

# YOUTH WORK ACTIVITIES. U16 1HR

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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 13-16.

- 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

## U16: 1 HOUR ACTIVITIES

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

### What games are out there?

#### 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 – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

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.

**Age:** This activity is aimed at U16

#### Aims:

- Identify free to play games; what makes them attractive to players and how do companies make any money?
- Research the tools used by the industry to attract players to their product

#### Outcomes:

- You will understand why people play free games
- You will understand how companies make money from 'free to play' games
- You will create a 5 min presentation

#### Resources:

- Computer and presentation software
- Flipchart
- Prizes for each team

## 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.

When scoring each team gets a point for games other teams did not get. The other teams can challenge a claimed title and if their challenge is sustained, they get a bonus point.

### Game Analysis

Once a list has been compiled let each group pick 3 different games. They now have 25 mins to look into that game and find out:

- What features make it attractive to players?
- How it is different from the competition?
- Does it feature in game purchases?
- Does it have any other interesting points?

The groups now have 10 mins to put this information into an infographic. The more creative the better. Each team will then take it in turns to present their infographic and the remaining teams giving them a score out of 10. They must also pick up on:

- 1 interesting point the team made
- 1 feature that is shared with their own findings

## Why do People Game? Option 2

When does a past time become a problem?

### Framework of Outcomes for Young People:

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

### 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
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

**Age:** This activity is aimed at U16

### Aims:

- Explore gaming harms. What does it look like and what can we do to safeguard people?

### Outcomes:

- You can recognise healthy gaming v harmful gaming
- You can suggest way to stay safe when gaming

### Resources:

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



## Activities:

### What is an unhealthy relationship with video gaming?

Ask the group to designate one side of the room “agree with the statement” and the other “disagree with the statement”.

Ask the group to place themselves on the scale from agree to disagree based on the following statements (once they have placed themselves on the scale get a few people each time to explain why they placed themselves there, particularly if there are contrasting positions):

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 to play a game on release day
4. I regularly play late into the night (i.e. past midnight)
5. I get angry/troll in games
6. I spend money on in game purchases
7. I would feel I am missing out not playing games for a month
8. I get angry when told to stop playing
9. I find myself thinking about gaming often
10. I lose track of time when gaming

Encourage discussion on these questions and explore individual opinion. If someone finds themselves predominantly agreeing with the statements this could be a sign of an unhealthy relationship with video gaming.

### What are the signs of gaming disorder?

Split into teams, and watch the following video

(<https://www.youtube.com/watch?v=li3q9w2uAfo>). Have them list the 9 signs of video gaming disorder.

1. Pre-occupation with games
2. Withdrawal Symptoms
3. Tolerance
4. Lack of control
5. Loss of hobbies
6. Negative impact
7. Deception
8. Escapism
9. Loss of opportunities

In their groups ask them to pick out 3 or 4 of these signs 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 groups to pick a sign/signs they think are most important and then ask them to design a 30 second infomercial/advert using story boards to explain what the symptom is, why it's important to be aware of and what steps could be taken. They should consider:

- Who are you targeting?
- What's the message?
- What headline/headlines and slogans will you use?
- How would you get your message out? You could use celebrity endorsement, voice overs, video game imagery etc.

Ask each group to present their advert to room and discuss. Encourage questions and debate.

## Why do People Game? Option 3

**Games: What, When and How.**

### Framework of Outcomes for Young People:

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

### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

### Aims:

- To understand the emotions attached to gaming (positive and negative)
- To understand the motivations of people who play video games
- To be able to gather information and interpret data
- To work as a team to agree options

### Outcomes:

- You can discuss the emotions people may attach to gaming
- You can recognise positive and negative emotions of gaming
- You understand why people might want to play video games
- You can gather information and draw conclusions by studying the data
- You can work as part of a team

### Resources:

- Pens and paper
- Worksheet

## Activities:

### Gaming emotions:

Ask the group to list all the positive emotions/behaviours they may have, or someone may have when they game. Then ask them to list the negative emotions/ behaviours they may associate with gaming.

This is an opportunity to really explore both the positive and negative aspects of gaming and ask young people to reflect on their own behaviours.

### How do you game?

Ask each group to create a mind map detailing the type of games they play, how they play them, what attracts them to the game and what frustrates them about the game. Are any games more popular than others? Does your group prefer mobile games or video style games? Ask each group to feedback to the collective group.

### Survey surveillance

- In groups, think of **ten questions** you could ask your peers to find out about their gaming behaviours.
- You could consider questions that focus on the length of time played, the amount of money spent, online/offline, emotions whilst playing, have they ever experienced negative behaviour etc. are they playing video games/ mobile games and how do they play.
- Feedback your ideas to rest of the group and agree a set of 10-15 questions you want to ask. Work with the leader to create a survey which you can share with peers and other youth organisations.

NB- in a future session you could explore these results and create a resource or report to share with the wider community.

### Give me five:

Ask young people to list five things they might do to ensure they're safe whilst playing games online (both video and mobile games).

## Why do People Game? Option 4.

### Simulated Gambling in Games.

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Managing Feelings

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To understand that games which include gambling mechanisms are not always considered forms of gambling
- To employ critical thinking skills to discuss the appropriateness of gambling mechanisms within games

#### Outcomes:

- You will be able to employ critical thinking skills to offer opinion on gambling mechanisms in games accessible to children and young people.

#### Resources:

- Resource 1
- Pens and Paper

### Activities:

#### You tell us:

Begin by asking young people about the games they play/have seen, particularly those games available on mobile devices. Do they see anything that replicates gambling? Do they get adverts about gambling? Create a mind map to discuss how this impacts them.

#### Analyse this:

Using resource 1, explore the two images. What do we think of these? What ages range are they targeting? What are the potential risks to children and young people? Has anyone played one or both?

Explain that Pirate Kings is a PEGI 3 whilst Coin Master is 12. For both games the functionality revolves round the gambling mechanisms, e.g. the roulette wheel or the slot machine.

Pirate Kings (downloaded 10million+ times) is a game that is easy to learn and hard to master — one of cleverness and chance where players are pirates who conquer dozens of exotic islands in quest of gold, artefacts and revenge. You spin the roulette-style wheel, earn pirate cash and build your island.

