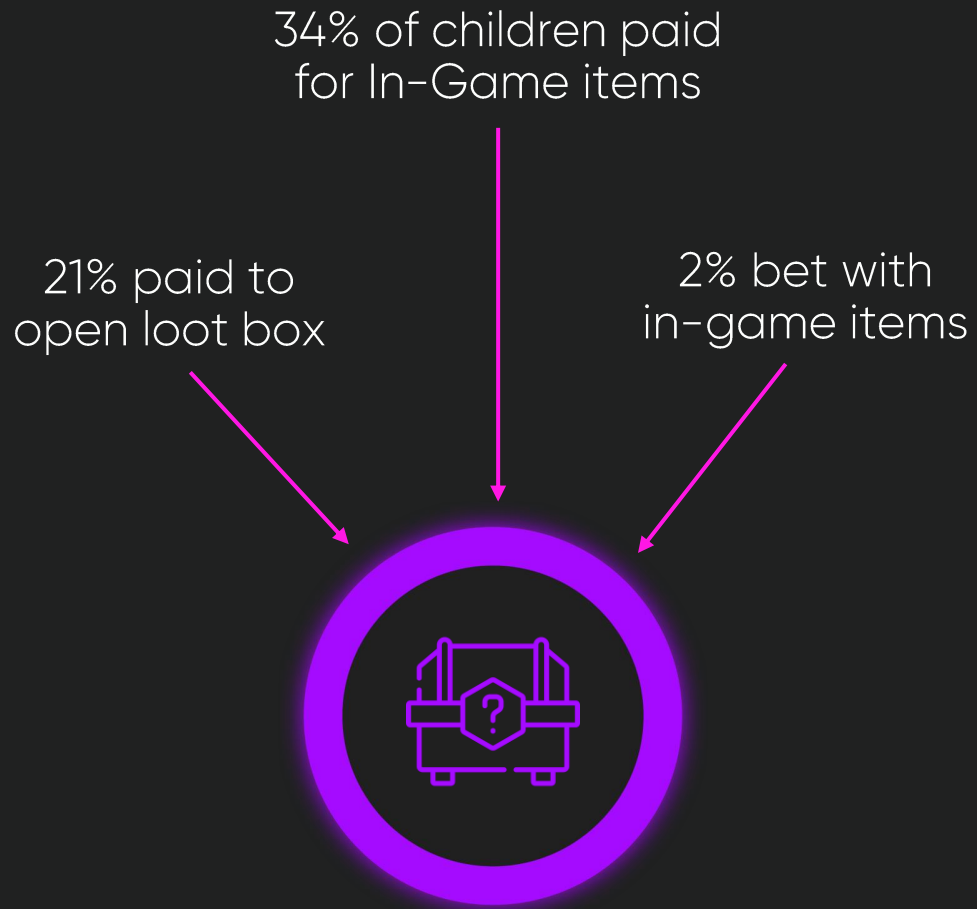
Influencers

Unfair

Frustration

Trading / Profit

Loot Boxes



**July
2020**

"If a product looks like gambling and feels like gambling, it should be regulated as gambling.... The government must act immediately to bring loot boxes within the remit of gambling legislation and regulation."

[The House of Lords Select Committee, 2nd July 2020](#)

**Sept
2020**

Call for evidence unveiled a link between loot boxes and gambling harms, as well as wider mental health, financial and problem-gaming harms.

**July
2022**

Games companies are asked to improve protections for children as well as players of all ages from the risk of harm.

[Government Response on Loot Boxes](#)

Loot Boxes

“loot boxes may be considered psychologically similar to gambling slot machines or scratch-cards in that they require no skill and they deliver a randomly determined outcome (i.e., prize).”

DR Daniel King: University of Adelaide.

Source: Dr D. L. King. School Of Psychology: University of Adelaide: Online gaming and gambling in children and adolescents – Normalising gambling in cyber places.

