

YOUTH WORK ACTIVITIES. 16+ 1HR

Education Team

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NOTES FOR PROFESSIONALS:

We have developed a series of activities and sessions designed to support professionals in the youth sector to deliver the YGAM materials. Building upon the materials available to you in the YGAM Booklet we have broken activities down to allow you to deliver relevant and age-appropriate materials with the children and young people you work with. Our programme aims to prevent and reduce gaming and gambling related harm, empowering children, and young people to make informed choices developing critical thinking skills and resilience for life.

This section contains a series of 1-hour activities covering the topics available to you in the workbook. The activities and tasks are suitable for young people aged 16 and over.

- Why People Gamble
- Why People Game
- Probability & Luck
- The Gambling Industry
- The Gaming Industry
- Money & Debt
- Addiction & Mental Health

The activities can be mapped to the wider key skills covering. (1)

Leadership & Teamwork



Learning & Sharing



Creative Thinking & Exploration



Research & Presentation



Preparation & Discussion



Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. You may wish to work with the children and young people to agree these in advance. We advise that you work with your DSL. Children and young people should feel able to share ideas, experiences and have the confidence and knowledge of how to seek

further support where necessary. This topic may lead to some young people sharing sensitive information and personal experiences which may trigger emotions both for themselves and others. In each session and activity, it is useful to remind them they can talk to a professional within your organisation. You may also to provide them with appropriate signposting options.

All of the sessions have been mapped to the Framework of Outcomes for Young People, the NYA Youth Work Curriculum 2020 and have considered best practice guidance from Youth Work in Wales: Principles and Purposes. These can be found in the appendices along with useful sign posting options.

Why Do People Game? Option 1

How do you game?

This is a group research challenge with the aim of getting a group to look at how many free to play games are available and what attracts people to play them and how the developer makes money from them.

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To research and identify free to play games
- To identify the features which make them attractive to players
- To understand and recognise the way in which these games make money

Outcomes:

- You will understand the features of free to play games and what attracts player to them and how revenue is generated.
- You will employ critical thinking skills and develop a presentation to explore your thinking and demonstrate your research

Resources:

- Flipchart
- Computer and presentation software or you could print out the following articles:
- <https://www.ft.com/content/04e874ab-9871-4379-ab3d-e0796f47eb06>
- <https://observer.com/2019/02/candy-crush-addiction-real-problem/>
- <https://www.nbcnews.com/better/lifestyle/why-mobile-games-are-so-addicting-how-reclaim-your-time-ncna1031266>
- <https://www.jellybtn.com/pirate-kings/>
- <https://www.mrguider.org/articles/pirate-kings-game-guide-tips-cheats/>

- <https://www.ranker.com/list/most-popular-mobile-games-today/ranker-games>
- <https://internetsafeeducation.com/blog/coin-master-game-review/>
- <https://goodyfeed.com/10-facts-about-coin-master-the-game-that-is-taking-spore-by-storm/>
- <https://mediakix.com/blog/how-do-mobile-games-make-money/>

Activities:

Icebreaker

Split your group into equal size teams. Using flipchart paper/dry wipe board/post it notes, write down as many free to play games as you can think of and what platform they are available on in 10 minutes.

You could develop this as a game/competition. 1 point for each game named and an additional 2 bonus points if one team identify a game that the another does not.

Research Ready:

Once a list has been compiled ask each group to pick 3 different games which they can research to understand the mechanisms and features within games which entice players. They should also consider how the game makes money.

Ask the young people to research:

- Why might people want to play the game(s)?
- What features make it attractive to players?
- What strategies are used by the developer to attract players to the game and to spend money within the game?
- How it is different from the competition?
- Does it feature in game purchases/microtransactions? What are they and what's the cost?
- What in-game purchases are available and how much do they cost?
- Does it have any other interesting points?
- How does your team feel about the game(s)?
- How does your team feel about the money made by the gaming industry?

Presentation Stations:

Ask each group to present their findings. Highlight that each group should listen to the other(s) and make any comments or ask any relevant questions.

It is my opinion that:

Ask each person to share their opinion about free to play games.

Why Do People Game? Option 2

Hobby, Habit, or Harm?

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS- Health and Wellbeing
- NOS/UNCRC- Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC- Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- Explore the signs of gaming disorder
- Differentiate between hobby and harm
- Create a resource to help others understand the potential risks of video gaming

Outcomes:

- You will understand the signs of gaming harm
- You will be able to differentiate between hobby and gaming disorder
- You will be able to create a resource to inform others of the potential harm and signs to look out for.

Resources:

- Flipchart/A4 Paper
- Access to YouTube
- Coloured pens/pencils

Activities:

Healthy v unhealthy?

Designate one side of the room as 'AGREE' and the other as 'DISAGREE'

Reading out statements ask the young people to move to the side of the room that fits their opinion. After each statement ask the young people to share their thoughts and opinions.

1. Video gaming is an important part of my life
2. I mostly play video games by myself
3. I would miss a day of school/college/uni to play a game on release day
4. I regularly play late into the night (i.e. past midnight)
5. I get angry when I play video games
6. I feel angry after I have played video games
7. I spend money on in game purchases
8. I play mobile games
9. I buy microtransactions
10. If I didn't play video games for a week I would feel anxious
11. I would have FOMO if I didn't play video games for a month
12. I get angry when told to stop playing
13. I find myself thinking about gaming often
14. I lose track of time when gaming

If someone finds themselves predominantly agreeing with the statements this could be a sign of an unhealthy relationship with video gaming. You may wish to talk to them separately to the session.

What are the signs of video game addiction?

Split into teams and get the group to watch the following video

(<https://www.youtube.com/watch?v=li3q9w2uAfo>). Ask them to look out for the signs of video game addiction within the video.

1. Pre-occupation with games/gaming (01.14)
2. Withdrawal Symptoms (01.45)
3. Tolerance (progressively needing more stimuli) (01.59)
4. The inability to control impulse to game (02.26)
5. Loss of interest in hobbies and all other activities (02.40)
6. Continuing to play despite gaming having a negative impact on their life (03.03)
7. Deception- dishonesty/lying about gaming (03.28)
8. Using gaming to distract from negative feelings, as an escapism (03.51)
9. Loss of opportunities/relationships (04.28)

In their groups ask the young people to pick out 3 or 4 of these symptoms and have them discuss what each of them means. Get them to draw a word bubble/mind map to show their thoughts.

Spreading the message

Ask the young people to create a resource for younger children to ensure gaming remains a fun hobby/balanced activity. What things should they do to balance time? What could the gaming industry do to make gaming safer?

Ask the group to consider:

- Key messages
- Age appropriate
- What headline/slogans will you use to make your messaging clear

Ask each group to share their work.

Why Do People Game? Option 3.

Arun's Story

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To look at future employment opportunities within gaming

Outcomes:

- You will have an insight into roles available within the video gaming industry and a plan on how to access them

Resources:

- Internet access
- Article: How mobile games crushed consoles. <https://www.ft.com/content/04e874ab-9871-4379-ab3d-e0796f47eb06>
- Pens and paper
- Resource 1
- Resource 2

Activities:

Mobile games or consoles?

Ask young people to create a mind map: how many ways can you play computer/video/digital games? What are the popular games, and can you play them on any platform?

Ask the young people to consider:

- Is one platform more dangerous than another?
- Is one type of play more popular than another?
- Why might traditional console games now be available on mobile?
- Why might games offer play through mobile use?
- What makes mobile gaming so popular?

Ask the young people to read the attached article and draw out some conclusions from this.

Arun's Story:

Ask the young people to work in pairs. Read Arun's story (resource 1). Ask them to identify the risks Arun may be facing. They should try to focus on both physical and emotional wellbeing. Using resource 2 ask the young people to consider what thoughts/feelings emotions Arun might display.

Advice for Arun: ask YP if Arun was your close friend, what advice might you give him?

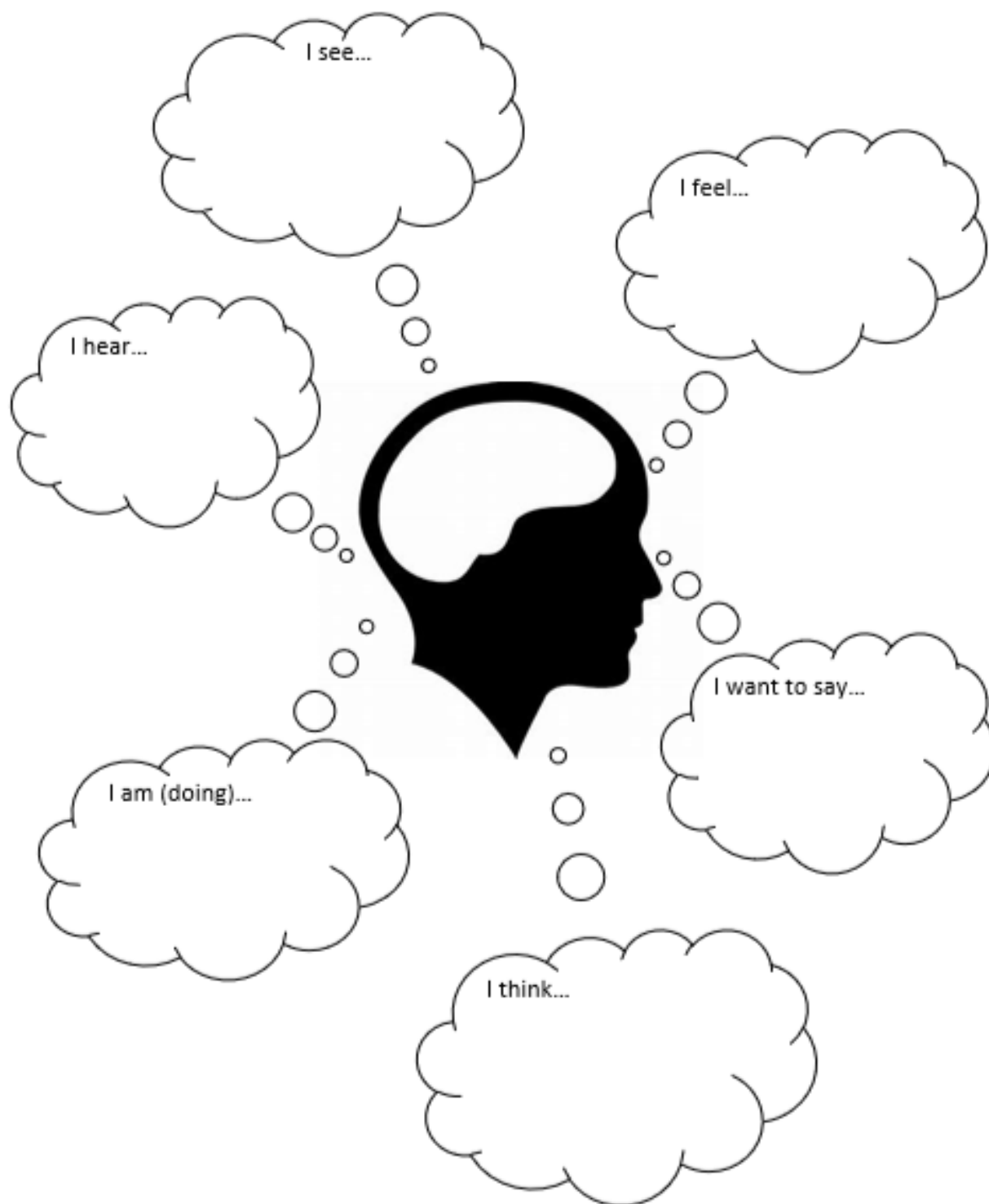
Why Do People Game? Option 3: Resource 1