Coin Master has been downloaded over 50 million times on Google Play alone. In the game, you get to build and upgrade buildings. You also get to raid other players' bases while defending your own. 'Build and Battle' would be a concise summary for Coin Master. I could be describing Clash of Clans, but for one significant difference: every action in the game is driven by Slot Machine rewards.

Every spin on the slot machine gives you a chance to:

- Earn Coins: the soft currency used to build up your village
- Raid: a chance to get disproportionate coin rewards from a randomly selected village
- Get a Shield: an item that protects you from raids
- Attack: ability to attack a stranger or someone from your friends list
- Extra Spins: to add on spins

Children might infer that they're likely to win every time they play these kinds of games and those machines that replicate gambling, distorting their view of probability. Ask young people to discuss this point.

### What do you think?

Split the group in to two: ask one group to argue *for* and one *against* the following statement:

**If a game features gambling mechanism of any kind- it should automatically feature a PEGI 18.**

Ask the groups to spend time developing their arguments and creating a rationale.

### Let's Debate:

Bring the groups back together and allow time for the debates. Encourage active listening and conversation around the key points, providing time for a Q&A.

## Why do People Game? Option 4: Resource 1

### Pirate Kings



### Coin Master





## Why do People Gamble? Option 1

**Gambling: What would you do if:**

### Framework of Outcomes for Young People:

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

### Youth Work Curriculum Links:

- OF – Healthy and Safe Relationships
- OF/QF – The Environment and Sustainable Development
- 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 U16

### Aims:

- To explore the potential harms of gambling and what they might look like
- To create awareness of the signs of harmful gambling and where to go for support

### Outcomes:

- You will understand the potential harms of gambling and what they may look like
- You are aware of where to signpost someone who is experiencing harmful gambling

### Resources:

- Resource 1: Scenarios

## Activities:

### **Gambling: What's the problem?**

Divide the children/young people into groups. Ask them to create a thought-shower on Gambling Harm. What does it look like? Who can be affected? Could you spot the signs of someone struggling? What would you do if you were worried about someone?

### **Scenario Station.**

**Fold the scenario cards (resource 1) and place them into a bag. (you may wish to make your own or add/delete to those suggested)**

- Ask the young people to pick a scenario from the bag which may be linked to something they may see from a friend or be told by a friend.
- Ask them to read out the scenario and place it on the wall/table/board, under the following headers. High Risk, Medium Risk, low risk, no risk.
- Once the young people have placed all the scenarios on the wall/table ask them to check responses and discuss.
  1. What would be your concern?
  2. What's the risk?
  3. What might they say?
  4. Where can they go for support? Remind YP they can talk to a responsible adult and that they can seek support from BigDeal and Childline U19 and GamCare 16+

### **OPTION 1: A Handy info card**

Ask young people to make a handy card that can be stored in a wallet/purse to show the signs of gambling harm and where to get help. They could share this with their peers.

### **OPTION 2: Slogan skills**

Design a slogan for responsible gambling.

### **OPTION 3: Exit ticket**

On post-it notes ask young people to list one thing they have learnt from the session and on the other one thing they would like to know more about or were unsure about. This can be used as an evaluation of the session and or to inform future sessions.

**REMINDER:** If there is anything young people are concerned about, please advise them to talk to you and follow up in a 1:1 session.

## Why do People Gamble? Option 1: Resource 1

<p>A kid at school tries to make you play a coin game at lunch time and seems very focussed on the game. They also invited you to their house to play poker.</p>	<p>Your friend keeps trying to buy scratch cards when you are at the local shop.</p>
<p>Your friend disclosed they racked up some debt on their parents credit card buying loot boxes and now they're trying to pay it back before they notice.</p>	<p>Your best friend has become distant recently and is spending more time playing free online style gambling games.</p>
<p>Your friend cancelled a day out again recently because they had no money but you see them putting coins in to the fruit machines all the time.</p>	<p>Your friend (16) explains they were able to get past security and get on to gambling sites. They have quite a few apps that you've noticed and so see that they follow adverts on social media and they're always 'liking' the content.</p>
<p>Your two close friends have started playing card games at each other's houses at the weekend. They have started inviting some other people from school and asked you to go.</p>	<p>Your friend is falling asleep at school. You ask if they're ok and they say they were up all night on casino style games.</p>
<p>You notice a younger friend drop a crumpled scratch card from their pocket and someone else had mentioned they'd seen them trying to buy a ticket a few weeks ago.</p>	<p>Your friend is just focussed on the games they are playing and getting the best packs. They've spent a lot of money from what you can tell and they have stopped coming out and aren't around to chat to online anymore unless it's through the game(s)</p>
<p>It's coming up to the Grand National and a couple of your friends have said you should all do a syndicate and one of their older siblings will place it for you.</p>	<p>You find out your friend has been lying about gambling. They keep telling you they always win and know all the 'tips' but a few mutual friends tell you the opposite.</p>

## Why do People Gamble? Option 2

### Gambling – the risks

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Managing Feelings
- Creativity

#### Youth Work Curriculum Links:

- OF – Art, Culture and Heritage
- OF – Healthy and Safe Relationships
- 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 identify the potential risks to children and young people who gamble

#### Outcomes:

- You explain the risks of gambling to others

#### Resources:

- Pens/Paper
- Internet access (for research)

## Activities:

### What's the risk?

**The Gambling commission estimated that 55,000 children and young people are already problem gamblers. What are the risks to children and young people?**

Working in small groups, ask the children/young people to list as many risks as possible. Young people to share their ideas with the wider group and discuss in more depth.

Young people may highlight mental ill health, relationship difficulties, issues at school/work, loss of job/exclusion, debt etc.

### OPTION 1: Debate

**Are some forms of gambling more acceptable than others?** Split the group in half and ask one team to argue for and the other team to against. The children/young people will need to research and prepare their arguments ready for the debate.

### OPTION 2: Documentary

In small groups, ask the children/young people to create a documentary to educate people about the potential risks to young people from gambling.

### OPTION 3: Game

Working in groups, ask the children/young people to create an educational game to help people recognise the potential harms and risks of gambling.

### Share and Show:

Young people to show their documentary/ educational game to the wider group  
OR

Discuss how and where young people can get help if they are worried about their own or someone else's relationship with gambling. Remind young people they can follow up in a 1-1 and talk to staff if they are worried.

