



# Small Group and 1-1 Activities

V.1.0 June 2021



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**Notes for Professionals:** Below is a list of the suggested 1-1 and small group activities. You may also wish to adapt some of the sessions from the In the Know Booklet. We have added a suggested age rating for each session but you may wish to exercise your judgement of the child(ren) you're working with and adapt as needed.

- [Gaming: The Good, The Bad and The Misunderstood. Age 10+](#)
- [Gambling: What does Harm look like? Age 14+](#)
- [The Gambling Industry: The Power of Language. Age 16+](#)
- [Money and Debt: Hey Big Spender. Age 16+](#)
- [Addiction and Mental Health. What does Harm look like. Age 14+](#)
- [Gambling Harm: Spotting The Signs. Age 14+](#)
- [Probability and Luck: Gamblers Fallacy. Age 14+](#)
- [The Gambling Industry: Advertising. Age 14+](#)
- [Money and Debt: The Impact of Debt. Age 14+](#)
- [Why do People Game? The Value of Time. Age 10+](#)
- [Why do People Game? Gamer's Ready. Age 10+](#)
- [The Gambling Industry. Social Media. Age 12+](#)
- [The Gaming Industry: Microtransactions. Age 10+](#)
- [The Gaming Industry: Esports. Age 12+](#)

# Gaming: The Good, The Bad and The Misunderstood



## Notes for professionals:

This activity can be delivered as a 1-1 to support critical thinking and explore the child/young person's relationship with gaming or as part of a small group. **This activity is suitable for children aged 10+**

This session is designed to promote critical thinking skills and develop literacy and presentation skills. Young people will be able to identify the reasons people enjoy games, recognise the features of a game that draws people in, and what the risks around gaming are.

You may wish to complete both activities or just one.



# Gaming: The Good, The Bad and The Misunderstood

## ACTIVITY 2: TOP TIPS

Discuss the benefits and risks of gaming. (Video games including mobile/PC) Consider, how do we keep people safe?

### MY TOP FIVE:

**List 5 pieces** of advice or create a poster to help inform people about how they can stay safe whilst gaming. You

may wish to think about:

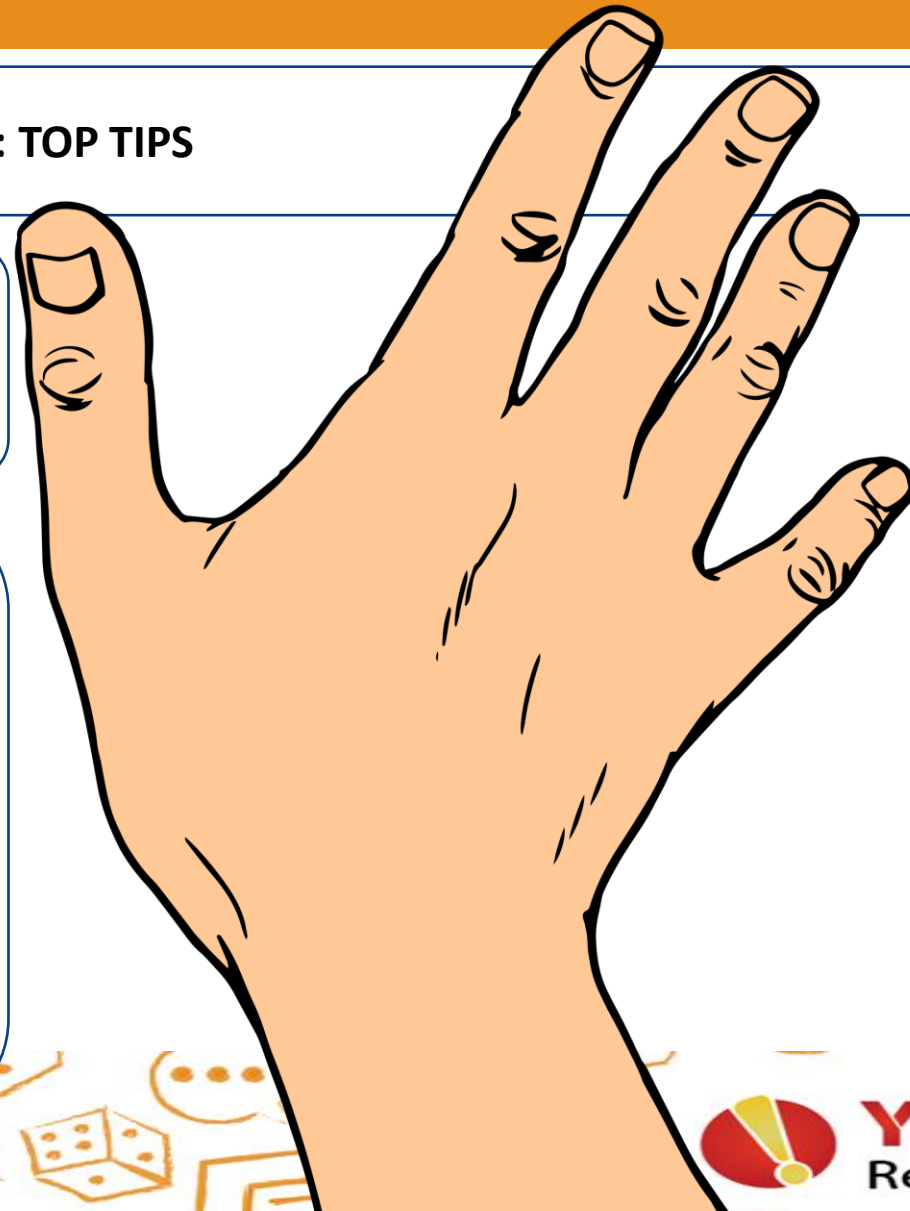
Safety controls

Spending

Online gaming

Time

etc



# Gambling: What Does Harm Look Like?

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group, to support critical thinking and explore the child/young person's relationship with and understanding of gambling. **This activity is suitable for children aged 14+**

This session is designed to facilitate understanding of why some young people gamble and why others might not. Young people will recognise risk and know where to get help.

You may wish to complete both activities or just one.



# Gambling: What Does Harm Look Like?

**ACTIVITY 1: What is gambling?  
What are the risks?**

## **Gambling Harm Thought Shower.**

Consider:  
What does harm look like?  
Who is impacted?  
How might you recognise signs of harm?  
What can be done to support those affected?