Arun's story:

My average screen time is probably about 12 hours a day. I do worry a lot about how much time I spend on my phone. But the way I socialise is through my phone, it's literally my life. I use social media to communicate, and I play games on my phone too. I think most of my time is predominately on games if I think about it honestly. It's a good way to communicate. At school this means I can talk to my friends and be included in the group and away from school we can keep things going. I'd feel left out if I didn't do it. I would feel like I am missing out if I didn't always have my phone with me. Sometimes 3 or 4 hours have passed, and I don't even know what I've done with the time. I have not progressed that far in the game half the time, but I buy useless stuff when I see popups and things.

Nearly every week I try to set limits, but whenever I should be studying, I pull out my phone and go on it for about an hour and when it is time to go to sleep, I go on my phone in the dark with dark mode on. My bedside cabinet has my charger connected to it so I can easily stay up all night. I want to remove it but because I am so addicted to the games and talking about the games on my channels. One time I fell asleep at 2 am because I was on my phone playing games and trying to progress just one more level. I spend too much money on these games too. I sometime think, I shouldn't do it. k

Why Do People Game? Option 3. Resource 2



Why Do People Game? Option 4.

YGAM Research

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- NOS/UNCRC- Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC- Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To interpret research to demonstrate key facts
- To recognise the positive and negative aspects of gaming
- To recognise ways to help people stay safe

Outcomes:

- You will be able to interpret research picking on key facts
- You will be able to recognise that gaming can have both positive and negative effects on people's lives
- You will be able to suggest ways of staying safe

Resources:

- Resource 1
- https://www.ygam.org/wp-content/uploads/2019/09/research_full_report-FINAL-Online-220819.pdf (you will need to print the document in advance of the session)

Activities:

Game Selection

Provide young people with resource 1. Ask them to explore the types of games university students (YGAM and redbrick 2019) identified as most popular. Ask the young people to match the type of game with the relevant percentage for each type. Share the findings with the young people.

Answers:

Puzzles/Quiz: 63%, Action: 33%, Social Network: 29%, First person shooter: 27%, Strategy: 25%, Sports: 17%, MMO: 17%, Battle Royale: 15%, Fighter: 14%, Casino style games: 9%

Gaming: Pros and Cons.

Ask young people to explore the article to highlight the pros and cons of gaming. They could also use their own knowledge to support. Ask the young people to work in pairs to create a list of both the pros and cons of gaming which they will then present back to their peers.

Once complete- bring the group back together and ask them to share their ideas. Debate if the pros outweigh the cons of gaming. Encourage open dialogue.

Action Advice:

Ask the pairs to think about 3 pieces of advice they could give to young people heading off to university to help manage their gaming.

Why Do People Game? Option 4: Resource 1

Puzzle/Quiz style Games	Action: e.g. Assassins Creed	63%	17%
Strategy games e.g. Dynasty warriors	Sports e.g. FIFA	33%	17%
Fighter: e.g. Mortal Kombat	Online casino games: e.g. roulette, slots	29%	15%
Massively multiplayer online (MMO) e.g. world of war craft	Social network games: e.g. Farmville	27%	14%
Battel royal e.g. Fortnite	First person shooter e.g. COD, Halo	25%	9%

Why Do People Gamble? Option 1

Do you, have you ever?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- NOS/UNCRC- Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To explore the different types of gambling in the UK
- To understand the reasons why young people may gamble
- To understand the risks and potential harms of gambling

Outcomes:

- You will be able to identify the different types of gambling in the UK
- You will be able to explain the reasons people may or may not gamble
- You will recognise and understand the risk and potential harms associated with gambling

Resources:

- Post-it notes - different colours if possible
- Resource 1: Types of Gambling
- <https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>

Activities:

Do you/Have you ever?

Ask the young people to mind map the word gambling. What is it? How many different kinds are they aware of? Who does it, who doesn't? have you/your group ever participated and if so, how?

Encourage open discussion and ensure young people reflect on how young people might access these, and also, the reasons people may abstain from gambling. You should encourage respectful conversation. It's also important to ensure CYP know that most gambling is restricted to 18+

Do children gamble?

Explain that in the UK for most gambling products you need to be 18. Ask them if they know of other forms of gambling in the UK where the age ratings may be blurred? Facilitate a discussion encouraging openness around the topic. Do they consider things such as tombola, raffles and penny slots (arcades) and private bets with friends as gambling? Is there any age restriction on these things? Should there be? Are those products harmful?

Why might Young People Gamble?

In pairs or small groups ask the young people to list the reasons they think young people might choose to gamble.

Share responses and discuss as a group. Are there any common themes? Look at their lists, what do they think would be the most common reasons?

Why might Young People Gamble? What does the research tell us?

Ask the young people to look at some of the reasons young people gamble and match them to the correlating percentage (resource 1) - how many people do they think said each?

Provide young people with the answers:

Because it's fun: 55%, to win money: 31%, to get a buzz: 19%, it's cool: 11% I like taking risks: 13%, because my parents/guardians do: 10%, because my friends do: 6%. Ask the group to consider if there are any surprises? Any higher/lower than they expected?

Peer pressure:

Peer pressure was listed as one of the reasons why young people gamble.

OPTION 1: Debate: peer pressure is a key reason why young people gamble.

OPTION 2: Explore the list of reasons why young people gamble. Does peer pressure impact any of the other reasons listed? Discuss.

Why Do People Gamble? Option 1: Resource 1

Because it's fun	To win money
To get a buzz	I like taking risks
Because my parents/guardians do	Because my friends do
It's cool	11%
31%	13%
55%	10%
19%	6 %

Why Do People Gamble? Option 2

What, Why, How

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand the reasons why people may gamble as well as the reasons why people don't.
- To understand the risk and potential harm of gambling
- To consider the wider impact of gambling harm

Outcomes:

- You will be able to explain the reasons people may gamble and identify the potential risks and associated harm
- You will recognise that many people may choose not to gamble based upon many reasons

Resources:

- Resource 1: Why people gamble
- Resource 2: Why people gamble
- Resource 1 and 2: Why people gamble (Answers)

Activities:

What does gambling-related harm look like?

OPTION 1: Is there are stereotypical gambler: debate.

OPTION 2: Make a list of what harm might look like for the individual, their family, their friends.

OPTION 3: In two minutes list as many works relating to gambling harm as you can think. Spend five minutes discussing responses.

How and why? Research exploration:

Explain that university students cited the following as reasons why they gamble:

Redbrick research, YGAM 2019

(Resource 1: Why Students Gamble)

- Because it's fun
- To try and win money
- To get a buzz
- For something to do
- To cheer them up

Give one group the RED cards (problem gambler), one group the AMBER cards (moderate risk-gambler) and one the YELLOW cards (low risk gambler). Ask them to place the cards with the percentages on the headings. (Resource 2: Which group said what?)

What does the research say?

Share the results with the young people. Change the cards to reflect this and ask them to go around and have a look at the results. Are there any surprises. Encourage discussion.

Thinking point:

Why may people choose not to gamble? Reference preferences, as well as religious or cultural reasons. This may open up wider discussion depending on the group. Remind YP how and where they can get support.

As an extension to this activity you may want to explore a range of religious scripts to explore how religion may impact views of gambling. You could complete a research study exploring cultural differences as well as religious. This would encourage young people to think more broadly about the subject