## Why do People Gamble? Option 3

### Gambling Related Harms

#### Framework of Outcomes for Young People:

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

**Age:** This activity is aimed at U16

#### Aims:

- To explore the reasons why some young people gamble
- To understand what is meant by gambling harms
- To identify how addiction may affect people and impact on various aspects of their lives

#### Outcomes:

- You are aware of the reasons why some young people gamble
- You understand what is meant by gambling harm
- You can identify how gambling can impact various aspects of an individual's health and wellbeing.

#### Resources:

- Activity 3 Resource: Why young people gamble
- Joe's Story: <https://www.timeshighereducation.com/student/blogs/gambling-addiction-i-blew-80-cent-my-student-loan-and-overdraft#survey-answer>
- Gamcare article: <https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/?cn-reloaded=1>
- Internet access
- Pens and paper

### Activities:

#### All mixed up: Why young people gamble

In pairs or small groups, ask the children/young people to match the reasons why young people gamble to what they think the correct percentage is. These findings were the results of the Gambling Commission 2019 Survey.

Ask the children/young people to feedback their answers and provide the correct percentages when needed. Are there any surprises from these findings?

#### Gambling Addiction Defined

Facilitate a group discussion to explore what the term gambling disorder and gambling harms means. To support this discussion, you could ask the following questions:

- What do we mean by gambling? Discuss the different ways to gamble and what you can gamble on.
- What is addiction, what kind of things do people become addicted to?
- What is gambling disorder?

#### The impact of gambling on health and wellbeing

Using the links provided and/or further research, ask the children/young people to create an education podcast or resource on the reasons why young people gamble, and the impact this can have on their health and wellbeing.

#### Show and share

Children/young people to present their podcast or resource to the group.

## Why do People Gamble? Option 3: Resource 1

Because it's fun	55%
Something to do	31%
To win money	31%
To get a buzz	19%
I like to take risks	13%
I'm likely to win money	12%
It's cool	11%
My parents/guardians do it	10%
I'll win more than I'll lose	7%
It helps me when I am depressed or in a bad mood	6%
My friends do it	6%
My siblings do it	6%
An occasion	4%
Don't Know	8%



## Why do People Gamble? Option 4

Is gambling all around us?

### Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Resilience and Determination

### Youth Work Curriculum Links:

- OF/QS – The Environment and Sustainable Development
- 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 U16

### Aims:

- To explore the different gambling opportunities and their frequency in the local area and to be able to discuss the potential impact of this on young people

### Outcomes:

- You can identify the different types of gambling opportunities available within your local area and understand the impact this may have on some people's gambling behaviour
- You can think critically and assess how young people might respond to gambling and gambling products

### Resources:

- Pens
- Flipchart paper

## Activities:

### Agree/Disagree:

Read out the following statements and ask the children/young people to clap if they agree or stamp their feet if they disagree. Alternatively, they could move to the right-hand side of the room if they agree and the left-hand side if they disagree.

- If you think positively, you're more likely to be lucky
- Chasing loses is a sign you may have a problem with gambling
- Gambling is a waste of money
- Some people are born lucky
- Gambling is cool
- Some kids will gamble because of peer pressure
- Young people are more likely to gamble because of peer pressure
- Gambling is immoral
- There's a constant pressure to fit in

Have a quick discussion about each statement before moving on to the next one.

### Gambling Map:

Split the children/young people into groups and ask them to draw a map of their local area, plotting the physical gambling locations.

Things to consider:

- The different types of places people might go to gamble
- What is near to your youth setting (e.g. shops that sell lottery tickets/scratch cards, arcades, pubs with fruit machines, casinos, book makers, bingo halls)
- What is near to where they live?
- What you pass on your journey to your youth setting?
- What other things are near the gambling locations? E.g. pawn brokers, pubs, cash machines. Is there a reason for this?

How does the volume of places and advertising of gambling affect you? How might it affect others? How might it affect people who have experienced gambling harm?

### Share and discuss:

Ask the children/young people to share their local area maps with the rest of the group. What are the key points/thoughts from the maps? Do you think there are too many opportunities to gamble, if so, do you think this may influence people's behaviour? Was there a correlation between gambling locations and things like cash machines, pubs and pawn shops?

## Probability and Luck? Option 1

### An Introduction to Probability and Luck

#### Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To understand and define the terms probability and luck

#### Outcomes:

- You can offer a definition of probability and luck

#### Resources:

- Paper and pens (different colours)
- Resource 1: Probability and Luck

## Activities:

### Stand up if:

Leader shouts out statements and young people stand up if they agree with the statement or whether they have done the action that is said in the statement:

- Black cats are unlucky
- It's ok to help family members pick horses or lottery numbers even if you're a child
- Playing cards for money with friends is not the same as gambling
- Playing a game for 15 hours will mean you have a better chance of winning
- 13 is an unlucky number
- You should never walk under a ladder
- You should avoid crack in the pavement because they are unlucky
- There is no such thing as luck
- The betting companies always win

You can ask the young people to come in the middle and shout out statements. Ask them to think about probability and luck and link it to gambling and gaming.

### Let's debate

Young people to be split into two groups. Assign one group FOR and one AGAINST. Ask them to come together to think about the reasons for and against and formulate their argument. If you have use of technology, you could ask them to research their ideas.

"You can't really make money from gambling because the house always wins."

Provide the YP with the time to debate their point of view and take any questions from the other side.

### Exit ticket:

On the post- it note, write down what you have learnt from this session and one thing you would like to know more about. You may want to build this into a future session.

## Probability and Luck? Option 2.

### Research and Reason.

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- 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 – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

**Age:** This activity is aimed at U16

#### Aims:

- To understand the term luck in relation to gambling
- To understand how odds are linked to gambling
- To research and understand a gambling product and how the odds are in favour of the operator.

#### Outcomes:

- You can define luck, chance and odds in relation to gambling.
- You can think critically, researching a product to form your own opinions about the chance of winning against the product/operator.

#### Resources:

- Paper and pens
- <https://www.gamblingcommission.gov.uk/for-the-public/Safer-gambling/Consumer-guides/Machines-Fruit-machines-FOBTs/Gaming-machine-payouts-RTP.aspx> (you will need to print in advance of the session.)

## Activities:

### What is gambling?

Ask Young people to mind map the term gambling. What products are they aware of, what companies, what are their thoughts about gambling?