Debt

Relationship  
breakdowns?

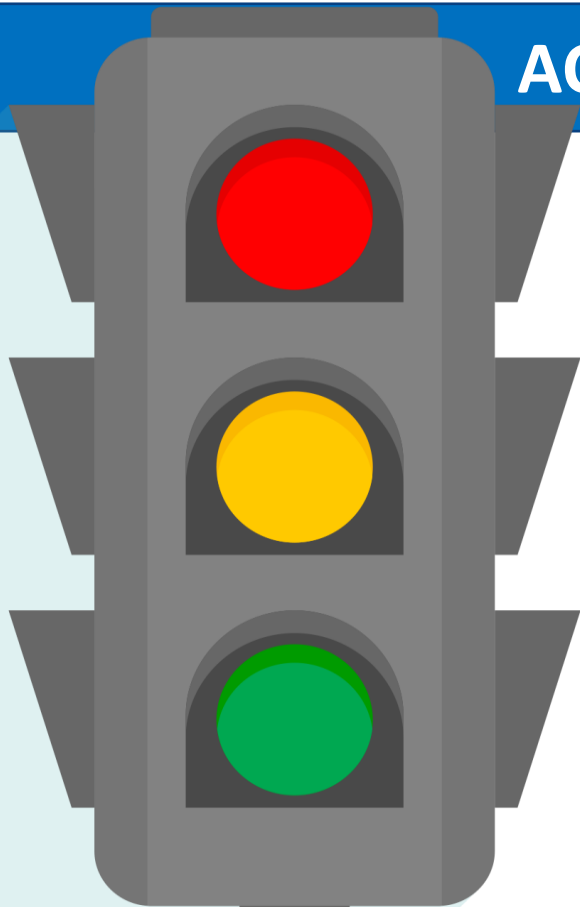
It can impact a  
whole  
family/community

Wellbeing



# Gambling: What Does Harm Look Like?

## ACTIVITY 2: Scenario Sorter



Look at the scenarios on the next page. Consider the situation and assign the scenario to the traffic lights. What are the signs of harm? Identify the risk? What might you say to the person in each scenario (or what might you do)? Do you know where they can get help?



# Gambling: What Does Harm Look Like?

Someone at college tries to make you play a coin game at lunch time and seems very focussed on the game. They also invited you to their house to play poker.

While you're at the shop buying lunch, your best friend asks to borrow money to buy scratch cards. You remember they did this last time and a friend of yours gave them £5.00

A friend cancelled another day out with you because they had no money. You see they put money in fruit machines regularly.

Your friend explains they were able to get through security and get on gambling sites. They have a few apps that you've noticed. They follow adverts on social media and they're always 'liking' the content.

Your friend just started a weekend job. They disclosed that they have racked up debt on their parents' credit card buying loot boxes. They hope they can make enough money to pay it back.

Your friends have just turned 18 and now every weekend they go to the Casino. One of your friends told you they are worried about the other as they don't seem to be able to stop.

Your friend is falling asleep at sixth form a lot. You ask if they're ok and they say they were up all night on casino games.

Your friend has been getting told off at work a lot recently. They've been late, distracted and tired a lot of the time. You are worried they might fail their apprenticeship. They tell you, they're just tired because they lost some money a while ago and they've been playing on sites at night after work to try and win the money back.

You notice a younger friend drop a crumpled scratch card from their pocket and someone else had mentioned they'd seen them trying to buy a ticket a few weeks ago



# The Gambling Industry: The Power of Language

## Notes for professionals:

This Activity can be delivered as a 1-1, or as part of a small group, to support critical thinking and explore the child/young person's relationship with and understanding of gambling. **This activity is suitable for children aged 16+**

This session is designed to open up conversation about the normalisation of gambling within British culture. It provides opportunity for young people to critically assess language.

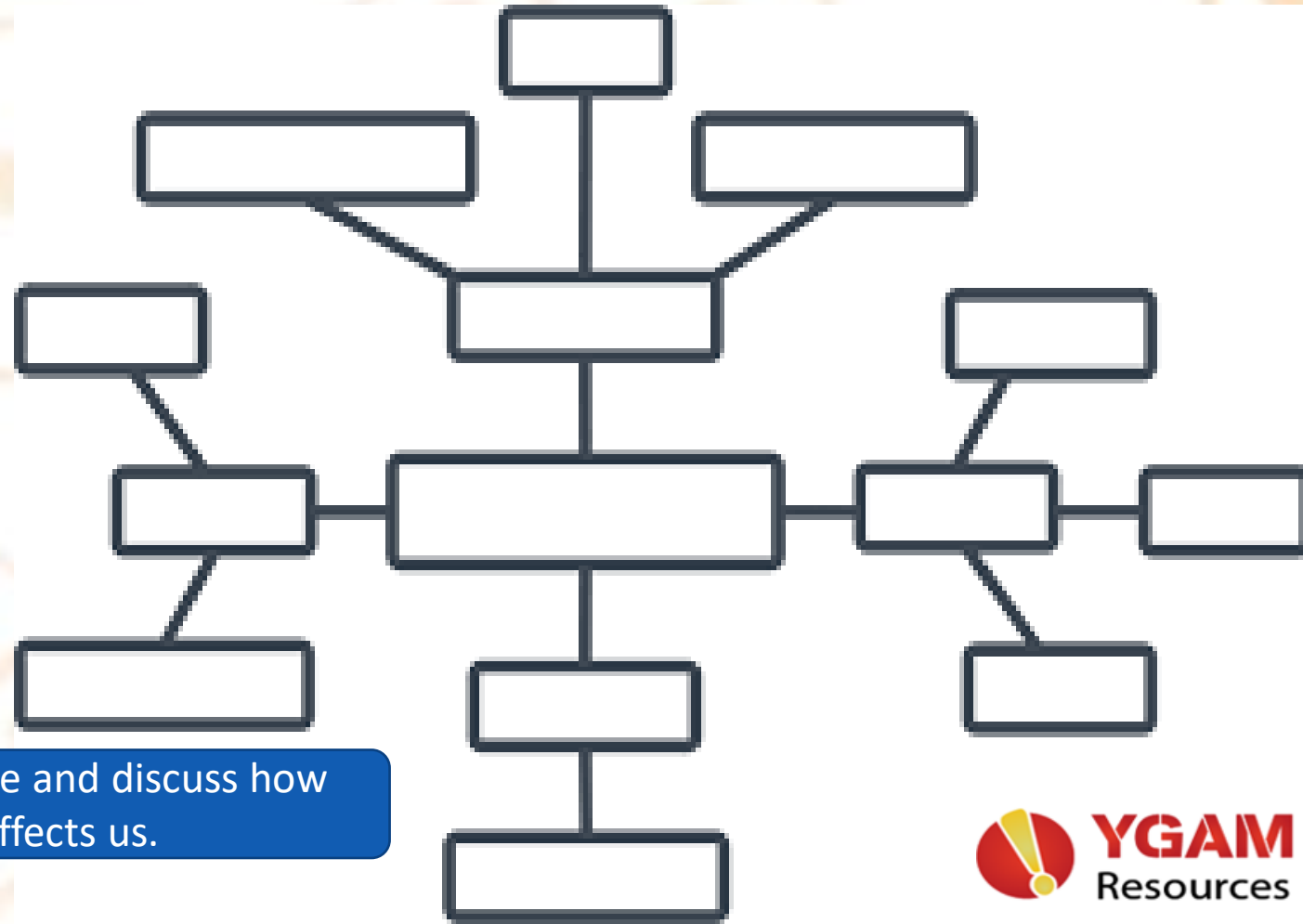
You may wish to complete both activities or just one.