Loot Boxes

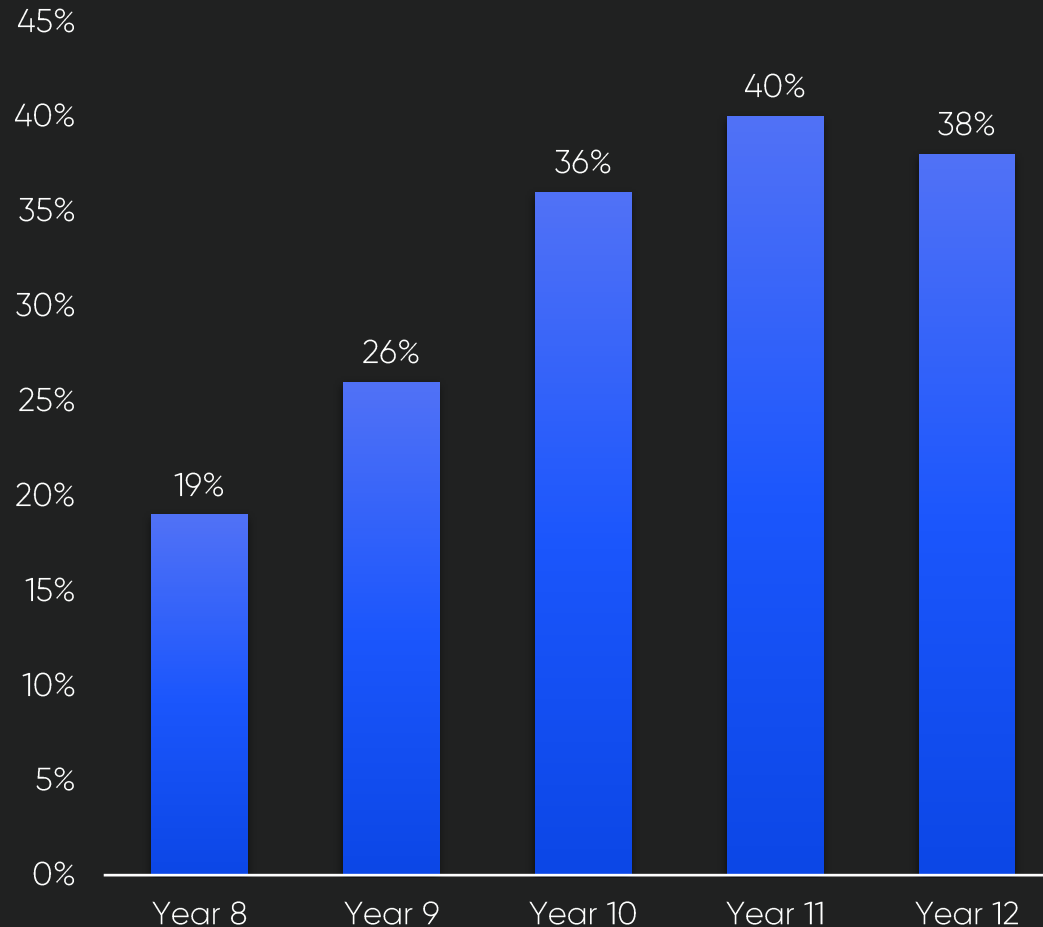
81%

Purchased
in-game items

31%

Paid money to
open loot boxes

% Paid Money to Open Loot Boxes by Year Group



3%

Bet with in-game
items

What happens inside the gaming brain?

Dopamine

Oxytocin

Serotonin

Endorphins

Adrenaline



Motivation to Game

Dr David McClelland's Human Motivation Theory identified that; we seek 3 key needs:

Autonomy – The power of self-determination,

Belonging – A feeling of fitting in and

Competence – We want to feel that we are good at what we are doing

Source: [mindtools](#)

Autonomy

They get to pick and lead their own adventures

Belonging

They can play online with friends and build a community

Competence

Levelling system with the chance to unlock skills

Gaming Disorder

Excessive:

Playing for long periods of time. May prioritise gaming over other hobbies



Gaming Disorder:

“Mental Health condition which can have a hugely debilitating effect on people’s lives, both for patients and their families.”
(period of 12 months or more)

Dr Henrietta Bowden Jones,
Director of the Centre of Internet and Gaming
disorder and Royal College Psychiatrists

Esports

ESPORTS

Esports – what is it?