Why Do People Gamble? Option 2: Resource 1

Because it's fun

To try and win money

To get a buzz

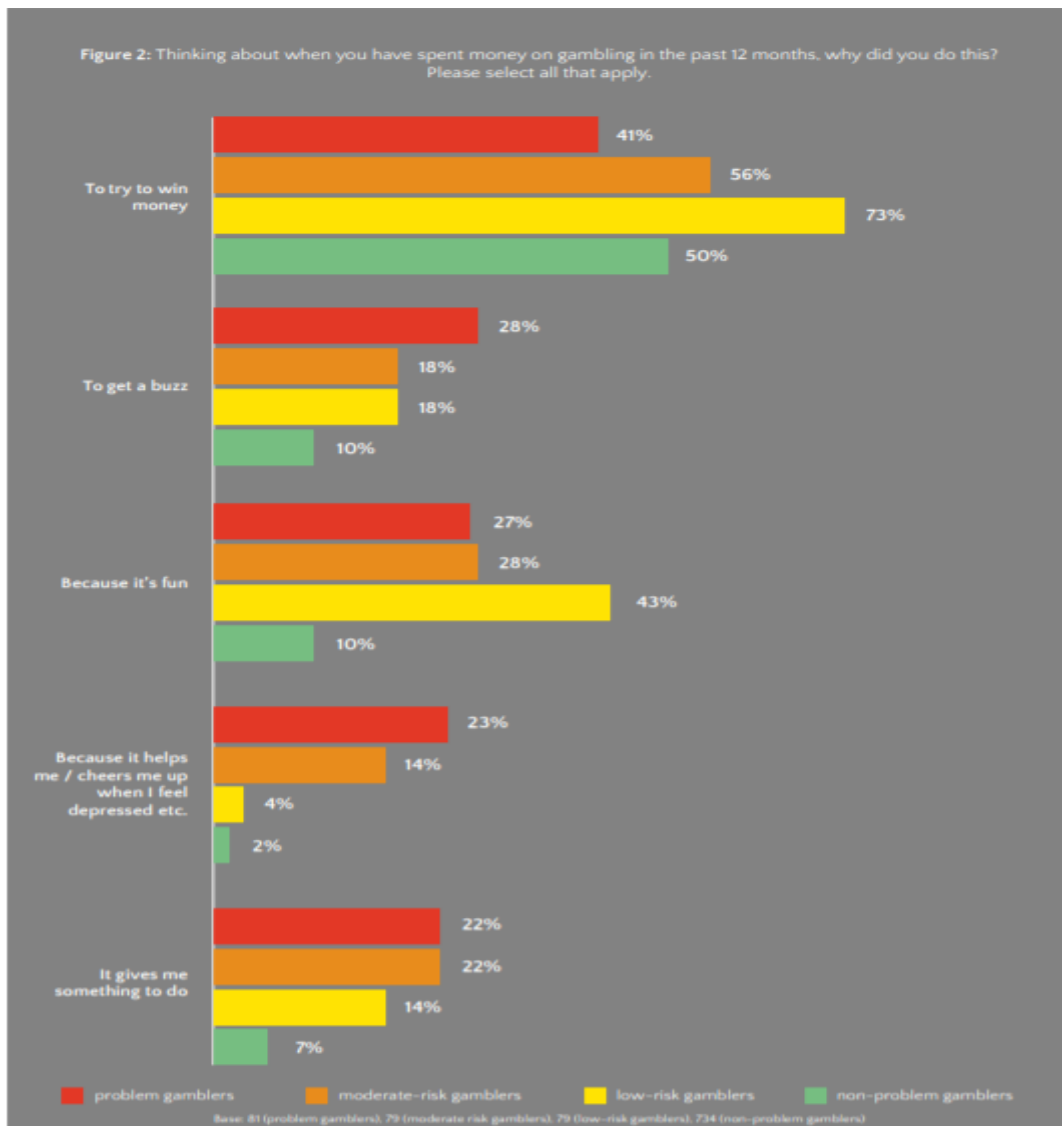
It helps cheer me up

It gives me something to do

Why Do People Gamble? Option 2: Resource 2

41%	18%	14%
22%	56%	4%
27%	28%	43%
22%	14%	18%
23%	22%	73%

Why Do People Gamble? Option 2: Answers



Why Do People Gamble? Option 3.

Consumer Protection

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To identify and reflect upon the measures in place in order to protect consumers.

Outcomes:

- You will be able to evaluate the different measures in place that protect consumers and provide recommendations for improvements.

Resources:

- Internet access. This is a research activity so you will need access Wi-Fi/data.

Activities:

Agree: Disagree

You could ask YP to stand/sit based on if they agree or disagree or assign each side of the room to agree/disagree

Read out some or all of the statements and ask the YP to agree/disagree

- Some people are naturally lucky
- Gambling is immoral
- You have to lose significant amounts of money to be considered to have a problem
- All forms of gambling should have the same age restriction
- You should never borrow money to gamble
- If you gamble with your friends, you're less likely to experience problems
- It takes years before you can become addicted
- Some forms of gambling are better/more acceptable than others
- There should be daily spending limits on all forms of gambling
- Microtransaction in online/video games are a form of gambling

Research activity:

Ask the young people to explore the measures put in place by a variety of organisations/governing bodies to protect consumers. You could split the groups and ask them to research the following topics: The National Lottery, Casinos, Bingo Halls, Book makers, Online Gambling sites.

Ask them to consider:

- Existing measures
- Effectiveness
- What else could be done?
- Your opinion.

Tell us what you learnt:

Ask each group to present their findings.

Why Do People Gamble? Option 4

Gambling: The risks

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand the risks involved in gambling.

Outcomes:

- You will create an informative piece of literature (poster etc.) in order to support peers in understanding the risks related to gambling.

Resources:

- Resource 1: Why people gamble
- Craft materials or IT

Activities:

Risk Ladder:

Using resource 1, order the statements in order of highest risk (related harm). This could be done individually, or as pairs or small groups.

You could ask for 8 YP to volunteer. Each YP holds a card, and the others organise them from highest risk to lowest risk. Ask the group to explore each statement, identify the risk and also any advice they may give to this person.

Let's inform:

Ask the young people to work in pairs to create a useful resource for their peers.

How can you help other young people to understand the risks surrounding gambling?

This could be a poster, flyer, blog, advert.

Create a hashtag and slogan to help you engage with your audience.

Let's share:

Ask young people to share their ideas.

Ensure young people know how and where to get support, if required.

Why Do People Gamble? Option 4: Resource 1

I spend all my money online on loot boxes and games online such as poker. I have had to steal money by using my mum's card before because I ran out of pocket money.

I'm so tired and have no energy to go out with friends or see my family. I stay up until 3am playing online games and betting. I have headaches every day.

I'm 16, I buy a lottery ticket every now and then. I get lucky dips so that I don't have to worry about me missing a week and my numbers coming up. It's no big deal and I rarely do it.

I don't have any friends and get bullied at college. Gambling is an escape from all of my problems, and I can't imagine life without it. Sometime when I win and I post on social media I get loads of likes, it makes me feel good.

A group of us go to a friend's house most nights. We drink alcohol and then gamble. All our money is spent on gambling and alcohol. We all do it so it's not like it's a problem, right?

I occasionally spend money on microtransactions when I get my pocket money. Only a few times a year and never more than £5. I also use my money to go to the cinema and I'm saving up for driving lessons

I spent £30 on a slot machine yesterday. I lost it all but I've borrowed some money so that I can win it back. I'm confident I can and then everything will be ok.

Probability and Luck. Option 1.

Introduction to probability and luck

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand the terms probability and luck
- To understand how probability and luck relate to gambling

Outcomes:

- You will be able to explore and define the terms probability and luck
- You will be able to discuss how probability and luck relate to gambling
- You will be able to offer your opinion about probability and luck

Resources:

- Paper and pens, post-its
- Resource 1: Probability and Luck

Activities:

How Likely?

Ask young people to look at the scenarios (resource 1) and order them from most to least likely, matching with the corresponding percentage.

Once the young people are happy with the ordering, provide them with the answers. Did they get them right? Are there any surprises? Consider, do people fully understand the odds when gambling- are they aware they're unlikely to win? Do you think people would be more/less likely to gamble if they through the odds were stacked against them?

Explain that for people who have a gambling disorder (a behavioural addiction) the compulsion to gamble is so strong that they cannot help but gamble, even if this negatively impacts other areas of their lives.

Mind map:

Ask the young people to map the words probability and luck. What do we mean by these terms? How do they impact gambling? Are they a deterrent/encouragement? Are people fully informed?

My personal response.

"Gambling is all about the skill of the player"

Ask young people to write a response in agreement or rebuttal to the above statement. You may need to provide some groups with the opportunity to research this further. Encourage open dialogue and reassure individuals their responses are all valid. Allow time for willing participants to share their response. Encourage questioning and debate.

Exit ticket:

Ask young people to share one thing they have learnt and one thing they'd like to know more about.

Probability and Luck. Option 1: Resource 1

Rolling a double 6 with 2 dice	Winning the national lottery	Being struck by lightning
Winning an Oscar	Winning an Olympic gold medal	Having an accident on a UK theme park ride

1:36	1:45 million	1:24 million
1:11,500	1:662,000	1:2 million

ANSWERS

Rolling a double 6 with 2 dice: 1:36	Winning the national lottery 1:45 million	Being struck by lightning 1:2 million
Winning an Oscar 1:11,500	Winning an Olympic gold medal 1:662,000	Having an accident on a UK theme park ride: 1:24 million

Probability and Luck. Option 2.

Loot box Low down.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand how probability and luck relate to in games purchases and microtransactions in many popular games

Outcomes:

- You can discuss and interpret the probability of gaining items in games via microtransactions
- You can offer a definition for probability
- You can offer your opinion on loot boxes

Resources:

- Paper and pens
- Dice

Activities:

Gambling and the language we use.

How many gambling phrases, which we use in modern life, can the group think of? You could make it a competition, an individual task or a group activity. For example:

Bingo - correct/ well done

All bets are off - lack of certainty

Having an ace up ones sleeve - a secret strength/ability/power

The die is cast - decision has been made and you can't look back

Play your ace - use your strongest asset

Ace in the whole - a hidden advantage

Call a spade a spade - speak openly and honestly

Cash in your chips - take advantage of a quick profit

Hit the jackpot - to have success

Play your card right - exploit a situation to your advantage

Put your money where your mouth is - Back up your opinion/act on a claim you've made

Show your cards - reveal your source/resources

Consider: language like this- how might it affect young people. Does it normalise a risky activity?

Gambling/Gaming convergence:

Explain that many people feel that gaming and gambling have many parallels and that loot boxes are a much-debated product within electronic games that many professionals feel are forms of gambling. E.g. loot boxes in games for minors are banned as they contravene their gambling laws.

NB: you will need to ensure YP know what a loot box is: e.g. a microtransaction within a video game which has a randomly determined outcome. These can be acquired by using real world currency or in game currency/earning the product within the game.

Many young people want to acquire prestigious items in their games, but often they have a less than 1 percent chance of acquiring the item.

OPTION 1: debate the following: The manufacturers of games must clearly show the probability of gaining each item to ensure players are fully informed.

OPTION 2: pick a game (which features loot boxes) and research the probability of gaining the top items. Record your findings as a handy tool for other young people.

I'm here to inform:

Ask YP to share their ideas/work from previous section. Encourage discussion and debate.