# The Gambling Industry: The Power of Language



Activity 1: How many gambling phrases/words do you know?



Look at the next page and discuss how language effects us.

# The Gambling Industry: The Power of Language



Bingo  
(correct)

Jackpot  
(success)

Show your cards  
(reveal your source)

Put your money  
where your  
mouth is (back  
up your claim)

Cash in your chips  
(take advantage  
of a quick profit)

Play your  
cards right  
(exploit a  
situation)



- Do phrases like this normalise gambling?
- Does language like this glamourise gambling?
- Have you heard any of these phrases? Perhaps some others? Colour in those you have heard.
- How does language like this impact you?

# The Gambling Industry: The Power of Language

## ACTIVITY 2:

Look at the slogans and messages.

- a) How effective are these messages?
- b) Is there anything you notice about these messages? Who are they aimed at?
- c) What other considerations can be made?

DEVELOP a SAFER GAMBLING message for the gambling operators. What do their teams need to consider when producing and marketing their products?



# Money and Debt: Hey Big Spender



## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing critical thinking and analytic skills. **This activity is suitable for children aged 16+**

This session is designed to develop an understanding of why people gamble, the potential risks associated with gambling and develop knowledge of where to find support and advice when dealing with gaming or gambling related debt, young people are encouraged to explore their beliefs about the value of money.

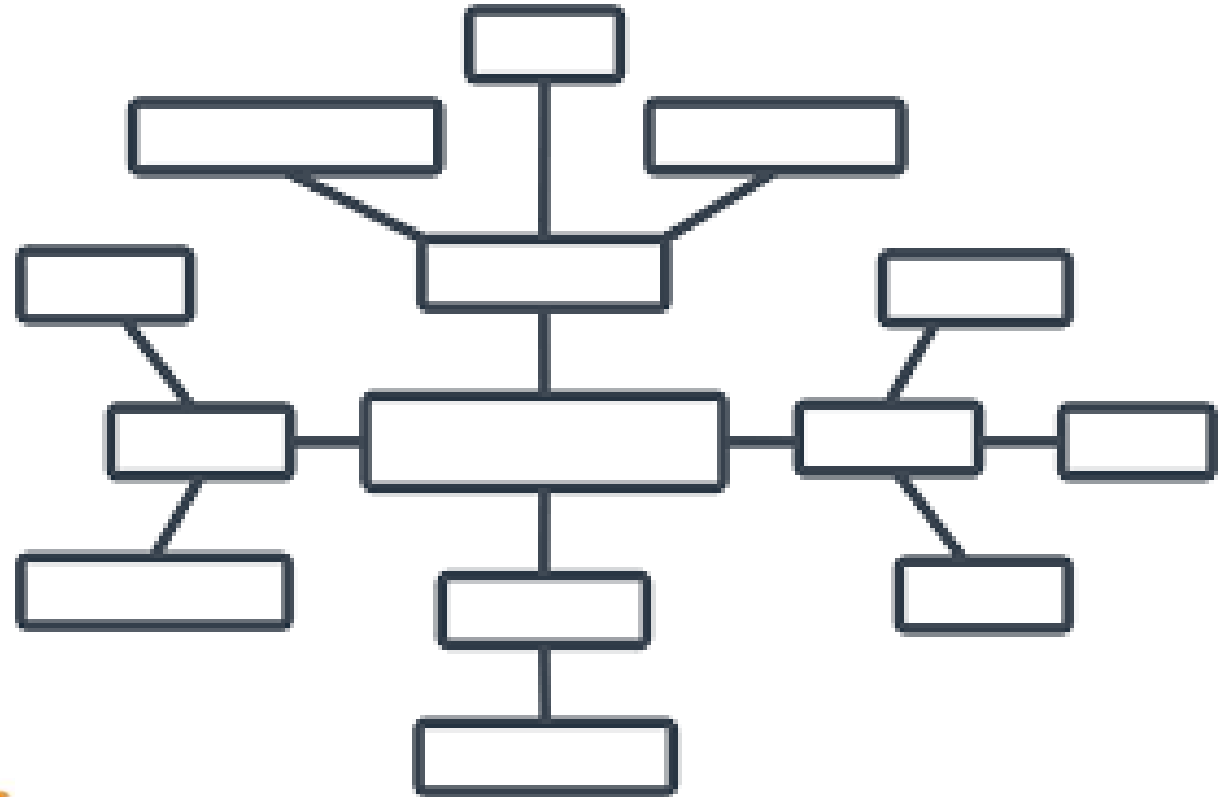
You may wish to complete all the activities or just one.

# Money and Debt: Hey Big Spender

## Activity 1: Why might young people gamble?

11% of 11-16-year-olds spent their own money on gambling in the last 7 days - that's 350,000 (Gambling Commission 2019)

Create a mind map: why might young people gamble and what might they be gambling on? Remember most gambling products are restricted to those over the age of 18.

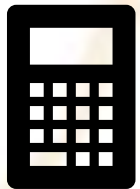


# Money and Debt: Hey Big Spender

## Activity 2: Where does the money go?



During the last 7 days how much do you think on average 11-16 year olds were spending on gambling?