Esports – what is it?



Esports



532 Million

Global Esports
audience

Source: [statista](#)



\$18 Million

Prize pool for the
2022 International
DotA 2

Source: [Esports Earnings](#)



\$7.2 Million

Highest earning
player

Source: [Guinness World
Records](#)

Advertising, Gambling and Esports



ENCE – Jing Ji Bao



Godsent – CoolBet



Team Secret – Stake



Monte – FavBet

In the UK GGY from Esports leaped by 124% between April & May 2020

Source: Gambling Commission July 2020

Almost 1/3 of replies & retweets on Esports gambling Twitter posts are from under 16's

Source: Gamble Aware and Bristol University 2019






**Any questions,
observations or
reflections?**







Spotting the Signs and Signposting

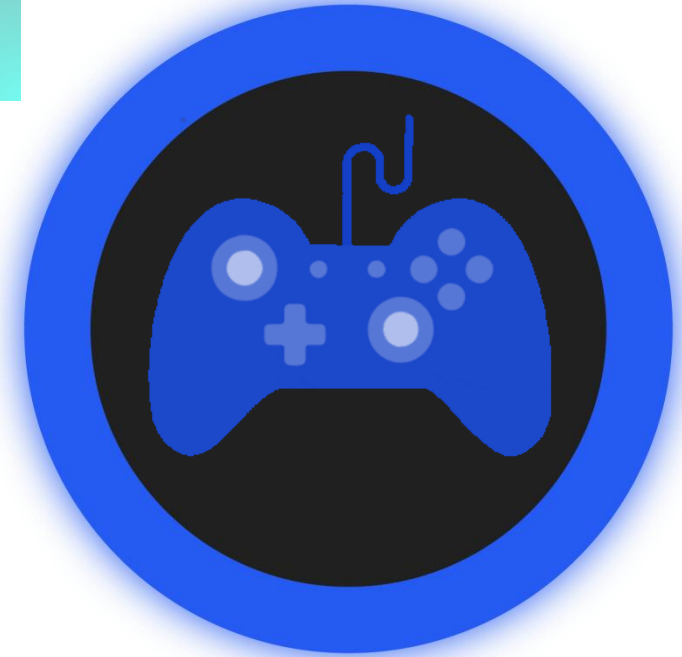
Gaming disorder: spotting the signs

Emotional Signs








-  Preoccupation with gaming
-  Downplaying time gaming
-  Unable to set time limits
-  Avoiding family / friends
-  Being overly defensive





Physical Signs

-  Headaches or migraines
-  Neglecting hygiene
-  Extreme fatigue
-  Carpal tunnel syndrome



Gambling harm: spotting the signs

-  Spending too much time and/or money
-  Finding it hard to manage or stop
-  Arguing with family or friends
-  Thinking or talking about it a lot
-  Chasing losses or suffering debt
-  Gambling until you have nothing left
-  Feeling anxious, worried

-  Losing interest in hobbies
-  Neglecting personal needs
-  Lying about / hiding gambling
-  Selling possessions