Bring the YP together to discuss this, you could also talk about the opportunity to gamble. E.g. it's all around us, through advertising etc. An interesting point to discuss could be around how different cultures and religions may view gambling. Is it more acceptable in some cultures than others? What do the religious scripts say about gambling?

### Research and reason:

Provide YP with the document from the Gambling commission which explores the amount of money 'returned to player' (rtp).

Ask the young people to work in teams to research the probability of winning money against a fruit machine. Using the document, ask them firstly to explore the difference between compensated machines and random machines. Then they should explore the role of probability and chance in determining an outcome. Is there anything that surprises them? Do they think the people playing these games has a chance? If a machine says 85% chance of payout, how might people playing interpret this information. Ask the Young people to create a presentation, this could be in the form of a mood board, a PowerPoint (if you have IT access) or another medium of their choice. Ask each group to present their findings. Encourage young people to listen and respond to others with respect and appropriate consideration.

### Do people understand "the odds"?

Facilitate a conversation:

Ask Young People to share their opinion in relation to, "do you think people have all the facts when placing a bet/gambling on a product." Are they fully informed? Encourage young people to explain their reasoning.

## Probability and Luck? Option 3

### Probability and games

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To understand how probability and luck may impact the electronic games children and young people play

#### Outcomes:

- You understand probability and luck in relation to electronic games
- You can discuss how chance relates to gambling and gaming

#### Resources:

- Paper and pens (different colours)
- Resource 1: Probability and Luck Option 3

## Activities:

### Where does probability and chance fit with gaming?

Facilitate a discussion about gaming, encouraging young people to explore the word chance. They could create a mind map/ thought shower. They may need prompting to discuss microtransactions and loot boxes in relation to gambling. Do they think there is a method to this, is it all based on luck? Explain some young people feel if they buy in bulk, they have a better chance of winning the desired item(s). what do the YP think of this?

### What are your chances?

**TASK:** Exploring resource 1, ask young people to look at the chance of winning certain items in games. They should consider, is it fair that children and young people are spending money in games to receive items but, do not have a very good chance of winning.

#### OPTION 1:

Create a resource to teach primary school aged children about probability in relation to loot boxes in the games they play. You could focus on a specific game or games more broadly.

**OPTION 2:** In China, a law stipulates gaming companies must disclose the odds of receiving different items in games. Some were as low as 0.1%. Do you think this is a good law? Should it be extended to all countries? Do you think people would be more or less likely to buy these items? Why might the gaming manufacturers oppose this?

#### TASK 2: Agony Aunt:

Amar has spent all his savings on loot boxes. All of his pocket money is spent on loot boxes and he's even borrowed some money to try and win a weapon for his game. He surely must be in with a chance soon as he's spent over £100. Amar believes the more money he spends the better his chance will be.

Ask the YP to write a response to Omar. What advice would they give him?

### How do I feel?


Using a post-it note, ask the young people to write down their thoughts/feelings about loot boxes. Are they impacted? Do they feel change is needed?





## Probability and Luck? Option 3: Resource 1 (1 of 2)

<p><b>FIFA 20</b></p>	<p><b>Desired item/player:</b> 87+ cards, Ronaldo, Messi, Ones to Watch players</p>
 <p>(Info from Goal.com)</p>	<p><b>Key info:</b> Bronze, Silver and Gold Packs are always available for purchase, but seasonal promotions release the rarer packs which give better chances at high-rated players.</p> <p><b>Probability:</b></p> <ul style="list-style-type: none"> <li>2.4% chance of getting 90+ player in Gold Pack</li> <li>6.5% chance of getting 87+ player in Rare Player Pack</li> <li>7.9% chance of getting 82+ player in Gold Pack</li> <li>3.4% chance of getting 74+ player in Silver Pack</li> <li>12% chance of getting 64+ player in Bronze Pack</li> <li>1 out of 150'000 chance of ever getting Ronaldo</li> <li>1 out of 60'000 chance of ever getting Messi</li> <li>Less than 1% chance of getting 'Ones to Watch' Players</li> </ul>
<p><b>Overwatch</b></p>	<p><b>Desired item/player:</b> Epic and Legendary items from dropped Loot Boxes.</p>
 <p>(Info from Mashable.com)</p>	<p><b>Key info:</b> Loot boxes drop a variety of items that include Common, Rare, Epic, and Legendary items. Players have to buy bulk packs, meaning that they end up with lots of items they already own, as well as perhaps a rarer item.</p> <p><b>Probability:</b></p> <ul style="list-style-type: none"> <li>18.2% chance of getting an Epic item dropped in a loot box.</li> <li>7.4% chance of getting a Legendary item dropped in a loot box.</li> </ul>
<p><b>Roblox</b></p>	<p><b>Desired item/player:</b> Rare hats, heads, eggs, ties</p>
 <p>(Info from Goal.com)</p>	<p><b>Key info:</b> Roblox is a platform that allows players to create their own games or play in other people's games. The game is free but you need to buy online currency or memberships to access items.</p> <p><b>Probability:</b></p> <p>The probability of getting rare items changes depending on the game/platform you play. It could be 20%, it could be 1%. There is no set probability, meaning that you often don't know whether it is likely or not.</p>

## Probability and Luck? Option 3: Resource 1 (2 of 2)

Fortnite	Desired item/player: Skins, weapons
 <p>(Info from GameGuideHQ.com and InfoFortnite.com)</p>	<p><b>Key info:</b> Fortnite is a platform that allows players to play against other people in a battle for last one standing, but also allows smaller group play and allows an option to build and create worlds. The player can purchase items such as skins for real or virtual currency. Skins are rare in the game as they are only available for a limited amount of time and the rarity of the skin symbolises the experience and commitment of the player.</p> <p><b>Probability:</b> Weapons and other items:</p> <ul style="list-style-type: none"> <li>• Chance of getting Legendary guided missile is 0.038%.</li> <li>• Chance of getting Epic mini-gun is 1.35%.</li> <li>• Chance of getting Blue burst rifle is 1.83%.</li> <li>• Chance of getting Mythical golden fish is 0.0001%.</li> </ul>