**Calculate** - How much this would be:

- Over a year
- Over 5 years
- Over 10 years



Consider: How else could you spend the money? You may choose to save it?  
Think of five alternatives.





# Money and Debt: Hey Big Spender

## Activity 3:

Get creative and make a poster/flyer/brochure or anything else you like to inform other people about the costs associated with gambling and the potential harms of this

Decide your age group and how you think best to approach them

What are the key messages you want to get across?

Where can they go for help and advice if they are worried?



# Addiction & Mental Health: What Does Harm Look Like?

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing critical thinking and understanding of addiction. **This activity is suitable for children aged 14+**

This session should increase understanding of what is meant by gambling and gaming related harm and support young people in identifying signs of harm.

You may wish to complete all the activities or just one.



# Addiction & Mental Health: What Does Harm Look Like?

**Activity 1.** What does gambling and gaming related harm look like?

Can you split the below signs into gaming/gambling related harm/both?

### Signs of harm:

- Headaches/Migraines
- Neglecting personal needs
- Unable to set/stick to limit
- Thinking about it all of the time
- Struggling to stop
- Extreme fatigue
- Selling possessions
- Lying about it
- Arguing with friends/family
- Debt issues

Are there any other signs to consider?

Gambling Related Harm	Gaming Related Harm	Both

# Addiction & Mental Health: What Does Harm Look Like?

Whenever Kole gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA ultimate team and hopes to get Ronaldo. His mates say it's a waste of money, but Kole doesn't mind, it's his money and he doesn't have much else to spend it on anyway.

Lou inherited some money which was meant to be going towards driving lessons. All the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.

Hassan spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.

Anna spends all her pocket money on loot boxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometimes uses her mother's card to buy loot boxes. She's surprised her mother hasn't realised.

## Activity 2: Read the scenarios and traffic light them:

**Red** - the person is experiencing harm

**Amber** - the person is at risk of harm

**Green** - the person is not experiencing harm and is not at risk

You may wish to colour them in.

Zane stole money from Mum's purse to pay off a gambling debt.

Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.

Layla's Grandmother won £100 on a scratch card. Since then, Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops, so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and nothing more than £10.00. She's got to win big on the next one, right?

Danny's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.

April gets £20 pocket money and quite often spends £5 or £10 on loot boxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.

Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.

# Gambling Harm: Spotting the Signs



## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, idea sharing and collaborative working. **This activity is suitable for children aged 14+**

This session should increase young people's understanding of what is meant by gambling related harm and increase knowledge and understanding of the signs of harm.

You may wish to complete all of the activities or just one.

# Gambling Harm: Spotting the Signs

**Activity 1:** Create a thought shower of all the signs you can think of when someone is struggling with gambling related harm.

What physical, mental and emotional signs can you think of?

How easy is it to spot the signs?

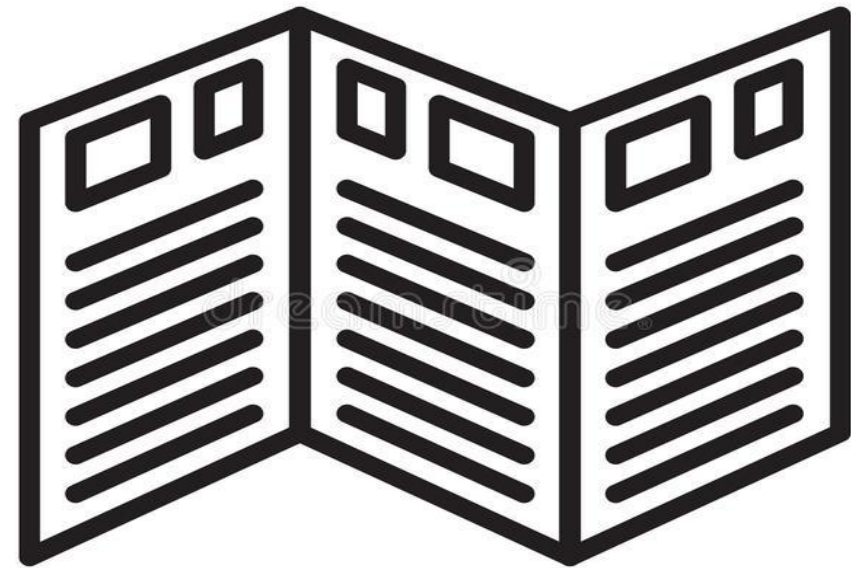


# Gambling Harm: Spotting the Signs

**Activity 2:** Get creative – design a poster/flyer/resources informing young people about the signs of gambling-related harm.

Think about who you are targeting and the best way to reach them.

What are the key messages and information you need to convey?



# Gambling Harm: Spotting the Signs

**Activity 3:** What would you do? Read the statement below and come up with 5 people/places you could reach out to for support for yourself or your friend.

'Your friend always wants to play a coin game. They seem preoccupied with the game and trying to win the other coins, even though they lose fairly often.'





# Probability and Luck: Gambler's Fallacy

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, and critical thinking skills. **This activity is suitable for children aged 14+**

This session should increase understanding of what is meant by probability and luck, increasing awareness of the likelihood of certain events unfolding. Young people will be able to exercise critical thinking in relation to Gambler's Fallacy and house edge, understanding that the products are designed in favour of the 'house'.

You may wish to complete all the activities or just one.



# Probability and Luck: Gambler's Fallacy

Activity 1. Match the event with the probability of it happening.

## Event

1. Rolling a double 6 with 2 dice
2. Winning the national lottery
3. Being struck by lightening
4. Winning an Oscar
5. Winning an Olympic Gold Medal
6. Having an accident on a UK theme park ride

## Probability

- a. 1:2 million
- b. 1:11,500
- c. 1:24 million
- d. 1:45 million
- e. 1:36
- f. 1:662,000

ANSWERS: 1=e, 2=d, 3=a, 4=b, 5=f, 6=c

# Probability and Luck: Gambler's Fallacy

**Activity 2.** The Gambler's Fallacy is 'the false belief that something is more likely to happen based on what has happened by chance previously e.g. "I've flipped two tails, the next one must be heads".'

Test out this theory by using a coin - Flip the coin 5 times and record the results. Does the prior outcome determine the next?  
Why not try it again? Were your results the same?