How you can help



**Increase your
knowledge**



**Try to take
a balanced
approach**



**Be mindful
of your
tone/any bias**

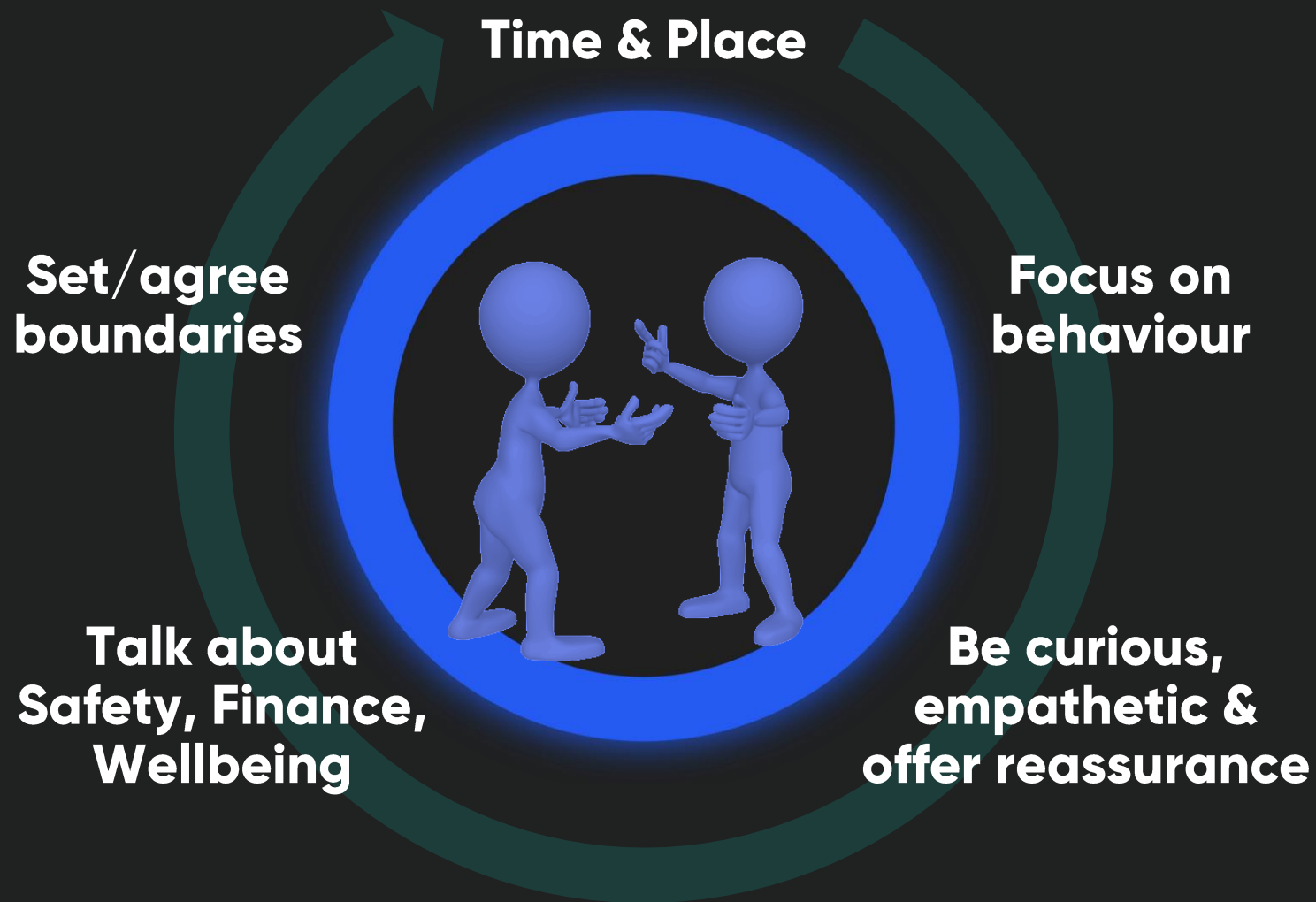


**Reassure
them**

How you can help

What You Say Vs What I Hear			
I didn't think you did stuff like that.	I feel judged.	Stigma	I've noticed this is important to you.
Don't worry – it isn't that bad.	I'm weak!	Shame	What do you enjoy about it/ what do you want to do differently?
Why don't you just stop?	I'm useless!	Guilt	Is there anything that worries you/that you want to change?
Should you be doing that?	I can't do anything right!	Shame	What does it give you that other activities don't?

It's good to talk



It's good to talk

The YGAM three-question initial screening tool is useful for determining if seeking additional support is appropriate.

1. Have you ever had to lie to people important to you about how much you gamble/game?
2. Have you ever felt the need to spend more and more money?
3. Have you ever tried to stop, cut down, or control your gambling/gaming?



If your answer to one or more of these questions is "yes" further assessment is advised.