Probability and Luck. Option 3

The House Edge

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- QS – Skills Development
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand the term ‘the house always wins’ and ‘house edge’

Outcomes:

- You can explore thoughts and feelings around the term the ‘house always wins’ and ‘house edge’
- You can explain how probability and luck relate to gambling

Resources:

- Paper and pens
- Dice x2
- Resource 1: Probability and Luck Option 3

Activities:

Group discussion:

Mind map the phrase: “the house always wins.”

NB: you may need to explain the house is in reference to the gambling company.

Let's roll:

An opportunity for you to play a game to test luck v probability. Utilising resource 1 and 2 dice explain:

- Each person has a copy of resource 1.
- One young person will be the ‘house’
- Everyone starts with 6 points. If the YP wish to take a guess at what the answer will be they must use up 1 point.
- Each time they can either make a guess as to the result of the roll or they can abstain and keep their points.
- In advance of each roll they must make their guess/abstinence known.
- The ‘house’ will then roll the dice.
- If the YP guessed correctly, they receive 3 points. (NB: they will have lost 1 on entering the roll, so will only have gained 2 new points.
- Once all 6 rolls have been made ask the young people to add up their score.

Once the game is over, ask the young people to look at their score. For some young people they may have zero. Ask the group to explain how the house always had the edge. Ask the person who played the house to add up their score. Facilitate a conversation about luck and probability and ask questions like, is the game fair? Does the previous outcome determine the next? Can an individual beat the house? If YP chose to abstain, ask reasoning and rationale, did they keep their points? Did they do better than those who took a risk?

Probability conundrum

Ask YP to

- A) Create an acrostic poem using the word probability.
- B) Write a statement to explain the term ‘house edge’.
- C) Create a safer gambling slogan.

Probability and Luck. Option 3: Resource 1

Roll (each roll is uses up 1 point.	Guess	Result	If correct add 3 points
1			
2			
3			
4			
5			
6			
TOTAL			

Probability and Luck. Option 4

Campaign Crusaders

****NB this activity will require previous learning; either from the 20-minute activities or one from the other 1-hour sessions.**

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand how probability and luck relate to gaming and gambling
- To understand the risks associated with gaming and gambling

Outcomes:

- You will create a campaign to educate people about the potential risks of gaming and gambling
- You will be able to articulate how probability and luck relate to gaming and gambling.

Resources:

- Paper and pens
- Flipchart
- IT access (optional)

- Recording device (optional)
- Resource 1

Activities:

Campaign Crusaders:

Explain that the young people should work in small groups (2-3) to develop a campaign which will educate people about the potential harms of gaming and gambling. Ask YP to look at resource 1 to help them formulate their campaigns.

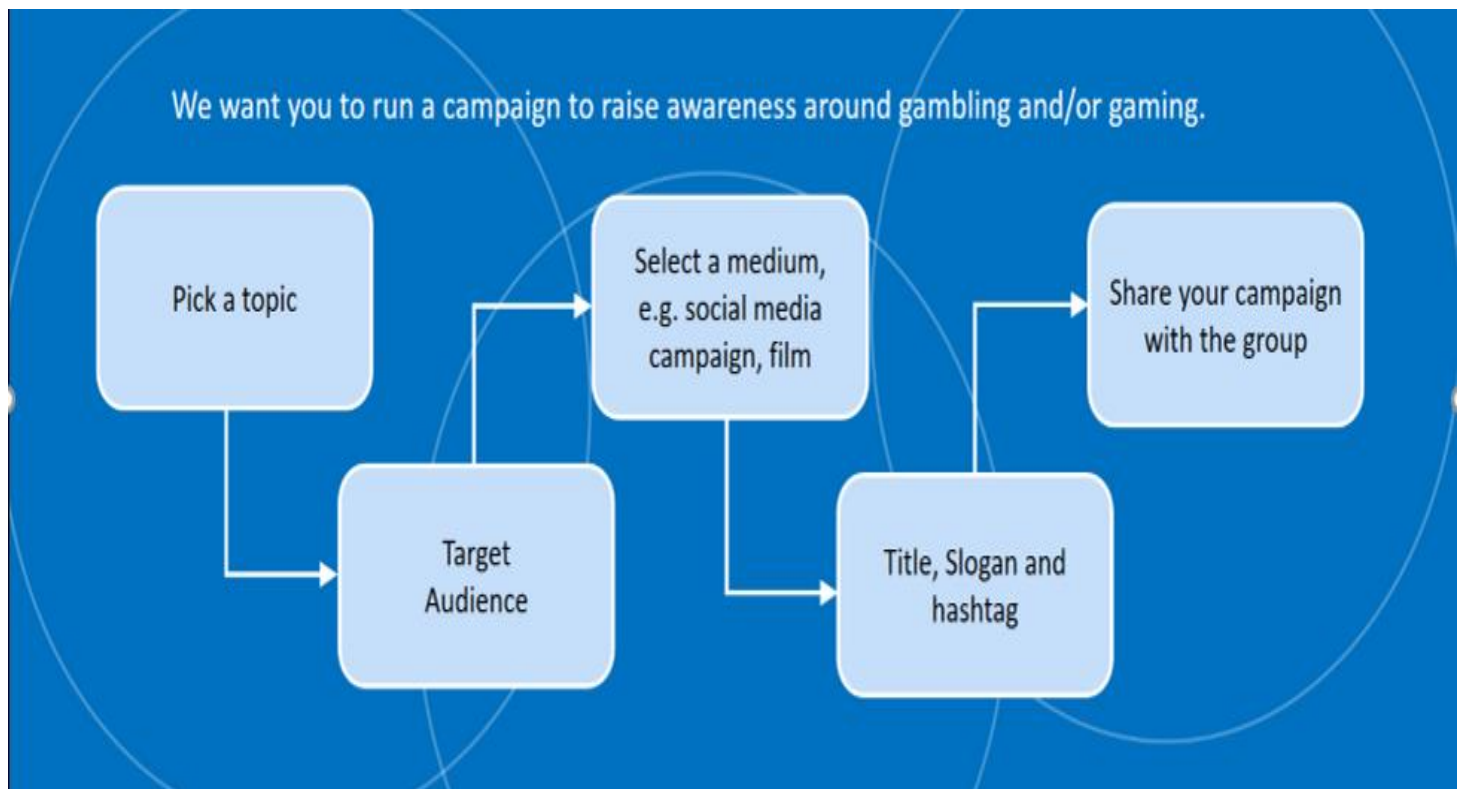
Campaign design

Provide YP with time to put their campaigns together. Ensure they work collaboratively and cover the key points.

Pay it forward:

Ask young people to write down one thing that they learnt in this session.

Probability and Luck. Option 4: Resource 1



The Gambling Industry. Option 1

How does advertising make you feel?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF - Healthy and Safe Relationships
- QS – Skills Development
- NOS - Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand and communicate the types of gambling advertising and how it makes you feel

Outcomes:

- You can recognise how gambling advertising is used and how it makes you feel

Resources:

- Pens/Paper

Activities:

Agree/Disagree

Read the statements out and ask the YP to raise their hands if they agree/keep hand lowered if they disagree with the below statements. YP should be prepared to explain their responses and share reasoning.

NB: you may wish to adapt these to suit your setting. You can add/delete as appropriate.

Statements:

- Gambling products should be restricted to over 18s
- Some people are born lucky
- The house always wins
- Gambling is immoral
- Most people gamble due to peer pressure
- Some gambling products are more harmful than others
- Most people gamble to win money
- Microtransactions in games are like gambling
- Games with gambling style activities in them should be restricted
- Gambling advertising normalises gambling and makes people think it's cool

Advertising and Social Media:

Group discussion.

Have any members of the group encountered advertising of gambling on their social media channels? What form of advertising was it?

What do they think about this in respect of their age? Do they think that younger people are seeing similar advertisements? How does it affect them; are they more/less likely to gamble or to go and look up the organisation?

Have they seen any influencers marketing gambling products? Again, how do they feel about this type of marketing? What should/could be done? How might this increase risk to young people?

Let's take action!

OPTION 1: Write a post, email or letter to a social media channel to explain how advertising affects you or your local community.

OPTION 2: Record a video, interview, or podcast to explain how gambling advertising and influencers impact you or your local community. What is the risk to young people?

Before you go...

List 1 thing you learnt today...

List 1 thing you're going to do to raise awareness of gambling advertisements...

The Gambling Industry. Option 2

Gambling and Gaming Convergence

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand the gambling style features that appear in games

Outcomes:

- You can recognise and discuss the features in games which are similar to gambling

Resources:

- Pens/Paper

Activities:

Have you ever...?

Read out the following statements and ask the group to raise their hands/stand up if they have done any of the following:

- Bought or been given a scratch card
- Played the lottery
- Been to a casino
- Played the slot machines
- Seen gambling advertising on TV
- Seen gambling advertising on social media
- Played the 2p machines at the seaside
- Played bingo
- Placed an online bet e.g. on phone
- Bet on horse racing

NB: you may wish to change some of the statements based on your needs and those of the group.

Loot box debate:

In many countries loot boxes are restricted. Belgium and the Netherlands found that some games which featured loot boxes violated their gambling laws. Those games are banned from featuring loot boxes in those countries. In China and South Korea, the games developer must disclose the probabilities of receiving any item. In the UK games featuring loot boxes must carry a warning "In-Game purchases (includes random items)."

Split the group into two teams to debate the following statement:

"Loot boxes cause problem gambling or allow companies to exploit problem gamblers."

Give the groups time to prepare their arguments before facilitating a debate.

Mission Educate:

Create a digital resource to educate people about why microtransactions such as loot boxes are problematic for young people (video/podcast/interview/online post etc.)

Exit Ticket: ask YP to write one thing they have learnt today on a post-it note and post as they leave the room. You could also ask them to write on another colour something they would like to learn more about and use it to inform future sessions.

The Gambling Industry. Option 3

Advertising

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand how the gambling industry uses advertising and marketing

Outcomes:

- You can identify different methods of advertising
- You will explore the effects of advertising on young people

Resources:

- Pens/Paper
- Resource 1: The gambling industry Option 3

Activities:

Ice Breaker – Fact or Fiction:

5/10 minute game. Each person gives three facts about themselves, two true and one false. The group must guess which is true and which is not. These facts could be generic or could be based around gaming and gambling.

Do you know your advertising?

In groups or individually, give YP the images sheet and ask them to identify as many gambling companies as they can.