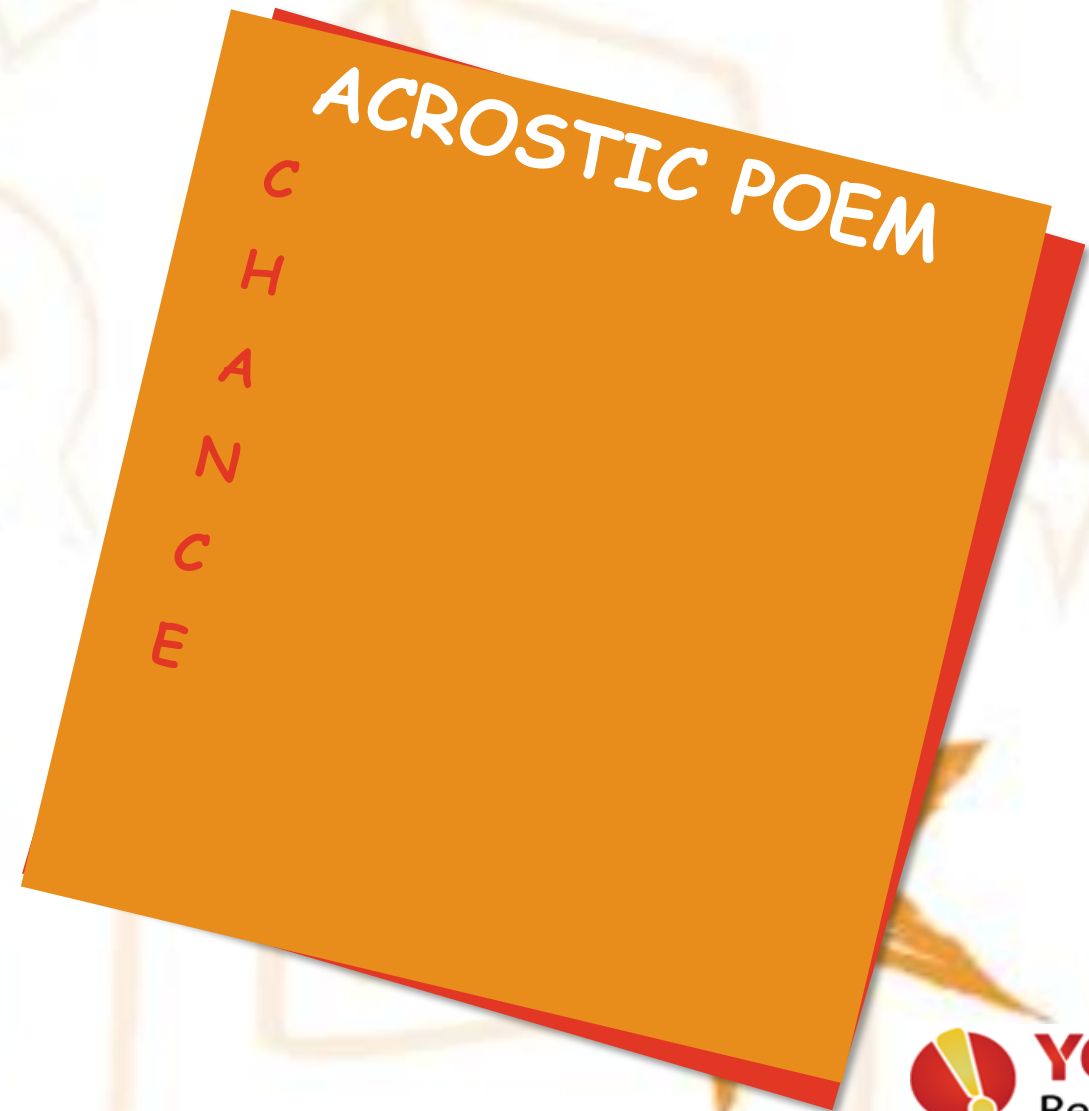
## Questions to consider:

- Are the results the same, different, similar?
- Did one outcome determine the next, or is completely down to chance and luck?
- Could they determine which way the coin would fall based on the previous goes?

# Probability and Luck: Gambler's Fallacy

**Activity 3:** Create an Acrostic poem using the word chance to inform people about the risks of gambling.

**Activity 4:** Discuss with another person or write down a definition for the term house edge. What does this mean for the consumer?



# The Gambling Industry: Advertising

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, and critical thinking skills. **This activity is suitable for children aged 14+**

This session should increase understanding the gambling industry and how advertising is used within it and within the media. It provides opportunities for young people to consider how media impacts themselves and their communities.

You might choose to do one or both activities.



# The Gambling Industry: Advertising

**Activity 1:** Can you match the logo to the brand?



- SkyBet
- Ladbrokes Coral
- Casumo
- Mecca Bingo
- 32Red
- Fun88
- National Lottery
- DafaBet
- Foxy Bingo

ANSWERS: SkyBet(H) LabrokesCoral(A) Casumo(D) Mecca Bingo(B) 32Red(C)fun88(E) National Lottery (I) Dafabet(F) Foxy Bingo (G)

# The Gambling Industry: Advertising

**Activity 2: Discuss/Consider** the following questions and write a statement about advertising and gambling.

Where have you seen the logos/brands?

How does the gambling industry use media to promote gambling?

Do you think you should be allowed to see these adverts at your age? What age is ok?

Has advertising normalised gambling for children and young people?

Do you think people are more or less likely to gamble as a result of advertising?

What can be done to protect children and young people?

# Money and Debt: The Impact of Debt

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, and critical thinking skills. **This activity is suitable for children aged 14+**

This session will explore the impact of debt, the effects it has on those around us and develop an understanding of where to get help and support.

You might choose to do one or all activities.





# Money and Debt: The Impact of Debt

## Activity 1: Give me 5.

List at least 5 ways that debt may impact a person's life - think about the personal, professional, social impacts etc...



# Money and Debt: The Impact of Debt

**Activity 2:** Create a table exploring the potential impact of debt. Consider, the individual experiencing harm and debt, their family and the wider community.

Should there be support for the family as well as the gamer or gambler? What might this look like?

The Individual	Their Family	The Wider Community

# Money and Debt: The Impact of Debt

## Activity 3: Get Creative!

Design an information leaflet, poster or video that includes information on how debt can affect gamers/gamblers and those around them. Include signposting to key support services.