Getting help



Young People Support Service:
YoungPeopleService@gamcare.org.uk
T: 02030926964

shout

for support in a crisis

24-7 Text crisis service. Text SHOUT to 85258 and you will be connected with a crisis volunteer who will support you.



HOPELINEUK
0800 068 41 41

Support for CYP and their families if a YP is experiencing suicidal thoughts.

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

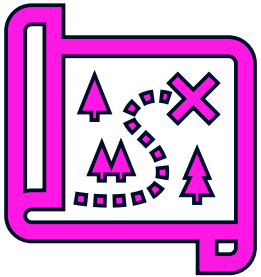
Support from a counsellor on a wide range of issues.

**Any questions,
observations or
reflections?**

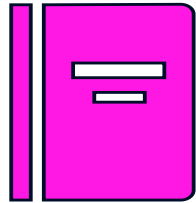


Ygam resources

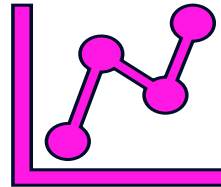
Home to over 1000 resources
Over 100 specific Secondary School resources



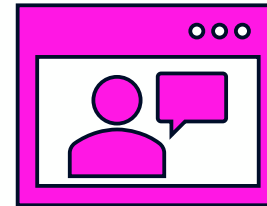
Long-term,
thematic
spiral map



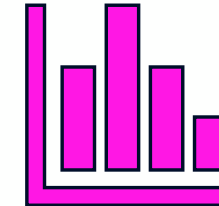
Complete
SOW &
Pre/Post
session
surveys



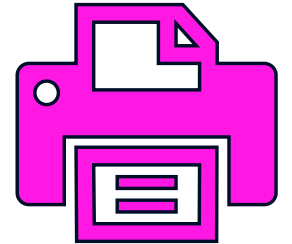
Mapped to
LLW and
Cross
Curricular
Skills