Animal Crossing: Pocket Camp	Desired item/player: Characters, rare animals such as bugs
 <p>(Info from Gamerant.com and animalcrossing.fandom.com)</p>	<p><b>Key info:</b> The game has a virtual currency called Leaf Tickets which can be earned through game play or purchased with real currency. This can be spent to unlock characters like Tom Nook and KK Slider. The game now has loot boxes in the form of fortune cookies, which unlock premium items.</p> <p><b>Probability:</b></p> <ul style="list-style-type: none"> <li>• Over 10% of the loot boxes contain common items and so are 'duds'.</li> <li>• Some loot boxes contain sayings or simply disappear.</li> <li>• Very few have special items in them.</li> <li>• Some rare items cost up to 5000 bells, as opposed to the more common price of 50 bells.</li> </ul>

Apex Legends	Desired item/player: Characters, skins, Heirloom set
 <p>(Info from pcgamer.com and appuals.com)</p>	<p><b>Key info:</b> Legend Tokens, Craft Metals and Apex coins are used to purchase items such as packs, weapons, characters and skins.</p> <p><b>Probability:</b></p> <ul style="list-style-type: none"> <li>• The chance of getting a rare heirloom set is &lt;1%.</li> <li>• The chance of getting the Wingman weapons is &lt;3%.</li> <li>• The chance of getting the Longbow weapon is &lt;1%.</li> </ul>

NB- Data True at time of production: March 2020

## Probability and Luck? Option 4

### Gambling, Luck, and the Risks

#### Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity

#### Youth Work Curriculum Links:

- OF/QS – The Environment and Sustainable Development
- 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 U16. It is not suitable for u13s

#### Aims:

- To understand the risks associated with gambling and luck

#### Outcomes:

- You can understand the different risks associated with gambling
- You know where young people can seek help

#### Resources:

- Paper and pens (different colours)
- Coins and deck of cards

## Activities:

### Gambling A-Z

For each letter of the alphabet ask young people to write a word linked to gambling. E.g. addiction, accumulators B: bingo, buy, C: casino etc.

### Create a coin or card game

Design and carry out a coin toss and card game to test the rule of probability. Record the rules of play and analyse the odds of somebody winning the game. Is there a way to ensure you know the answer, does the previous outcome affect the next?

### Post - It

Ask the young people to write down 3 risks associated with luck and gambling. The post-it notes are to be placed on a flip chart paper. Leader to read out each post-it note and discuss with the group.

### Hot Seat

Leader chooses young person to sit in the middle of the circle, the young person shouts out questions and the one that gets it right is replaced to the middle.

Examples of questions:

- What is the meaning of probability and luck?
- What are the risks associated with relying on luck in terms of gambling?
- Does the house always win?

## 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

### Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- 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 U16

### 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

Assign one corner of the room as agree and the other as disagree. Read the statements out and ask the YP to move to the side of the room which indicates their response to the below statements. YP should be prepared to justify their responses.

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 for fun
- 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? 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:** Design a poster to explore the impact of gambling advertising via social media on young people. What should they do? What is the worry?

**OPTION 2:** Write a post, email or letter to a social media channel to explain how advertising affects you.

**OPTION 3:** Record a video or podcast to explain how gambling advertising and influencers impact you. 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 – Healthy and Safe Relationships
- 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

**Age:** This activity is aimed at U16

#### Aims:

- To understand the gambling style features that appear in games

#### Outcomes:

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

#### Resources:

- Pens/Paper
- Resource 1: The Gambling Industry

### Activities:

#### Human Bingo (resource 1):

Provide YP with the bingo cards. Ask them to move around the group and find someone for each category. Depending on the size of the group you may wish to say they cannot have one person more than once/twice etc. You can decide if they can use their own name on one or more occasion also.

**NB:** you may wish to change some of the options on the card/shorten/lengthen again-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 resource to educate people about why microtransactions such as loot boxes are problematic for young people (leaflet, bookmark, poster, video 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 2: Resource 1

### Bingo Card

Ate pizza in the last week	Has put money in a seaside fruit machine. E.g. 1p/2p machine	Has chosen a horse for the grand national	Follows gambling companies on social media
Has chosen the numbers for the national lottery	Has eaten breakfast today	Has never gambled	Can name three gambling companies
Knows where you can get help for problematic gambling	Has been on holiday this year	Has seen gambling adverts in the games they play	Has seen advertising on tv about gambling
Has seen gambling advertising on social media	Has received a scratch card	Has received a lesson at school about gambling	Has bought a loot box in a game

## The Gambling Industry: Option 3

### Advertising

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings

#### Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- 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 understand how the gambling industry uses advertising and marketing

#### Outcomes:

- You can identify different methods of advertising
- You can explore the effects of advertising on young people and provide a personal reflection

#### Resources:

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

## Activities:

### Ice Breaker - Secret spy:

5/10 minute game. The leader will choose a YP prior to the session to be the secret spy. Their task is to wink at someone- as they do so that person must sit down. The rest of the group must try to determine who the spy is. You can repeat the game.

### Find your partner:

Split the group into two. Provide each YP with either an image or an organisation. Each person must find their partner i.e. the person with the matching image/organisation. Read out the correct results and ask the group(s) to check their answers. Discuss if there were any they knew immediately or didn't know. Make corrections 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 given their age they should see these images?
- 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 1**

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

## The Gambling Industry. Option 3: Resource 1 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

### Zane's Story

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Managing Feelings

#### Youth Work Curriculum Links:

- 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 U16

#### 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:

- Zane's Story
- Coloured pens/pencil and paper
- Optional: post it notes

### Activities:

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

**OPTION 1:** Ask YP to draw a picture of Zane's face with 6 thought bubbles. 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?**

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

#### **What advice would they give to Josh?**

Explain if Zane was a friend of theirs, what might they say to him? What might they do? YP to suggest one thing they could say to Zane and share it with the group.

Alternatively, you could ask them to write on a post it notes and pin them to the wall/board. Then read them all out, noting any common themes, useful advice etc.

#### **Hot seating:**

One person sits in the middle and takes the part of Zane. Other YP ask things relating to their experiences with gambling.

#### **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

#### Zane's Story

One of Zane's friends introduced him to a coin game at school. They all stake £1 a time. Initially this seemed like an easy way to make money, but soon Zane found he had lost quite a bit of money. He stopped playing for a while but then his friends began excluding him from other activities and made fun of him for not joining in. Zane began playing again and he has borrowed money off a few of the other kids to keep playing. A couple of kids have threatened him. One said he will tell Zane's Dad if Zane doesn't pay up. Zane knows his Dad will be disappointed because he doesn't believe in gambling. Zane doesn't know what to do. Does he tell his Dad? Does he try to win back the money he's lost to pay off his debt? How did a game become so much hassle.