You may need to use the internet to help you.



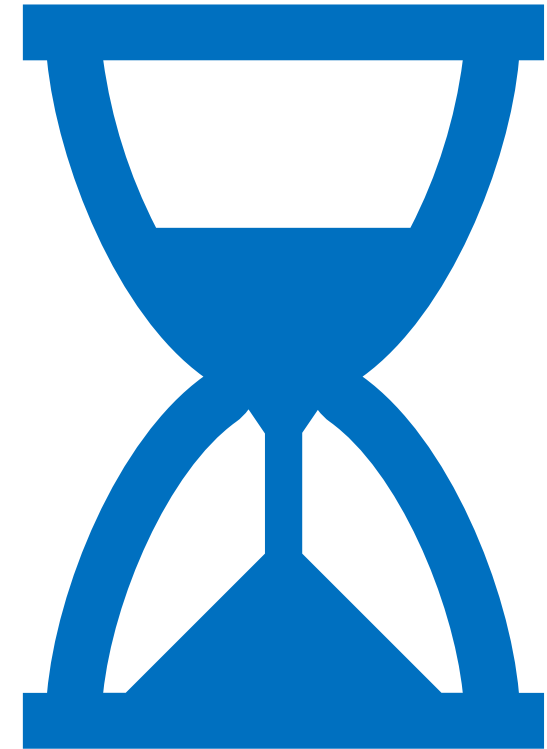
# Why Do People Game? The Value of Time

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, analysis, and critical thinking skills. **This activity is suitable for children aged 10+**

This session should promote an honest conversation about the value of time and highlight the importance of physical and mental well-being to individuals. Young people should be able to have positive conversation about time-keeping habits and set goals to improve health and well-being.

You might choose to do one or all activities.



# Why Do People Game? The Value of Time



**Activity 1:** Create a mind map, list or pie chart exploring everything you need to do during a typical day – include both things you want to do and things you have to do.

# Why Do People Game? The Value of Time

**Activity 2:** My precious time: Using your mind map as a starting point create a plan looking at how much time you spend on each activity during a typical day.



Are your days balanced? Do you get enough sleep (Teenagers need about 9 hours per day) Do you spend a long time on social media/gaming or on other activities? What could you do to balance your time more effectively?



Is there one aspect you think you need to work on? E.g., do you need to get more sleep because you're always tired, or would you like to make sure you're eating properly? Set yourself a challenge for the next week to try and do this.



# Why Do People Game? Gamer's Ready!

## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group developing discussion, analysis, and critical thinking skills. **This activity is suitable for children aged 10+**

This session should highlight the differences between safe and problematic gaming and encourage young people to think about their own gaming behaviour.

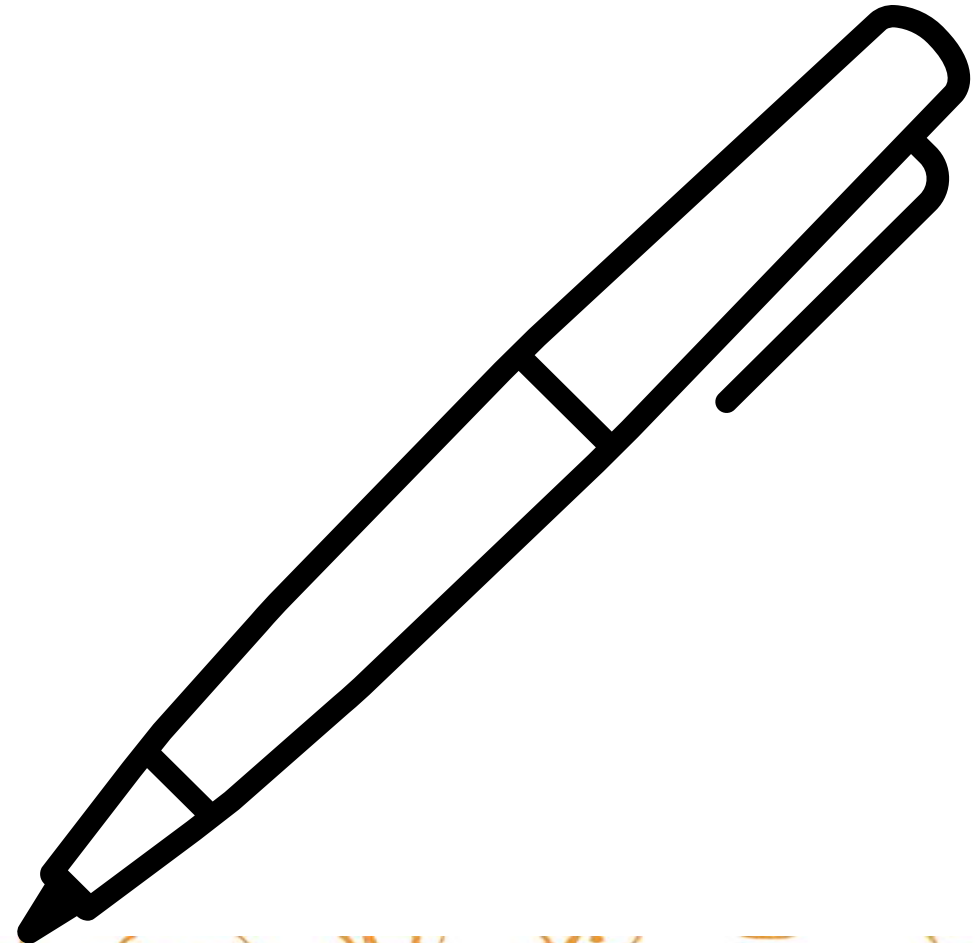
You might choose to do one or all activities.



# Why Do People Game? Gamer's Ready!

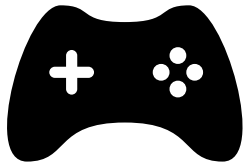
**Activity 1: Gaming A- Z.** List a word associated with gaming for every letter of the alphabet

How would you describe gaming to someone who has never done it? Pros and Cons.





# Why Do People Game? Gamer's Ready!



**Activity 2:** The stages of gaming. Come up with a definition for each of the headings and list the behaviours you might expect each person to display.

Casual Gamer	Competitive Gamer	Harmful Gaming

# The Gambling Industry: Social Media



## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group, developing discussion, analysis, and critical thinking skills. **This activity is suitable for children aged 12+**

This session aims to explore the relationship between social media and advertising, the key focus being gambling-related advertising and the impact this may have on young people.