Interactive
(editable)
PowerPoint
presentation

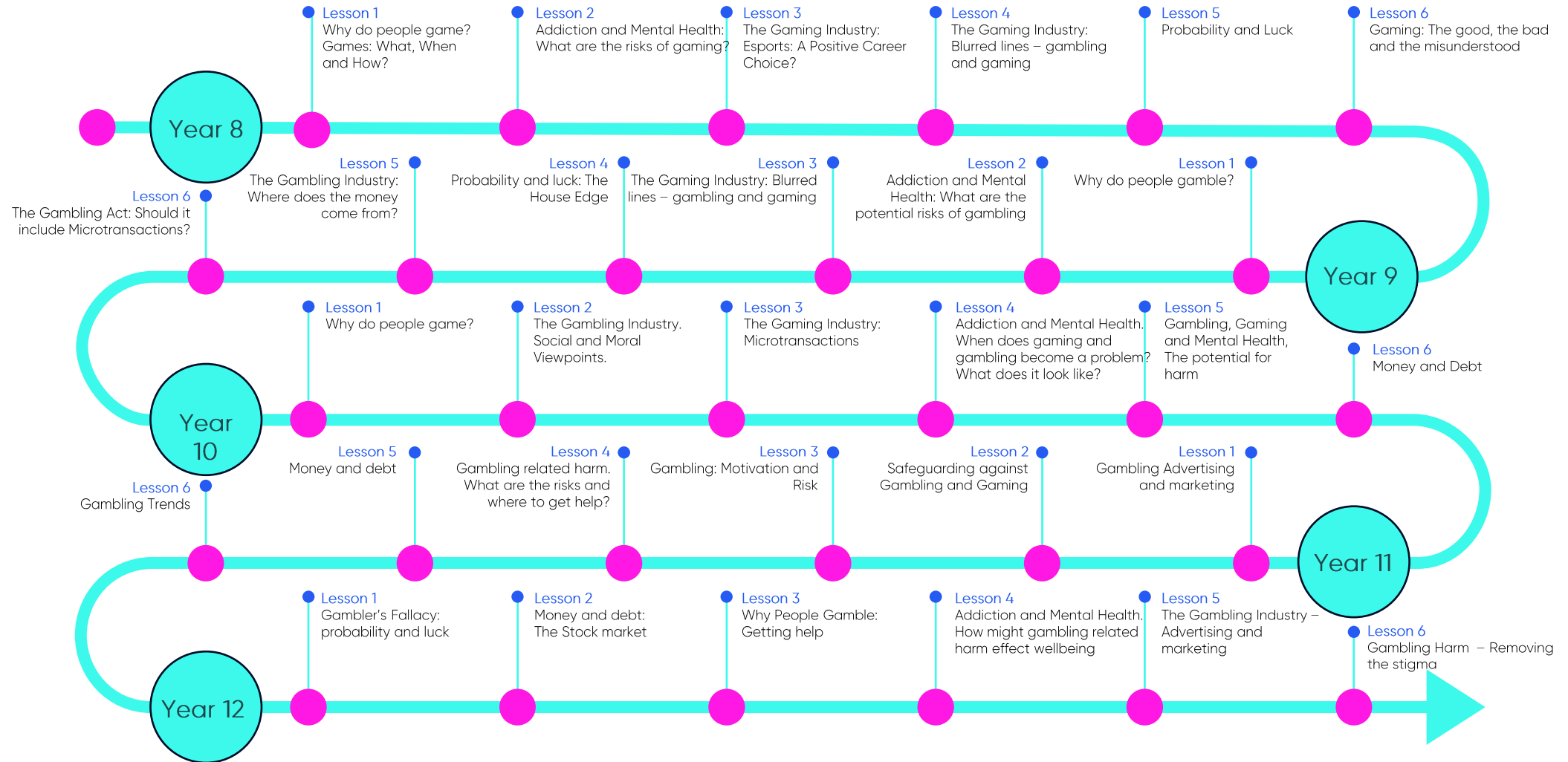


Data sheets
and
resources



Print and go

Northern Ireland Curriculum: Long term plan KS3 and KS4



KS3 Curriculum links: Cross curricular links

Area of Learning	Year 8						Year 9						Year 10					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Language and Literacy																		
Mathematics and Numeracy																		
Learning for Life and Work: Personal Development																		
Learning for Life and Work: Local and Global Citizenship																		
The Arts																		
Cross Curricular Skills																		
Communication: Talking and Listening																		
Listen to and take part in discussions, explanations, role-plays and presentations																		
Contribute comments, ask questions and respond to others' points of view																		
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary																		
Structure talk so that ideas can be understood by others																		
Speak clearly and adapt ways of speaking to audience and situation																		
Use non-verbal methods to express ideas and engage with the listener																		
Communication: Reading																		
Read a range of texts for information, ideas and enjoyment																		
Use a range of strategies to read with increasing independence																		
Find, select and use information from a range of sources																		
Understand and explore ideas, events and features in texts																		
Use evidence from texts to explain opinions																		
Communication: Writing																		
Talk about, plan and edit work																		
Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way																		
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes																		
Write with increasing accuracy and proficiency																		

KS3 Curriculum Links: learning for life and work

Learning for Life and Work: Personal Development	Year 8						Year 9						Year 10					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Key Concept: Self Awareness																		
Explore and express a sense of self																		
Explore personal morals, values and beliefs																		
Investigate the influences on a young person																		
Develop skills and strategies to improve own learning																		
Key Concept: Personal Health																		
Explore the concept of health as the development of a whole person																		
Investigate the influences on physical and emotional/mental personal health																		
Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse																		
Develop strategies to promote personal safety																		
Key Concept: Relationships																		
Explore the qualities of relationships including friendship																		
Develop strategies to avoid and resolve conflict																		
Learning Outcomes:																		
Research and manage information effectively to investigate personal development issues, using Mathematics and ICT where appropriate																		
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate																		
Demonstrate creativity and initiative when developing ideas and following them through																		
Work effectively with others																		
Demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance																		
Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose																		