## 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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

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

#### Outcomes:

- You can explore the gambling style features within games.
- You understand the risks within games.
- You can reflect upon the link between gaming and gambling.

#### Resources:

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

## Activities:

### Survey:

Young people create a survey to find out about the group's experience of playing games. They should ask about the following:

1. Devices used to play games
2. Loot boxes
3. Slot machines/ roulette wheels in games
4. In game purchases
5. Real vs. virtual currency
6. Skin betting

Young people to present their findings to the group. Discuss why people do/do not participate in purchasing 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 treasure chests 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.

### 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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To understand what microtransactions are, what their purpose is and why people make them.

#### Outcomes:

- You can define microtransactions.
- You can explain why microtransactions feature in games.
- You can explore the reasons for making microtransactions.

#### Resources:

- Paper and pens
- Resource: The Gaming Industry Option 2

### Activities:

#### Mind Map:

Read out definition: a microtransaction is anything you pay extra for in a videogame outside of the initial purchase.

Young people create a mind map identifying the types of microtransactions they are aware of.

Discussion: Why do microtransactions feature in games? Is it OK to make extra money from them? Who has purchased one? Why/why not?

#### Card sort:

Sort the statements into pros/cons (resource 1). Some may fit in both categories depending on young people's justifications.

#### Debate:

Debate the following statement: *All microtransactions are harmful and should be banned.* 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.

#### Post it:

As the group leave ask them to post a note under the following titles.  
Today I learnt/ I enjoyed / I would like to know more about...

## The Gaming Industry. Option 2: Resource 1

### Microtransactions - Pros and Cons

Sort the statements into pros/cons. There isn't always a right or wrong answer, so be prepared to justify your decision.

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
- Creativity

#### Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- QS – Skills Development
- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Creativity and Fun

**Age:** This activity is aimed at U16

#### Aims:

- To understand the benefits and risks of professional gaming.

#### Outcomes:

- You can understand the meaning of Esports.
- You can explore the benefits and risks of Esports.
- You can discuss how to look after your mental and physical health.

#### 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.

Young people complete the Esports quiz (resource 1).

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

#### Pros/cons:

On two pieces of flipchart paper, 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.

#### Leaflet:

Create a leaflet on the benefits and risks of e-sports, including recommendations for staying mentally and physically healthy. Use the quiz to include key facts and information.

#### Hot seat:

One person sits in the middle of the circle and answers questions from the group – these could include questions from the quiz, as well as the benefits and risks of Esports.

## The Gaming Industry. Option 3: Resource 1

### Esports Quiz

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

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

Q2	What is the global Esports 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 Esport 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
- Creativity

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To explore the strategies for ensuring gaming is safe.

#### Outcomes:

- You can identify a range of strategies for ensuring gaming is safe.
- You can evaluate current measures in place.
- You are able to discuss ways to make playing games safer.

#### Resources:

- Paper and pens, video equipment e.g. phone, camera, tablet etc.
- 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 as some of the games e.g. FIFA still contain loot boxes etc. yet have a PEGI rating of 3.

#### **Group discussion:**

Discussion: Are PEGI ratings effective? What are the PEGI ratings of any games played by the group? What are parental controls? Are they enabled? Where are devices kept at night? Is there enough being done to protect gamers? What else could be done?

#### **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: Resource 1 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

#### Youth Work Curriculum Links:

- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

**Age:** This activity is aimed at U16

#### Aims:

- To understand the issues surrounding money and debt.

#### Outcomes:

- You can explore thoughts and feelings around the terms 'money' and 'debt'.
- You are able to examine the availability of gambling and gaming locally and online.
- You can reflect upon spending habits and the potential risks of debt.

#### Resources:

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

## Activities:

### Word search activity:

Find as many words as possible to do with gaming and gambling related spending.

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? Is it something they think of?

### 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. do they think this would impact spending in an age of technology? How might gambling/gaming availability influence someone's spending?

### Spending habits - gaming:

- Create a thought shower of the different types of microtransactions (extras bought within a game) in videogames. Examples include currency, weapons, skins.
- Group discussion: What are thoughts surrounding micro-transactions?
- 

### Exit ticket:

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



## Money and Debt. Option 1: Resource 1

### Instructions:

Find key words associated with gaming and gambling related spending.

L	R	S	C	R	A	T	C	H	C	A	R	D	E
C	E	T	E	I	T	A	B	I	O	H	C	N	N
T	S	D	B	N	L	S	D	D	O	S	B	D	I
I	A	K	L	O	L	O	T	T	E	R	Y	A	H
I	H	A	R	N	M	N	P	A	O	G	L	A	C
S	C	A	L	E	T	C	I	X	I	N	N	D	A
L	R	D	N	A	O	N	O	O	E	I	N	D	M
E	U	D	I	I	E	B	I	N	O	T	S	I	T
N	P	R	X	O	T	T	C	L	A	T	N	C	O
S	P	A	T	O	N	I	O	I	T	E	I	T	L
T	P	H	O	R	T	E	A	N	S	B	K	I	S
D	A	L	S	C	B	S	E	E	L	U	S	O	A
P	N	M	N	O	E	I	I	N	T	D	S	N	S
E	I	C	C	E	D	T	I	X	C	Y	P	A	O

Skins	Debt	Scratch card
Loot box	In app purchase	Addiction
Odds	Betting	Online
Lottery	Slot machine	

## Money and Debt. Option 2

### Managing risk

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

- OF – Healthy and Safe Relationships
- 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 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 2

## 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:

Each person is given a card and must order themselves in a line, starting from least risky to most risky. This activity could also be done as an ordering activity 1-1.

Follow with discussion. Why have people placed themselves in that spot? Does anyone disagree? Revisit the risky behaviours such as chasing losses.

### Comic Strip:

Create a short comic strip that shows how spending money on gambling could lead to risk. Young people could approach this via gaming as well as gambling. This could be done individually or using flipchart paper to create a giant comic strip.

### 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](http://www.psychologytoday.com))

## Money and Debt. Option 2: Resource 1

I spend my money betting with my friends in the park. I usually lose it all and I can't afford to buy breakfast or lunch most weeks.

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.