Go through the answers and correct errors as appropriate.

Group discussion:

Ask the young people:

- 1) Where have they seen these images? They may think about TV/ social media/ billboards/ sports etc.
- 2) Ask them to think about how the gambling industry use media to promote their products.
- 3) Do they think this makes people more or less likely to gamble and do they think under 16s should see these images? Did they see any of these images when younger?
- 4) Has advertising normalised gambling amongst children and young people?
- 5) Do they think young people should be exposed to advertising about gambling?
- 6) Given their age is it normal that they would know some/all/none of the brands?

It is my opinion that...

In groups, YP to write a statement about advertising and themselves/young people to present to the group/ display on the wall as part of a larger campaign.

Exit Ticket: ask YP to write one thing they have learnt today on a post-it note and post as they leave the room. You could also ask them to write on another colour something they would like to learn more about and use it to inform future sessions.

The Gambling Industry. Option 3. Resource 1



The Gambling Industry. Option 3. Resource 2

Ladbrokes Coral	32Red	Betfred
Sky Bet	Mecca Bingo	Casumo
The National Lottery	Bet365	Dafabet
Fun88	Foxy bingo	Betway

The Gambling Industry. Option 3: Answers.

		
<u>Ladbrokes Coral</u>	<u>32Red</u>	<u>Betfred</u>
		
<u>Sky Bet</u>	<u>Mecca Bingo</u>	<u>Casumo</u>
		
<u>National Lottery</u>	<u>Bet365</u>	<u>Dafabet</u>
		
<u>Fun88</u>	<u>Foxy Bingo</u>	<u>Betway</u>

The Gambling Industry. Option 4

Daliah's Story.

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- Increase your understanding of gambling related harm

Outcomes:

- You will be able to explore gambling related harm and the impact
- You will be able to assign thoughts and feelings to gambling related harm

Resources:

- Resource 1: Daliah's Story
- Coloured pens/pencil and paper/ arts and crafts materials

Activities:

Read or provide YP with Daliah's story. You could display it on a whiteboard.

Thoughts and feelings map:

Ask YP to draw 6 thought bubbles to represent Daliah's thinking. They should write in each:

- How do they feel?
- What are they thinking?
- What behaviours might they exhibit?
- What might they say?
- What might they hear?
- What might they do?

Get creative:

OPTION 1: Art Create a piece of art/graffiti art to explore and express Daliah's thoughts and feelings or the thoughts and feelings of those around him.

OPTION 2: Drama Create a short drama piece in small groups, with one person playing Daliah and the others playing key people around him (e.g. family, friends, youth worker).

What advice would they give to Daliah?

If Daliah was a friend of theirs, what might they say to him? What might they do? YP to suggest one thing they could say to Daliah and share it with the group. Encourage the group to explore how Daliah's story might develop. If he received help and support how would his life change?

What to do if you are worried:

Discussion about what YP can do if they are worried about their own or another's gambling? Explain they can always talk to you or another trusted adult. They can seek support at BigDeal/Childline and via NHS.

The Gambling Industry. Option 4. Resource 1

Daliah's Story

I began gambling when I started secondary school, but I didn't think of it as gambling at the time. Just a harmless game at lunch time tossing a coin and sometimes I would win a few quid; other times I wouldn't. No big deal, right? And, it wasn't... for a while- anyway. A couple of years later we (my friends and I) started hanging out in arcades and I loved playing on the slot machines. Again, sometimes I would win and other times I wouldn't. I enjoyed it either way. I would always be the one to suggest we go. Sometimes, I could tell my friends were a bit bored of it. The flashing lights and sounds were so much more attractive to me than them and they would always bet a few quid and then lose interest, I noticed I was different because I was literally looking for more money to put in, even though I couldn't afford to. When I was 18 I got a part time job and bought a season ticket for my football team. To begin with, I stopped going to the arcade as I would be at the football and we were too grown up for the coin game so I wasn't gambling... until the man next to me at the footie showed me how you could use apps on your phone to gamble. The excitement of betting on the games and live, in play was fun, fast and new to me. I loved it. I was doing ok, for a while. About 6 months later I realised I had cleaned out my savings and I owed my friends money. One of my friends said they thought I had a problem. I got angry at first but then I guess I knew, they were right. I didn't think people like me could get in to trouble, gambling. I'm young and to begin with I guess I hadn't realised I'd been gambling for years. My behaviour was different to theirs, they could take it or leave it, but for me I needed to do it. I told my Parents and they cleared off my debt and took control of my cards and made me delete the apps on my phone, but the emails kept coming. I would get an email about special offers and feel an impulse to gamble, same when I heard or saw adverts. I am still really struggling.

The Gaming Industry. Option 1

Gaming and Gambling – Blurred Lines

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand and analyse the gambling style features within games.

Outcomes:

- You will explore the gambling style features within games and highlight your thoughts and feeling towards these
- You will understand the potential risks
- You will reflect upon the links between gaming and gambling

Resources:

- Paper and pens/ post-its
- Resource 1: The Gaming Industry Option 1

Activities:

Carousel:

Create mind maps for the following statements. Move around the room and add to each mind map as part of a carousel.

1. Devices used to play games
2. Gambling style features in games
3. In game purchases/microtransactions
4. Ways to purchase things within a game

Review each mind map as a group. Discuss why people do/do not participate in purchasing microtransactions loot boxes/in-game purchases etc. Share key information from the resource (resource 1) to address the gambling style nature of some games and use this to drive a discussion.

Debate:

Split the group into two halves to debate the following statement: *Gaming is a sociable and inclusive activity that comes without risk.*

The two groups should be given time to prepare their arguments. The youth leader should then facilitate a debate. Explore people's personal experiences and cultural norms as part of the debate as this will lead to a more balanced and informative discussion.

Round Robin:

In a circle, ask each person to share one new thing they have learnt from the session.

The Gaming Industry. Option 1: Resource 1

Definition of a loot box:

Loot boxes are virtual items in computer games, containing undisclosed items that can be used in games. These might be ways of customising characters or weapons ('skins'). These contents may affect progress through the game, or simply be designed to convey status. The contents are randomised; therefore, a player does not know what they are going to get when they purchase a loot box.

Regulations:

Games that feature loot boxes/ microtransactions must carry a warning label '*In-Game Purchases – includes random items*'.

(This guidance has come from ERSB and applies to UK and Europe. This information is true as of April 2020).

Games are awarded PEGI ratings, though these are assigned according to several conditions such as the level of violence, the language used and the reference to drugs etc.

Interestingly, a number of games including gambling style features have PEGI ratings of 3, 12 and 16.

NB- Loot boxes are currently being reviewed. (April 2021).

Gambling style features:

A number of games/apps contain gambling style features. These include loot boxes, as well as roulette wheels and slot machines. Some of these games have a PEGI rating as low as 3 (3+ years). This normalises gambling features for young people and may give a false sense of success.

The Gaming Industry. Option 2.

Gaming and Gambling – Microtransactions

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand what microtransactions are, what their purpose is and why games feature them and why players buy them.

Outcomes:

- You will be able to define microtransactions.
- You will be able to develop understanding and knowledge to explain why games feature microtransactions

Resources:

- Paper and pens
- Post it notes
- Resource 1: The Gaming Industry Option 2

Activities:

Graffiti board:

- Read out definition: a microtransaction is anything you pay extra for in an electronic game outside of the initial purchase.
- Young people identify the types of microtransactions they are aware of and write them down on post it notes (use all one colour). Ask the YP to stick these to one of the walls.
- Discussion: Why do microtransactions feature in games? Is it OK to make extra money from them? Who has purchased one? Why/why not? Would you class them as gambling? Why/why not? Is it morally acceptable that they are advertised in games e.g. “pay £1.99 for...”?
- With a different colour post it note, ask young people to write down their thoughts/feelings toward these and post those on the graffiti wall. (Option: take a picture of the graffiti wall for your social media channels and future session as a starting point).

Debate:

Debate the pros and cons of microtransactions. One group will take the role of the game designer, the other group will take the role of the gamer.

The two groups should be given time to prepare their arguments. The youth leader should then facilitate a debate. Explore people’s personal experiences and cultural norms as part of the debate as this will lead to a more balanced and informative discussion. Resource 1 can be used to generate ideas if needed.

Final thoughts:

Ask each person how they feel about the session. This encourages them to explore and reflect upon their own experiences of microtransactions and gaming.

The Gaming Industry. Option 2: Resource 1

The statements below are some of the pros/cons of microtransactions. Some may fit into both categories, depending on your viewpoint. Try to think of your own ideas to develop your argument. You may also wish to do your own research to support your answer.

You can get additional content after purchasing a game.	Games can be free as opposed to purchased, and players can choose the amount they wish to spend.
You can add value to your character e.g. through purchasing skins, weapons, rare items etc.	It means that a game costs more than the original purchase of the game itself.
Players that purchase items are at an advantage e.g. they can advance quicker than those that don't purchase items.	You can craft a character that is completely unique. Some purchases are purely cosmetic.
Players feel pressured to spend money on popular/ sought after items in order to be accepted within the gaming community.	Some microtransactions are completely randomised, meaning players are spending money but don't know what they are getting.

The Gaming Industry. Option 3.

Esports

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand the benefits and risks of professional gaming.

Outcomes:

- You will understand Esports and recognise the risk and rewards.
- You will be able to discuss wellbeing in relation to professional gaming, such as Esports.
- You will be able to reflect on mental and physical wellbeing and offer suggestions on how to maintain a healthy lifestyle.

Resources:

- Paper and pens, craft materials or IT for the leaflet.
- Resource 1: The Gaming Industry Option 3

Activities:

Quiz:

Read out definition: Esports is a multiplayer video game played competitively for spectators. It is typically played by professional gamers, either individually or in teams.

Illicit information to understand young people's baseline knowledge.

Young people complete the e-sports quiz (resource 1).

Answers: 1= A, 2= B, 3= C, 4=B, 5 = A. (from 18 tournaments)

Group chat:

- As a group, write down the pros and cons of Esports. Examples include the time required to become skilled enough to make a career out of it, or the opportunity to be part of an online community.
- Discuss: How can people stay healthy mentally and physically? Is Esports a good career choice? Why/why not? What do you think it takes to become a professional? Explain that many professionals experience burn out. How could they try to safeguard their wellbeing?