KS3 Curriculum links: Cross curricular links

Cross Curricular Skills Continued...	Year 8						Year 9						Year 10					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Using Mathematics:																		
Choose the appropriate materials, equipment and mathematics to use in a particular situation																		
Use mathematical knowledge and concepts accurately																		
Use mathematics to solve problems and make decisions																		
Explore ideas, make and test predictions and think creatively																		
Identify and collect information																		
Read, interpret, organise and present information in mathematical formats																		
Use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working																		
Develop financial capability																		
Using ICT																		
Explore:																		
Access, select, interpret and research information from safe and reliable sources																		
Express:																		
Create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products																		
Exchange:																		
Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally																		
Exhibit:																		
Manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly																		
E- Safety																		
E-Safety: Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour																		
Thinking Skills and Personal Capabilities																		
Managing Information																		
Thinking, Problem-Solving and Decision-Making																		
Being Creative																		
Working with Others																		
Self-Management																		

KS3 Curriculum links: EL Learning for life and work

KS4 Entry Level: Learning for Life and Work	Year 11						Year 12					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Personal Development:												
Develop an understanding of how to maximise and sustain their own health and well-being												
Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences												
Recognise, assess and manage risk in a range of real-life contexts												
Develop further their competence as discerning consumers in preparation for independent living												
Local and Global Citizenship:												
Identify and exercise their rights and social responsibilities in relation to local, national and global issues												
Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly												
Entry Level Learning for Life and Work												
Unit 2: My Rights and Being Responsible												
Know some of their rights as individuals												
Understand why rights are important												
Understand the importance of being able to freely express their ideas, views and opinions												
Understand the importance of individual responsibility												
Unit 4: Getting to Know Myself												
Be aware of their emotions and ways that young people express them												
Be aware of who can provide a young person with support to help them deal with their emotional experiences												
Be aware of how a young person's behaviour can affect the feelings of others												

KS4 Curriculum Links: GCSE learning for life and work

GCSE: Learning for Life and Work	Year 11						Year 12						
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	
Unit 1: Local and Global Citizenship													
Diversity and inclusion: challenges and opportunities													
The benefits and challenges associated with expressions of cultural identity													
The influences on a young person's sense of cultural identity													
Government and civil society: social equality and human rights													
Social responsibility of the following in supporting democracy, social justice, social equality and human rights: – government, politicians, Members of the Legislative Assembly (MLAs) and public representatives – media companies – young people													
Causes and consequences of social inequality and social injustice													
The role of the government in promoting social equality, social justice and human rights through the following: – legislation – policies – communication – education													
Democracy and active participation													
Ways in which young people can participate in democratic processes (for example in school, the community and the wider world) and influence change for the benefit of society													
Benefits of this participation for the young person and for society													
Unit 2: Personal Development													
Personal Health and Wellbeing													
The causes and consequences, including impact on health and well-being, of the following lifestyle choices: – drinking alcohol – smoking – using drugs (including misusing legal prescription drugs and using illegal substances) NB: YGAM have grouped Gambling and Gaming Harm within this category due to the similarities eg, addiction and socio-economic risks													
The causes and consequences, including impact on physical and mental health, of the following lifestyle factors: – poor hygiene – stress – unequal work–life balance – income													
Developing a healthy mind – dealing with the causes and consequences of anxiety, stress and depression													
Supporting young people with addictions and mental health issues, and sources of support													
Emotions and reactions to life experiences													
Developing a positive concept of self													
Ways young people can manage emotions and reactions to life experiences													
The impact of change on young people's personal development, including: going to college or university, starting a new job, moving in with a partner or getting married, becoming unemployed													
Managing change in positive ways													
Personal Safety and Wellbeing													
The causes and consequences of risk-taking behaviour													
Assessing and managing risk in the following contexts: – antisocial behaviour – unprotected sex – deliberate self-harm – severe or excessive dieting – compulsive overeating – dangerous driving (vehicle theft or being a passenger in a stolen vehicle, or driving under the influence of alcohol or drugs. NB: YGAM have grouped Gambling and Gaming Harms within this category as the lessons provide opportunities to assess and manage risk and could be delivered alongside other risk taking behaviours.													
The benefits and misuse of social media													
Responsible Parenting													
The roles and responsibilities of parents, children and young people within different family structures													
The role of parenting in a child's physical, social, emotional, intellectual and moral development													
Making Informed Financial Decisions													
Managing a budget													
The consequences of poor budgeting													
Making financial decisions, and the advantages and disadvantages of consumer choices													