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 my team 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 3

### The Impact of debt

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

#### Youth Work Curriculum Links:

- 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 U16

#### Aims:

- To explore the potential impact of debt.

#### Outcomes:

- You can identify the impacts of debt
- You can understand how debt affects the individual
- You can understand how and where to get help and support

#### Resources:

- Paper and pens
- Resource 1: Money and Debt Option 3

### Activities:

#### Popcorn:

One person 'pops' up and gives a potential impact of debt. They then 'popcorn' another person to volunteer an answer, and so on. They may consider things like, not having enough money to buy food, pay rent/mortgage, get a car, buy a house, not having enough money to put the heating on/cook food etc. Try to encourage the YP to break this down further, how will this impact health, both mental and physical? If someone can't pay the rent what might happen, how will this impact their health? Their relationships etc.

Encourage a broad discussion: Does debt impact mental/physical/emotional health?

Encourage YP to use examples rather than their own personal stories if they want to share information but reiterate that they can talk to you or another trusted adult in a follow up.

#### In their shoes:

Complete resource 1, focussing on the whole experience of someone with gaming/gambling related money issues/debt. Discuss each person's worksheet.

#### Support Services:

Discuss the services available to support gamers and gamblers (see page 4 of this document).

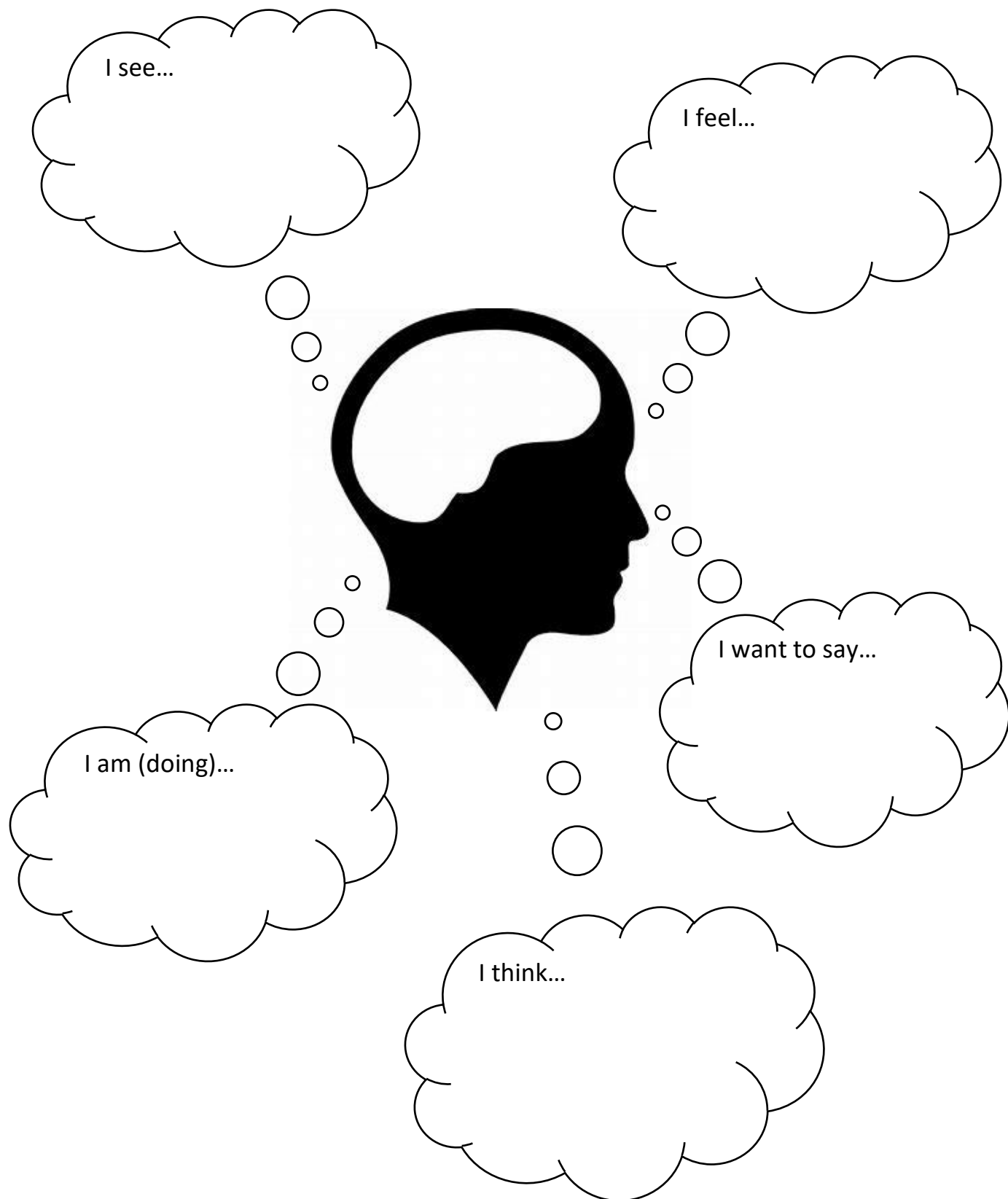
#### Agony Aunt:

Imagine someone has written into a magazine about their financial problems. Respond with a short letter of advice, including how to find support.

#### Hotseat:

One person sits in the middle of the circle and answers questions from the group. For example – What is the role of BigDeal?

## Money and Debt. Option 3: Resource 1



## Money and Debt. Option 4

### Responsibility

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To explore the responsibility of the banking and gambling industry to ensure consumers are protected.

#### Outcomes:

- You can explore responsibility and safer gambling for consumers
- You can discuss and identify those who should safeguard consumers
- You understand the potential risks of gambling

#### Resources:

- Paper and pens
- Post-its
- <https://committees.parliament.uk/committee/406/gambling-industry-committee/news/147122/time-to-act-to-reduce-gambling-related-harm-says-lords-report/>
- <https://www.telegraph.co.uk/news/2019/07/24/gambling-firms-required-establish-much-customers-can-afford/amp/>
- <https://bettingandgamingcouncil.com/safer-gambling/>



### Activities:

#### Safeguarding:

Discussion: what is safeguarding? How does this apply to the gambling industry? Give young people one minute in pairs to list all of those they feel are responsible for safeguarding the consumer.