Let's go digital:

Create a digital platform (webpage/app/vide/social media page etc.) to inform young people of the benefits and risks of Esports, including recommendations for staying mentally and physically healthy. Use the quiz to include key facts and information.

Let's reflect:

As a group, discuss one thing learnt or one question that has arisen from the session.

The Gaming Industry. Option 3. Resource 1

Read the quiz questions below and circle the option that you think is correct.

Q1	What is the estimated value of e-sports?		
	A. \$905.6 million	B. \$78.4 million	C. \$450.2 million

Q2	What is the global e-sports audience?		
	A. 879 million	B. 123 million	C. 385 million

Q3	What is the Fortnite prize pool value?		
	A. \$3 million	B. \$13 million	C. \$30 million

Q4	What is the average age of the top five e-sport players?		
	A. 18.4 years	B. 23.4 years	C. 29.4 years

Q5	What are the highest earnings of a player?		
	A. \$6.9 million	B. \$4.9 million	C. \$2.9 million

The Gaming Industry. Option 4.

Strategies for gaming safely

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at U16

Aims:

- To explore the strategies for ensuring gaming is safe.

Outcomes:

- You will identify a range of strategies for ensuring gaming is safe.
- You will evaluate current safeguarding measures.
- You will discuss ways to make playing games safer.

Resources:

- Paper and pens, video equipment e.g. phone, camera, tablet etc.
- Internet/IT (optional)
- Resource 1: The Gaming Industry Option 4

Activities:

Graffiti board:

On a piece of flipchart paper, write down strategies for ensuring gaming is safe e.g. PEGI ratings, warning stickers for games containing loot boxes etc.

PEGI ratings:

Focus in on one strategy- PEGI ratings. Match up the games to the PEGI ratings (age ratings) – resource 1. This should highlight that PEGI ratings aren't sufficient as a strategy (on their own) as some of the games e.g. FIFA still contain loot boxes etc. yet have a PEGI rating of 3.

Group discussion:

Many Esports professionals experience burn out. What more could be done to safeguard their wellbeing? You can generate ideas as a group and or research the topic further using internet and IT.

Video campaign:

Create a short video campaign to inform young people of strategies currently in place to protect gamers, as well as the suggested improvements for making gaming safer. This could be posted on social media sites or used with the wider community to inform and educate others.

Pledge:

Make a pledge to share the video with at least 3 people/groups in order to inform, educate and safeguard the local/online community.

The Gaming Industry. Option 4.: Resource 1



The Gaming Industry. Option 4. ANSWERS.

- 3 – Animal Crossing, FIFA
- 7 – Rayman, Lego Batman
- 12 – Fortnite, Overwatch
- 16 – Battlefield, Final Fantasy
- 18 – GTA, Call of Duty

Money and Debt. Option 1

Introduction to money and debt

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand the issues surrounding money and debt.

Outcomes:

- You will explore your thoughts and feelings around the term's 'money' and 'debt'.
- You will examine to availability of gambling and gaming locally and online.
- You will reflect upon spending habits and the potential risks of debt.

Resources:

- Paper and pens (different colours)
- Resource 1: Money and Debt Option 1

Activities:

Crossword activity:

Solve the clues and write your answers in the numbered grid.

Follow with discussion. Are any of the words associated with positive feelings/ negative feelings? What are the group's/ individual's own worries surrounding money and debt?

Spending habits - gambling:

- Draw out a map of the local area. Label the map with the places visited most e.g. leisure centres, schools, shops.
- In a different colour, label the map with places people could gamble e.g. bookmakers, bingo halls, places to buy lottery tickets and scratch cards.
- Finally, in a different colour label local cash points, pubs and pawn shops.

Group discussion: Are there many gambling opportunities? Is there a correlation between places to gamble and cash machines etc.? How might this influence someone's spending? Would the volume of gambling opportunities mean people are more/less likely to gamble? Has gambling been normalised?

Spending habits - gaming:

- Have a discussion of different types of microtransactions (extras bought within a game) in videogames. Examples include currency, weapons, skins. What are thoughts surrounding micro-transactions? Is it gambling? Is it risky/safe?

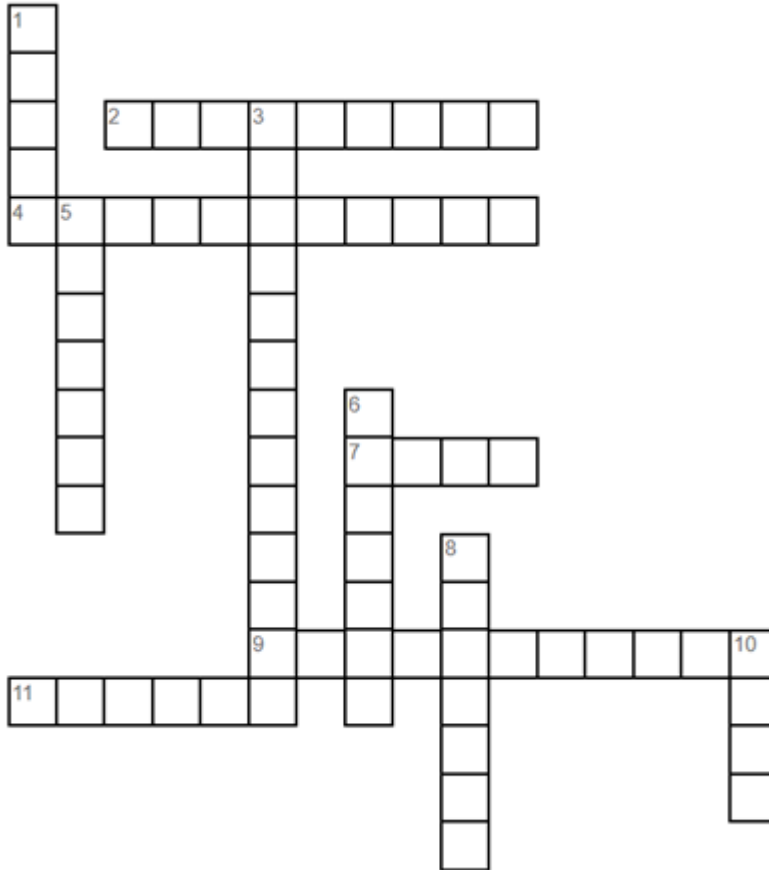
Exit ticket:

On the post it note, write three new things learnt during the session.

Money and Debt. Option 1. Resources 1

Instructions:

Solve the clues and write your answers in the numbered grid.



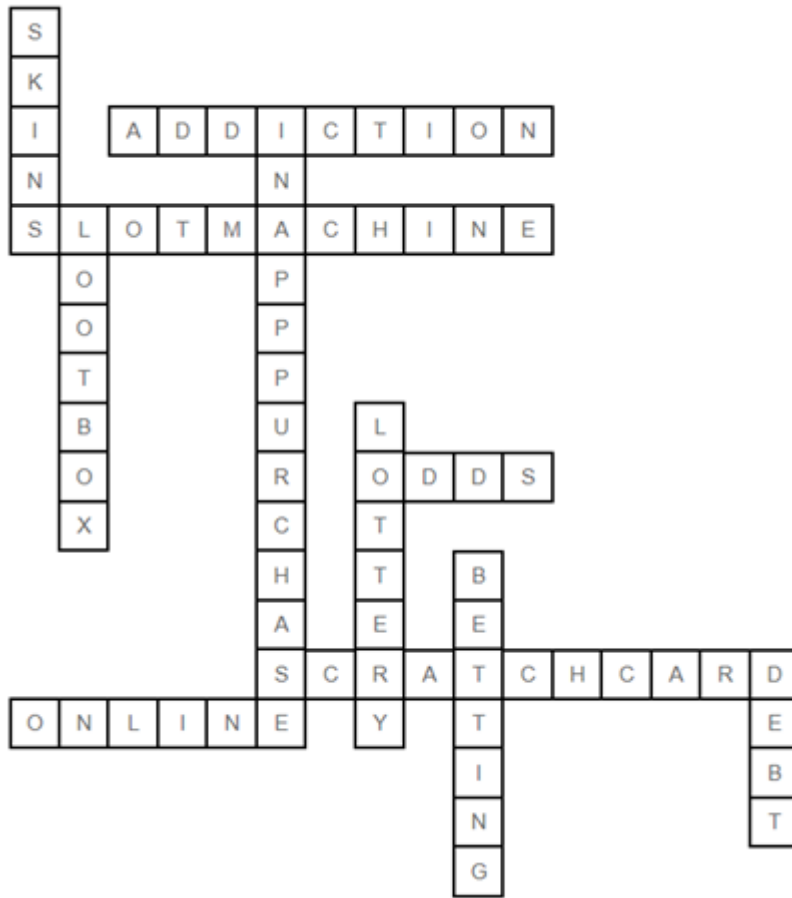
Across

- 2 A need or dependence on a substance or activity.
- 4 A gambling machine operated by inserting coins into a slot.
- 7 The likelihood of winning or losing.
- 9 A card which needs to be rubbed in order to reveal potential prizes.
- 11 Connected to the internet.

Down

- 1 A graphic which changes the appearance of characters within videogames.
- 3 The buying of goods or services from inside an app or device.
- 5 A box of virtual items that players buy without knowing the contents.
- 6 A ticket bought that relies on numbers being drawn in order to win a prize.
- 8 The action of gambling money/valuable items.
- 10 A sum of money which is owed or due.

Money and Debt. Option 1. ANSWERS.



Money and Debt. Option 2

Responsibility and safeguarding

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand and evaluate the measures in place to protect consumers

Outcomes:

- You will be able to discuss the measures in place to protect consumers and evaluate the effectiveness of these.
- You will know how and where to get support if you are concerned about your own or someone else's relationship with gambling.