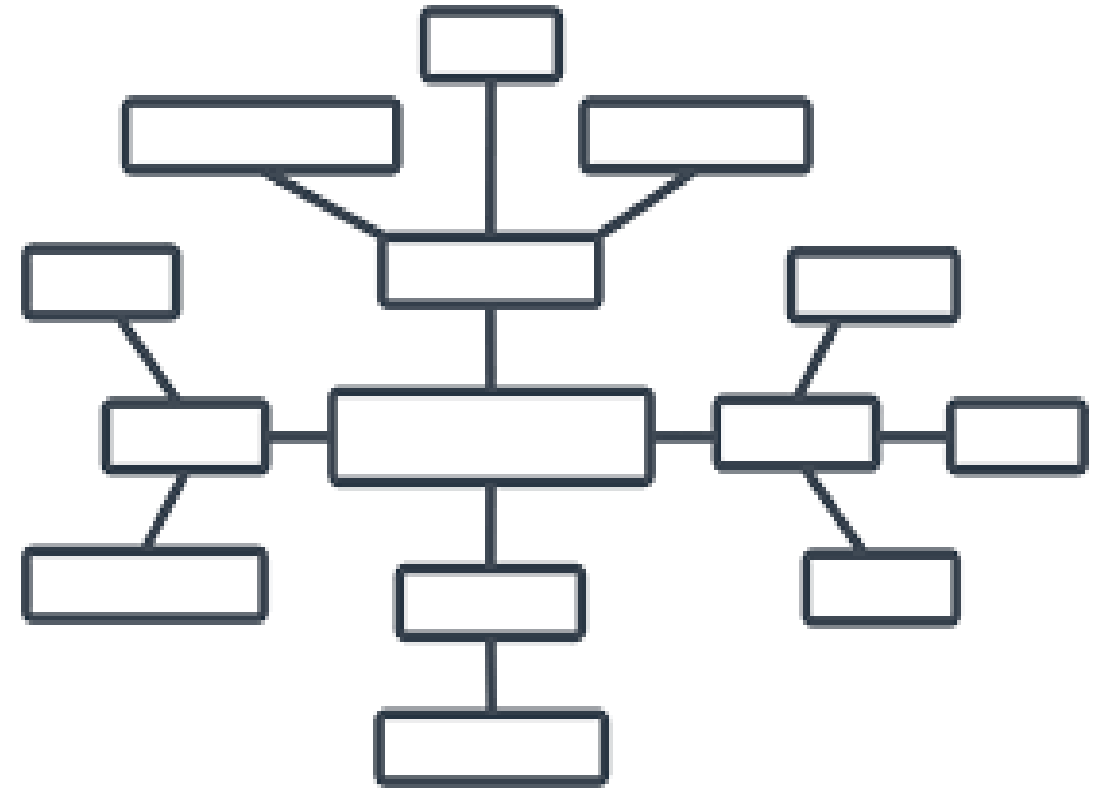
You may wish to complete both activities or just one.

# The Gambling Industry: Social Media

## ACTIVITY 1: Advertising on Social Media

- What are the most popular social media platforms that you/your peers use?
- Do you know the age restrictions on these platforms?
- What are the most common products you see being advertised, how are they advertised?

Create a thought shower to record your experiences.



# The Gambling Industry: Social Media

## ACTIVITY 2: Gambling Advertising

How does this impact you? Should there be an age restriction?

Do you think people give a false impression of winning on social media?

Have you seen any influencers marketing gambling products?  
How do you feel about this type of marketing?

Have you ever encountered advertising of gambling products on social media?



Think about the different types of gambling products – lotteries, scratch cards, bingo, Esports betting, casinos, bookmakers, horse racing and sports etc...

# The Gaming Industry: Microtransactions



## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group, developing discussion, analysis, and critical thinking skills. **This activity is suitable for children aged 10+**

This session aims to explore the use of microtransactions within games, supporting the young person/young people to recognise the impact of microtransactions and assess their spending.

You may wish to complete both activities or just one.

# The Gaming Industry: Microtransactions

A microtransaction is anything you pay extra for in a video game/gaming app outside of the initial purchase.

## ACTIVITY 1: Give me five

List your top 3 video games/gaming apps and discuss the following five questions:

1. How much did the game cost to purchase?
2. Have you spent any money on in-game purchases, if so, what on?
3. How did you pay/who paid?
4. How much money do you think you have spent on each game?
5. Do you think games offer value for money/should you have to pay extra?



# The Gaming Industry: Microtransactions

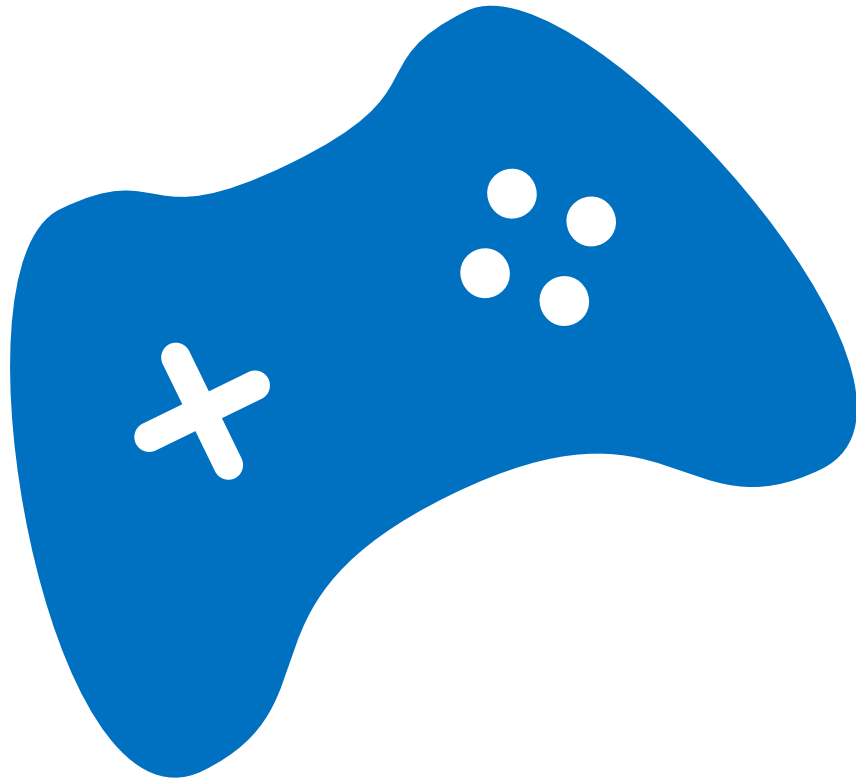


## **ACTIVITY 2: Microtransactions – the good, the bad, the expensive?**

**Create a list exploring the pros and cons of microtransactions.**

**Think about the cost and impact of microtransactions on the person playing the game, teammates, parents/carers and the gaming/app companies themselves.**