#### Research stations:

Ask young people to research the safeguarding measures in place to protect consumers. Ask them to specifically look at affordability checks.

They should then present their findings to the rest of the group.

#### 3 things:

Ask young people to list 1 new thing they learnt in the session, 1 thing they enjoyed and 1 thing they'd like to know more about. You could use this to inform future sessions.

## Addiction and Mental Health. Option 1

### Social Media and Mental Health

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Resilience and Determination

#### 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

**Age:** This activity is aimed at U16

#### Aims:

- To explore why some people use social media
- To understand the importance of having a good online/offline balance
- To investigate the benefits and potential harms of social media on health and wellbeing
- To understand how social media may be used to advertise gambling products

#### Outcomes:

- You will understand why some people use social media
- You will know the importance of having a good online/offline balance
- You will be able to explain the benefits and potential harms of social media on health and wellbeing
- You will understand how social media may promote gambling products and you will offer an opinion on this.

#### Resources:

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

## Activities:

### Name the logo:

Working in pairs, ask the children/young people to complete the 'name the logo' worksheet which are logos of social media/social networking apps. Children/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 children/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 within the context of social networking as you can communicate online with others whilst you game.

### 24 hours: a balancing act

Ask the children/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, attending school, playing games, mobile phone, social media, hobbies, getting ready, self-care.

Once completed, children/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 children/young people to suggest alternatives to some of the main activities e.g. if they are spending 2 hours per day playing on FIFA, you could suggest they go play a game of football with friends or play Subbuteo. The aim of this activity is to highlight their current use of technology, especially social media and gaming and get them to think about creating a good balance between online and offline activities.

### Social Media: The good, the bad, the ugly

Split the children/young people into 4 groups. Using the flipchart paper ask them to discuss and create a thought shower for the following headings: (1 heading per group)

- The benefits of social media/social gaming
- The potential harms of social media/social gaming
- The impact of social media/social gaming and gambling adverts on health and wellbeing
- The positive/negative impact of social media on celebrities and influencers







Groups are to feedback their ideas and discuss.

### Help is on hand:

Ask the children/young people to draw around their hand and note down 5 tips to keep social media and/or social gaming fun

## 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: Resource 1 ANSWERS

Name the logo answers:

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

## Addiction and Mental Health. Option 2

### Addiction

#### Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Creativity
- Resilience and Determination

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U16

#### Aims:

- To explore the risks and signs of gaming/gambling disorder and the associated harms
- To explore the risks and signs of drug and alcohol addiction
- To be aware of available signposting options

#### Outcomes:

- You can recognise the signs of gaming/gambling disorder and associated harms
- 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:

In a circle, ask the children/young people to throw a ball between themselves, every time someone catches the ball, they need to shout out something someone could possibly be addicted too.

**Alternative:** Facilitate a group discussion, asking the children/young people to share their ideas on things people can potentially become addicted too. Record their ideas.

Agree upon a general definition for the term addiction.

#### The signs of addiction

Split the group into 4 and assign each group one of the following headings:

- Drugs
- Alcohol
- Gambling
- Gaming

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

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

#### Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships
- 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 U16

#### Aims:

- To understand the impact of gambling on mental and physical well
- 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 children/young people to stand up if they have ever...

- Played pitch and toss/penny up/ pitching, coin up, quids in (coin game) with friends
- Bet with friends (non-financial) on the outcomes of a game
- Helped someone to play an online football bet
- Helped someone to choose lottery numbers
- Played on the penny slot machines
- Picked a horse for someone when betting on the horse racing
- Played bingo
- Paid to open a loot box
- Been given a scratch card in a birthday card
- Picked an outcome for someone betting on eSports
- Played a free app game that has a roulette prize wheel
- Played on a fruit machine when with an adult

Ask the children/young people if they can list the different types of gambling and how the bets can be placed e.g. online betting apps, bookmakers, arcades etc... Ask if 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 children/young people seen recently? What has worked well? What do you need to consider when creating social media content?

Split the children/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 children/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 gambling related harm?
- Signs of harmful gambling
- The effects of gambling on mental and physical wellbeing
- Support for problem gambling
- GamCare / BigDeal website

Encourage the children/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

### Healthy Gaming

#### 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
- 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 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 children/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 one post it-note on the forehead of a child/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 children/young people to create a resource to provide information to parents and carers on healthy gaming. Potential topics the children/young people could research and included 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

Children/young people to share their work with the rest of the group.

### Let's talk: Healthy gaming

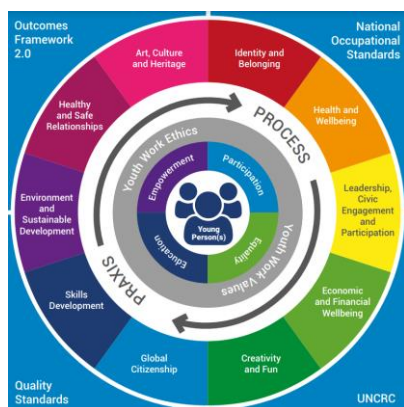
Working in pairs, one child/young person to play the role of a parent/trusted adult and the other to play the role of a young person whose gaming is becoming harmful. Ask the children/young people to start a conversation about harmful and healthy gaming.

## 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](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:  <a href="mailto:YoungPeopleService@gamcare.org.uk">YoungPeopleService@gamcare.org.uk</a>            T: 02030926964</p>
	<p><a href="https://gamban.com/">https://gamban.com/</a>            Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>BigDeal.org.uk            Provides support for 11-19 year olds.</p>
 <p>ONLINE, ON THE PHONE, ANYTIME  <a href="http://childline.org.uk">childline.org.uk</a>   0800 1111</p>	<p>Childline works with children and young people until their 19<sup>th</sup> birthday. They offer a FREE telephone service plus online support and message boards available 24hrs a day as well as practical online materials and activities.</p>
 <p>for support in a crisis</p>	<p>Text service: 85258. Free service to anyone in crisis.  <a href="https://giveusashout.org/">https://giveusashout.org/</a></p>
	<p>Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else's problem. National Gaming Clinic and Gambling Clinics  <a href="mailto:ncba.cnwl@nhs.net">ncba.cnwl@nhs.net</a> 02073817722</p>
 <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.</p> <p><a href="http://papyrus-uk.org">Home   Papyrus UK   Suicide Prevention Charity (papyrus-uk.org)</a></p>