Resources:

- Paper and pens
- You will need to print the below links prior to the session or allow YP to access in session
- <https://www.gamblingcommission.gov.uk/for-the-public/Safer-gambling/Why-does-a-gambling-company-want-to-know-about-your-finances.aspx>
- <https://www.gamblingcommission.gov.uk/for-the-public/Safer-gambling/Why-ID-verification-is-important.aspx>

- <https://www.gamblingcommission.gov.uk/for-gambling-businesses/Compliance/General-compliance/AML/How-to-comply/Anti-money-laundering-compliance-advice.aspx>
- <https://www.bbc.co.uk/news/business-52637324>
- <https://www.begambleaware.org/safer-gambling/how-to-self-exclude/#:~:text=You%20can%20nominate%20the%20betting,For%20further%20details%2C%20click%20here.>

Activities:

Group talk:

This is an opportunity to discuss gambling and finances and understand young people's baseline knowledge. Ask them to consider measures which are in place to safeguard consumers. Do they think age checks are made, affordability etc? How might companies check all these? Try to encourage YP to consider land-based gambling as well as online gambling.

Research safety:

Ask the YP to work in pairs/small groups to explore the research (using the links provided). Ask them to identify safeguarding measure in place to protect consumers as well as how people can get help. They should pick out the key features and consider if this is effective and if it goes far enough.

A handy resource:

Young people should use their research to inform people about the safeguarding measures in place and how and where people can find support.

Knowledge is power:

Ask YP to share their resource and why they think its important people know and understand their consumer rights? Ask each group to consider, is it enough?

Money and Debt. Option 3

Managing risk

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

Aims:

- To explore financial risk associated with gambling
- To understand the term gambling related harm and how people may be impacted

Outcomes:

- You can identify risk
- You understand the term gambling related harm

Resources:

- Paper and pens (flipchart paper optional)
- Resource 1: Money and Debt Option 3

Activities:

Group talk:

Discuss the concept of risk relating to finances and money. Talk specifically about gambling. Highlight that chasing losses, spending more than one can afford or borrowing money are risky and may be a sign that someone is experiencing gambling related harm.

Human Line:

Choose 10 people to hold the scenarios (Resource 1), ask them to read out the scenario and decide if it is high or low risk. And order themselves from highest to lowest. The remaining participants should decide if they agree/disagree and ask the participants holding the scenarios to move accordingly. The whole group must agree on the line up.

Hot seating:

Ask the young people to work in small groups. They should pick one of the scenarios each. Ask them to choose someone to play the person in the scenario, another to be the friend and another to be a family member. Ask them to interview each other to find out what each person may be experiencing, feeling etc.

What are the signs?

Ask young people to think of other signs they may see/spot that someone is experiencing gambling related harm?

Help them to discuss: chasing loses, spending or than they can afford, family/relationship issues, not being able to think of anything other than gambling, mental ill health, physical ill health, selling possessions. Explain that there are varying degrees of harms and that gambling disorder (sometimes referred to as addiction, pathological gambling) is a behavioural addiction which can have severed consequences with the urge to gamble so great that tension can only be relieved by gambling more. (www.psychologytoday.com)

Money and Debt. Option 3: Resource 1

I spend my money betting with my friends. I usually lose it all and I can't afford to buy breakfast or lunch most weeks. It's not gambling though as it's just with my friends.

I spend money on microtransactions in the games I play, from time to time, as it helps me to advance in the game. I don't spend more than five pounds a week.

I spent all my spare money on scratch cards and lottery ticket this week. I can't help it – I'm always tempted when I go to the shop. I need to keep going to recover my losses and get it back. If I keep buying cards I'm sure to win enough to cover it all. You have to spend to make money sometimes.

I buy loot boxes regularly as I want the latest skins and weapons. I don't always get what I want but it is OK – I still think they're worth it as it looks cool.

I often borrow money from my friends or family. Sometimes I can pay it back – depends if I win any money. I owe quite a lot though and some friends have stopped lending me money and have stopped speaking to me. It's getting me down a lot.

My friends and I play online quite a lot. It's how we socialise as we don't all live close by. We buy loot boxes to get the better players and items. I use my spare money but always make sure I can afford it.

I use my bank card to buy loot boxes and in-game purchases. It's so easy to pay using my card but I have no idea how much I've spent. At the end of every month I don't have enough money left for everything I need.

I sometimes get scratch cards for my birthday. They're OK, just a bit of fun. I've won a few times though. I prefer the lottery as the prize is bigger, but I know it's unlikely I will win. However, you have to be in it to win it, right?

Gambling is a quick and easy way to make money. I don't do it all the time, but when I do I put a big amount on a bet. There's no way I can lose!

My friends sometimes play cards for money. I join in every now and then as it's a good social activity. Sometimes I win, sometimes I lose. It's rubbish when I lose as I don't have any money to go out that week. That's why I don't do it often.

Money and Debt. Option 4.

Loot Box Lottery.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To understand how people may experience financial difficulty as a result of gaming and gambling

Outcomes:

- You will explore the accessibility of gambling in children's games
- You will understand how people may experience financial difficulty as a result of gaming and gambling
- You will be able to participate in a debate.

Resources:

- Paper and pens
- You will need to print the below articles ahead of the session
- <https://www.theguardian.com/games/2018/may/29/gamers-politicians-regulation-video-game-loot-boxes>
- <https://www.bbc.co.uk/programmes/articles/Jn8zDcmg8H1YMNkWv4YlwG/mobile-gaming-got-me-into-debt>
- <https://www.thesun.co.uk/tech/10192098/games-bill-loot-boxes/>
- <https://www.forbes.com/sites/erikkain/2019/06/20/eas-latest-loot-box-shenanigans-are-absurd-but-a-government-ban-is-still-a-mistake/>

- <https://committees.parliament.uk/committee/406/gambling-industry-committee/news/147122/time-to-act-to-reduce-gambling-related-harm-says-lords-report/>
- Post-its

Activities:

Loot Box lottery.

Ask YP to mind map the phrase loot box lottery? What does it mean? What's the chances? How much money is ok to spend?

NB: ensure young people understand what a loot box is. E.g. loot boxes are a type of microtransaction within an electronic game. The outcome is one of chance and the items received are all virtual. These can be bought with real world money.

Gaming Related debt.

Using the articles suggested (you may also want to use some of your own) ask young people to explore how and why people might experience debt when gaming? What are the issues, what are the risks? What can be done to safeguard consumers? Are there any safeguarding measures currently in place? Ask young people to collate information to present to the rest of the group.

I'm here to inform:

Ask young people to share their findings and offer their personal opinion about spending real world money in games.

Yes/No/Maybe?

The House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry advised:

“The Government must act immediately to bring loot boxes within the remit of gambling legislation and regulation.”

Ask YP: how far do you agree with this statement. Encourage discussion and debate.

Addiction and Mental Health. Option 1

Social Media and Mental Health

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16+

Aims:

- To explore why people may use social media
- To explore how gambling appears in social media
- To investigate the benefits and potential harms of social media on health and wellbeing

Outcomes:

- You will understand why people use social media
- You will understand how gambling may be advertised on social media
- You will recognise the benefits and potential harms of social media on health and wellbeing

Resources:

- Resource 1: Name the logo worksheet
- Pens / Paper
- Flipchart paper

Activities:

Name the logo:

Working in pairs, ask the young people to complete the 'name the logo' resource which are logos of social media/social networking apps. Young people to feedback their ideas and you can offer answers where needed using the answer sheet.

Using the logos as a foundation, ask the young people to provide more examples of social media/networking apps and facilitate a 5-minute discussion to find out what they use them for and why. Ask if they would class gaming and gambling within the context of social networking as you can communicate online with others whilst you game, for those over 18 what about gambling apps such as bingo/poker?

24 hours: a balancing act

Ask the young people to think about what they have done within the last 24 hours. Ask them to draw a pie chart which covers a 24 hour period showing a breakdown of all the activities they have done; this could include activities like sleeping, watching tv, education, gaming, mobile phone, social media, hobbies, reading, getting reading, socialising, self-care.

Once completed, young people are to add up all the hours for each activity and feedback to the group. Create a list documenting all the activities and record the timings of each so you can work out a rough class average.

Working in groups, ask the young people to suggest alternatives to some of the main activities. The aim of this activity is to highlight their current use of technology, especially social media, gaming and gambling for those 18+, to get them to think about creating a good balance between online and offline activities.

Social media: The good, the bad, the ugly

Split the young people into 4 groups. Using the flipchart paper ask them to discuss and create a thought shower for the following headings:

- The benefits of social media and technology (phones/consoles/apps)
- The potential harms of social media and technology (phones/consoles/apps)
- The impact of social media/technology (phones/consoles/apps) on health and wellbeing
- The positive/negative impact of social media on celebrities and influencers




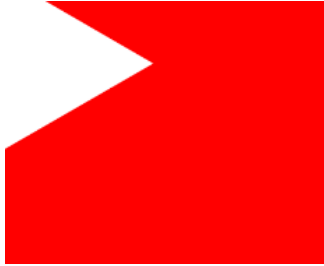

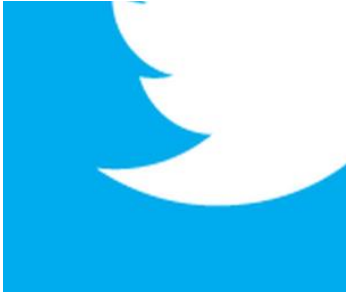






Groups are to feedback their ideas and discuss.

5 tips for a balanced lifestyle

Ask young people to write down 5 tips to maintain a healthy balance between online and offline activities

Addiction and Mental Health. Option 1. Resource 1.

Name the logo:

 1)	 2)	 3)
 4)	 5)	 6)
 7)	 8)	 9)
 10)	 11)	 12)

Addiction and Mental Health. Option 1. ANSWERS

- 1) Facebook
- 2) Twitch
- 3) Snapchat
- 4) YouTube
- 5) Instagram
- 6) Twitter
- 7) LinkedIn
- 8) WhatsApp
- 9) Tik Tok
- 10) Tumblr
- 11) Kik
- 12) Skype

Addiction and Mental Health. Option 2.

Addiction

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Creativity

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To explore the risks and signs of gaming disorder and gambling related harm
- To explore the risks and signs of drug and alcohol addiction
- To be aware of signposting options

Outcomes:

- You can recognise the signs of gaming disorder and gambling related harm
- You can recognise the signs of drug and alcohol addiction
- You are aware of signposting options

Resources:

- Internet (for research)
- Coloured pens
- Flipchart paper

Activities:

Types of addiction:

Facilitate a group discussion, asking the young people to share their ideas on things people can potentially become addicted to. Record their ideas.