# The Gaming Industry: Esports



## Notes for professionals:

This activity can be delivered as a 1-1, or as part of a small group, developing discussion, analysis, and critical thinking skills. **This activity is suitable for children aged 12+**

This session aims to explore the Esports industry and consider both the positive and negative aspects of being an Esports professional.

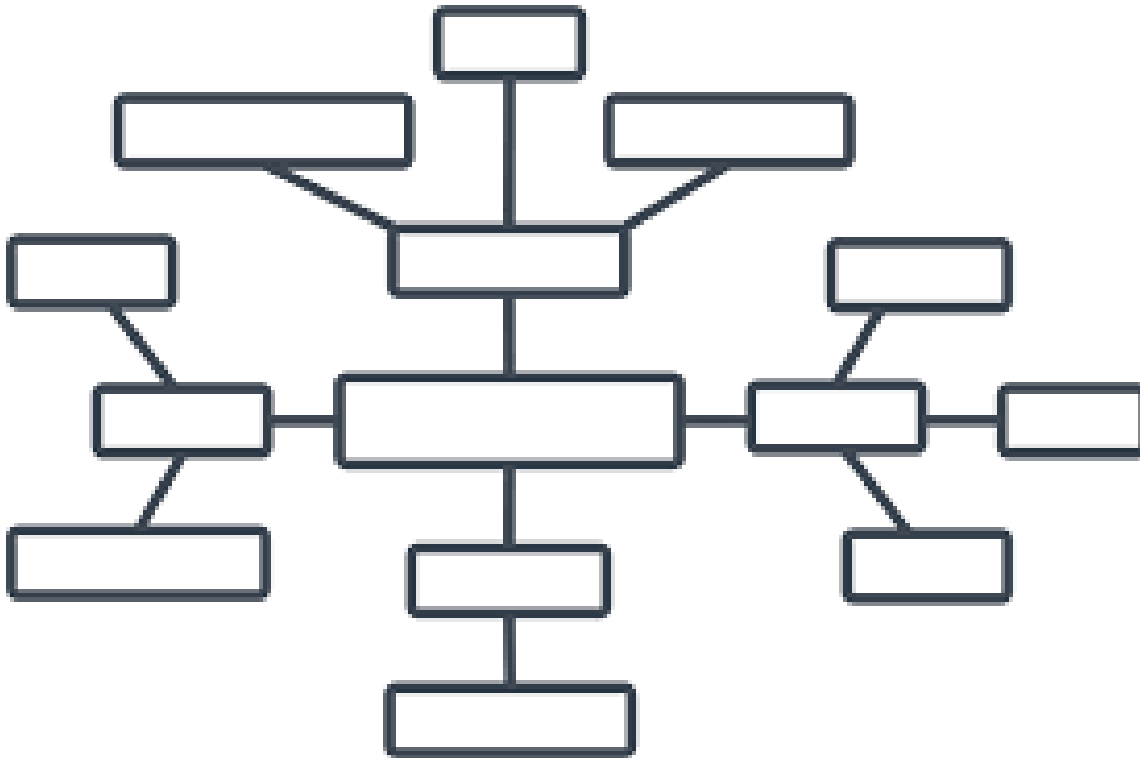
You may wish to complete both activities or just one.

**NB\*** this activity assumes CYP have a good understanding of gaming and Esports. It is not suitable as an introduction to the topic.



# The Gaming Industry: Esports

## ACTIVITY 1: What do you know about Esports?



**Explore the following:**  
**How do you watch Esports?**  
**Who are your favourite players/teams?**  
**What events and competitions are you aware of?**  
**Have you seen any advertising and sponsorship at events/on team shirts?**  
**Do you follow any Esports accounts on social media?**

**Create a mind map and discuss.**

# The Gaming Industry: Esports

## ACTIVITY 2: What does it mean to be an Esports professional?

**Draw a large outline of a human body.**

**List all the positives and negatives of being a professional Esports player. You may need to use an internet search engine to help you.**

**Consider the impact on their:**

- Physical Health
- Mental Health
- Skills Development
- Friends and Family
  - Finances

**What can they do to minimise the risk?**

How many hours per day do I need to train for?

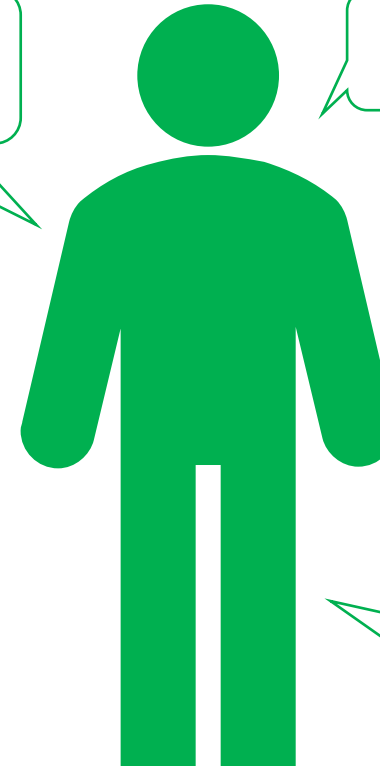
Why is it important to take plenty of breaks?

What's my average age?

What are the best parts of my job?

Is there a healthy balance?

What are the worst parts of my job?



# Sign Posting:



**Young People's Support service:**  
**[YoungPeopleService@gamcare.org.uk](mailto:YoungPeopleService@gamcare.org.uk)**  
**T: 02030926964**



**National Gaming Clinic and Gambling Clinics**  
**[ncba.cnwl@nhs.net](mailto:ncba.cnwl@nhs.net) 02073817722**



# YGAM

## Resources

YGAM  
Resources