KS4 Curriculum links: Cross curricular links

Area of Learning	Year 11						Year 12					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
Language and Literacy												
Mathematics and Numeracy												
Learning for Life and Work												
Religious Education												
Cross Curricular Skills												
Communication:												
Communicating meaning, feelings and viewpoints in a logical and coherent manner												
Making oral and written summaries, reports and presentations, taking account of audience and purpose												
Participating in discussions, debates and interviews												
Interpreting, analysing and presenting information in oral, written and ICT formats												
Exploring and responding, both imaginatively and critically, to a variety of texts												
Using Mathematics:												
Using mathematical language and notation with confidence												
Using mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts												
Selecting and applying mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts												
Interpreting and analysing a wide range of mathematical data												
Assessing probability and risk in a range of simulated and real-life contexts												
Presenting mathematical data in a variety of formats that take account of audience and purpose.												
Using ICT												
Access, manage, select and present information												
Other Skills												
Problem Solving												
Self – Management												
Working with Others												

Now time to look at the online resource platform



Delivery

**How might you
deliver the
resources?**

LLW Provision

Tutorial time

**Cross-curricular
opportunities**

**Drop down days/
topic days**

Campaign

1:1s

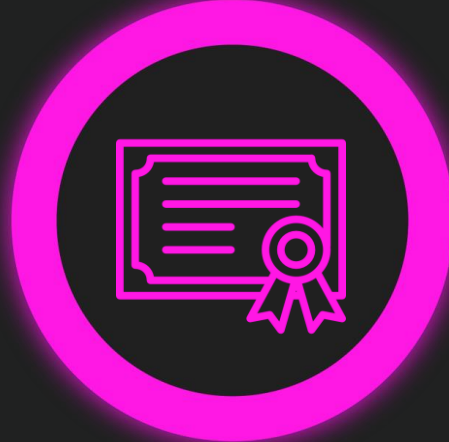
Let's recap

- ✓ You will understand why children/young people might game/gamble
- ✓ You will understand what is meant by gaming and gambling related harm
- ✓ You will recognise the signs of gaming and gambling related harm
- ✓ You will know where to go for help and support
- ✓ You will have increased confidence in talking to young people about gaming/gambling

What happens next?



Email containing details on how to access our resources as well as a 2 minute feedback form



City & Guilds certificate and digital credential



Continued professional support from your local Training and Engagement Manager



Send examples of resources and complete the CYP surveys

Opt in



To receive our Alumni Newsletter featuring updates, links to research articles and opportunities to access additional Alumni sessions (e.g. Crypto, lived experience and LGBTQ)

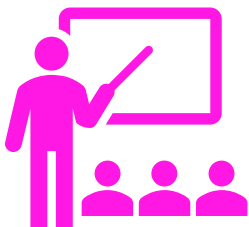


To avoid duplication, please use the same email address

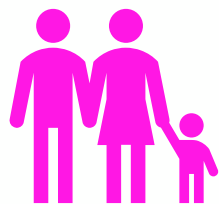
Bespoke bookings

Get in touch to book a bespoke workshop!

- ✓ Flexible dates/timings
- ✓ INSETS/parents' evenings
- ✓ Bookings for the next academic year
- ✓ Fully funded
- ✓ Face to Face or online



Organisation/
Team



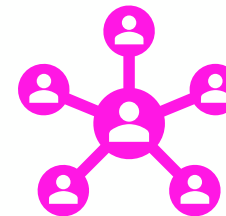
Parents/parent
groups



Foster Carers/
Residential
Childcare
settings



Early Help /
family support
teams



Ygam Alumni

Young People
Support Service

Monetisation

Lived
Experience

Do It For Her
Film Screening

LGBTQ+

Cryptocurrency

Esports



THANK YOU!

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#SafeguardingOurDigitalGeneration