Agree upon a general definition for the term addiction.

In 2019, the gambling commission undertook an online survey with over 2900 young people aged 11-16 across England, Scotland and Wales. The young people were asked which activities they had participated in over the last 7 days:

- Taken illegal drugs **5%**
- Smoked tobacco cigarettes **6%**
- Used an e cigarette **7%**
- Spent own money on gambling **11%**
- Drunk an alcoholic drink **16%**

Explain the above survey to the group but do not reveal the answers, ask the young people what activities they think would be most common and why. Are there any surprises with the survey findings?

The signs of addiction

Split the group into 5 and assign each group one of the following headings:

- Drug Addiction
- Alcohol Addiction
- Gambling Disorder
- Gambling Related Harm
- Gaming Disorder

Ask the group to create a poster/storyboard/video to explain what each heading means, the potential harms and warning signs, and the support/treatment options available.

The young people will need access to the internet for research purposes and a recording device (e.g. mobile phone) if creating a video.

Time to present:

Each group to present their work. Are there any similarities/differences between the addictions/disorders? Discuss.

Addiction and Mental Health. Option 3.

Gambling and Mental Health

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Creativity

Youth Work Curriculum Links:

- OF- Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS- Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To understand the impact of gambling on mental health
- To investigate the risks and warnings signs of problem gambling
- To raise awareness of the potential harms of gambling and signposting options

Outcomes:

- You will be able to explain the impact gambling may have on mental health
- You will be able to recognise the risks and warning signs of problem gambling
- You will be able to explain the potential harms of gambling
- You will have knowledge of signposting options

Resources:

- Pens / Paper
- Recording device
- Computers / internet

Activities:

Stand up if

Read the following statements and ask the young people to stand up if they have ever...

- Played pitch and toss/penny up/coin toss game
- Bet amongst friends on the outcomes of things
- Used a sports betting app on their phone to place a bet (over 18s)
- Bought and won on a scratch card
- Been in a bookmakers/ betting shop
- Played on the penny slot machines
- Picked a horse for someone when betting on the horse racing
- Played bingo
- Played the lottery
- Picked an outcome for someone betting on Esports
- Played a free app game that has a roulette wheel
- Played on a fruit machine (over 18s)

Can young people list the different types of gambling and how the bets can be placed e.g. online betting apps, bookmakers etc...? Do they know what the legal age restrictions are?

- Lottery/scratch cards 16+
- All other gambling 18+
- Penny slot machines are category D, no age restriction

Gambling and Mental Health: A Social Media Message

Facilitate a 5-minute discussion regarding the benefits of using social media and YouTube to create awareness and understanding of a particular topic. What awareness campaigns / information videos and blogs have the young people seen recently? What has worked well? What do you need to consider when creating social media content?

Split the young people into small groups and ask them to create a short YouTube video, blog or social media campaign with the title 'Gambling and Mental Health'. The young people will need to research the topic of gambling and mental health, the following search terms may be useful:

- What is gambling?
- What is problem gambling?
- Signs of harmful gambling
- The effects of gambling on mental health
- Support for problem gambling
- GamCare / BigDeal website

Encourage the young people to end with a positive message to show that help and support is available.

Show and Share

Each group to present their work, explaining the reasons behind what they have done, their target audience and what they are trying to achieve. Hold a Q&A after each group presentation.

Addiction and Mental Health: Option 4

Video Games: Healthy Gaming

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF- Healthy and Safe Relationships
- QS – Skills Development
- NOS – Identity and Belonging
- NOS- Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at 16+

Aims:

- To investigate the benefits and potential harms of gaming
- To explore the emotional and physical warning signs of harmful gaming
- To create awareness of how to keep gaming healthy

Outcomes:

- You are able explain the benefits and potential harms of gaming
- You can describe the emotional and physical warning signs of harmful gaming
- You can explain the difference between healthy and harmful gaming
- You can suggest ways to keep gaming healthy

Resources:

- Pens
- Flipchart paper
- Post it notes
- Computer / Internet

Activities:

Heads up:

Ask the young people to write the name of a video game on a post it-note. Collect all the post it notes in and sit the group in a circle. Stick a post it-note on the forehead of one young person at a time (without them seeing it) and allow them to ask the group up to 10 questions to try and guess what the game is. Go around in the circle one person at a time.

Alternative: You could split the group into teams and do this activity as charades/draw it.

Healthy Gaming: A parent's guide

In groups, ask the young people to create a resource to provide information to parents and carers (of children under 16) on healthy gaming. Potential topics to research and include are:

- Gaming explained
- PEGI ratings and warning labels
- In game purchases / Randomised items
- The benefits of gaming
- The potential harms of gaming
- Emotional signs
- Physical signs
- Parental controls on devices
- Tips and hints to encourage healthy gaming
- Signposting options

Young people to share their work with the rest of the group.

Let's talk: Healthy gaming

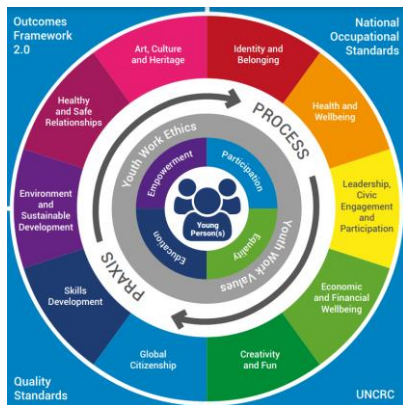
Working in pairs, one person to play the role of a parent/trusted adult and the other to play the role of a child/young person whose gaming is becoming harmful. Ask the young people to start a conversation about harmful and healthy gaming.

Appendices

In addition, we have followed the seven interlinked clusters relating to social and emotional capabilities as identified in 'A framework of outcomes for young people: The Young Foundation (2012).

- Communication
- Confidence and agency
- Planning and problem solving
- Relationships and leadership
- Managing feelings
- Creativity
- Resilience and determination

All of the activities and sessions meet one or more of the above outcomes. We have also mapped these sessions to the NYA National Youth Work Curriculum and the National Occupational Standards and Outcomes framework as seen below. (3)



Youth Work Curriculum and Framework Mapping

Outcomes Framework:

- Arts, culture and heritage
- Healthy and safe relationships
- The environment and sustainable development

Quality Standards:

- The environment and sustainable development
- Skills development
- Global Citizenship

National Occupational Standards:

- Identity and belonging
- Health and wellbeing
- Leadership, civic engagement and participation

UNCRC (The United Nations Convention on the Rights of the Child)

- Leadership, civic engagement and participation
- Economic and financial wellbeing
- Creativity and fun

Each session will meet at least one of each. You can pick and mix from the activities and sessions you wish to deliver and amend based on your settings. There are four sessions for each topic to give you an idea of the activities but how you deliver these and the frequency in which you deliver these is guided by you.

References:

- (1) YGAM: In the Know: In The Know Building Resilience Around Gambling and Gaming-Related Harms. 2020
- (2) A framework of outcomes for young people: The Young Foundation. 2012 Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175476/Framework_of_Outcomes_for_Young_People.pdf
- (3) National Youth Agency: Youth Work Curriculum. Available at. <https://nya.org.uk/yw-curriculum/>

Youth Work in Wales

Our youth work resources have been designed to support youth workers and youth organisations in Wales to provide meaningful and engaging harm prevention sessions, directly to young people, which are age appropriate and can be tailored to different types of engagement setting.

Already mapped to include Wider Key Skills and designed to meet the Framework of Outcomes for Young People these sessions have also been designed to enable youth work practitioners to fulfil the principals and purposes of youth work, and to meet the Five Pillars of Youth Work in Wales, with content that is: Educative, Expressive, Participative, Inclusive and Empowering.

1) Educative

Our sessions are designed to challenge young people to find the answers and look at the knock-on impact actions can have both on their own lives, those around them and on society. We want to enable them to contribute to society by giving them to tools and knowledge to make informed decisions.

2) Expressive

The world has evolved from OHPs and PowerPoints and now young people connect and express themselves in completely different ways. Our sessions encourage young people to present thoughts, statistics, and information in different and creative ways. Either promoting their current knowledge or challenging them to find other solutions.

3) Participative

Together Everyone Achieves More. Our sessions include contemporary topics that are taking an increasing place in our lives. That said, everyone will engage with those topics differently and so we want to empower groups and individuals to not only get involved, but also to lead, contribute and take ownership of the session.

4) Inclusive

We want all participants to feel included and engaged, and with our subject matter you may find young people have different relationships with gambling and gaming based on religious, cultural or societal background. We want young people to feel they can express themselves and their beliefs in a non-judgemental and safe environment. You do not have to be a gamer or have gambled to participate in these sessions, instead we want to empower young people to reflect on their relationship and understanding of them and, if they are comfortable to, share their thoughts with their group.

5) Empowering

Through these sessions we will look at regulation, influences and opportunities giving young people a wider picture of the subjects. Giving them the ability to make informed choices and to know where to go should they need help or help for someone else.

Engagement by young people should be voluntary, and they should feel empowered to participate and engage as they see fit and provided a safe environment to learn and explore their own and others relationship and feelings relating to each activities content. We want young people to feel informed and empowered to decide on what is right for them, but also to know who they can turn to for support should they need it.

Support/Sign Posting Services	
Service	Role
 <p>NATIONAL GAMBLING HELPLINE 0808 8020 133</p>	<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: YoungPeopleService@gamcare.org.uk T: 02030926964</p>
	<p>https://gamban.com/ 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.</p>
 <p>ONLINE, ON THE PHONE, ANYTIME childline.org.uk 0800 1111</p>	<p>Childline works with children and young people until their 19th 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>
 <p>for support in a crisis</p>	<p>Text service: 85258. Free service to anyone in crisis. https://giveusashout.org/</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 ncba.cnwl@nhs.net 02073817722</p>
 <p>PAPYRUS PREVENTION OF YOUNG SUICIDE HOPELINE UK 0800 068 41 41</p>	<p>Provides support for children and young people and their families if a young person is experiencing suicidal thoughts. Home Papyrus UK Suicide Prevention Charity (papyrus-uk.org)</p>

