

NCS: 1 HOUR ACTIVITIES

NOTES FOR NCS DELIVERY PROVIDERS:

We have developed a series of activities and sessions designed to support NCS delivery providers to deliver the YGAM materials. 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, which are suitable for the young people engaging on your programme.

The activities have been mapped to the Core Curriculum Themes, Skills Builder Framework and the NCS Programme Quality Framework. Each activity highlights which themes and components are hit.

Prior to delivering a session, ensure that the NCS students complete the Pre-Session Survey and complete the Post-Session survey at the end of the activity. The surveys can be found within the “NCS” section of the online resource portal.

Core Curriculum Themes

Core curriculum themes (our ‘subjects’)

NCS

Activities should be planned under 1+ of these themes

| | |
|---|--|
|  Building a team Creating bonds between the peer group and supporting them to explore different ways of supporting each other. |  Enterprise & world of work Presenting young people with ‘real world’ challenges from the workplace. |
|  Understanding communities Uncovering issues and people/orgs within an area to help young people understand the idea of community and how they can play a part. |  Engaging in politics Supporting young people to explore issues of the day, and to understand how to engage with decision-makers as one way of effecting change. |
|  Living independently Introducing young people to a range of practical life skills that support the transition to adulthood. |  Social action Practical action by young people in the service of others to create positive change. NCS programmes culminate with this theme. |

Each session will cover one or more of the core curriculum themes and these are referenced in the session plan as well as in the map we have created to show how each session ties together. You can locate this map in the NCS section on the resource portal.

Skills Builder Framework

The Skills Builder Framework has eight essential skills that should be central to the aims of your NCS programme. These are the transferrable skills which employers, colleges and universities are looking for in young people and building this work and life readiness is a required outcome for NCS. We have mapped each session to the Skills Builders below to help you understand what skills the young people will develop.



NCS Programme Quality Framework

| | | | |
|---------------------------------|---|---------------------------------------|-------------------------------------|
| (C1) Connecting with new people | (C4) Experiencing challenge | (EC1) A coherent programme | (EC4) Effective and empowered staff |
| (C2) Making a difference | (C5) Feeling part of something bigger | (EC2) Strong, safe and trusting teams | (EC5) A shared vision |
| (C3) Reflecting on experiences | (EC3) Well-supported and prepared staff | | |

Safeguarding:

Due to the nature of these topics, it is important to establish a safe learning environment. You may want to agree ground rules with the CYP in advance. We want them to be able to share their ideas and experiences and empower them with the confidence and knowledge to seek further support if required. It is possible that the topics could lead to CYP opening up about personal experiences, which has the potential to trigger emotions for both themselves and others. We would ask that you work with your Designated Safeguarding Lead if you have any concerns. You can also speak to your local YGAM representative if you are worried about any of the content.

In each session and activity, it is useful to remind CYP them they can talk to a professional within your organisation. It is also useful to provide them with appropriate signposting options (see page 5). You can print this and provide it for young people. At the end of each session signposting options are available, but this list is not exhaustive.

References:

- (1) YGAM: In the Know: In The Know Building Resilience Around Gambling and Gaming Related Harms. 2020
- (2) The Skills Builder Framework can be found at: <https://www.skillsbuilder.org/>

Contents: 60-minute Sessions.

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Support/Sign Posting Services

| Service | Role |
|---|---|
|  GamCare NATIONAL GAMBLING HELPLINE 0808 8020 133 | Service for anyone in UK. 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. (3) Young People's Helpline: 020 3902 6964 |
|  Gamban | Self-exclusion tool: Provides ability to block access to online gambling sites and apps. |
|  BIG DEAL? | Provides support for 11-19 year olds. Offers a 1-2-1 confidential chat room throughout Great Britain. (4) |
|  childline ONLINE, ON THE PHONE, ANYTIME childline.org.uk 0800 1111 | Childline works with children and young people until their 19 th 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. (5) |
|  shout for support in a crisis | Text service: 85258. Free service to anyone in crisis. |
|  NHS | 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. (6) |

References:

- (1) GamCare. Available at: <https://www.gamcare.org.uk/>
- (2) BigDeal: Available at: <https://www.bigdeal.org.uk>
- (3) Childline. Available at: <https://www.childline.org.uk/>
- (4) NHS gaming and Gambling services. Available at:
<https://www.england.nhs.uk/2019/10/children-treated-for-computer-gaming-addiction-under-nhs-long-term-plan/>

OPTION 1: Help and Support.

This is a session for students to understand how a harmful relationship with gambling develops through stages, whilst giving them the understanding of the support services available in the UK. Research and presentation skills are key components within this activity.

Aims:

- Understand what gambling is and why some people do it
- Understand how addiction may impact an individual and those around them
- Understand what support is available

Outcomes:

- You understand why some young people might gamble
- You understand how addiction may impact an individual and those around them
- You understand what support is available and you know how to seek help

Resources:

- NCS 1 Hour Slides PowerPoint
- Resource 1: The Four Stages
- Computer, presentation software and internet access
- Flipchart, Pens, Paper and Post It Notes

Core Curriculum Themes: Social Action

Skills Builder Framework: Listening, Creativity, Staying Positive, Teamwork

NCS Programme Quality Framework: C2: Making a difference, C3: Reflecting on experiences, C5: Feeling part of something bigger

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: Stand up/Sit down

Ask the students to stand up if they have ever:

- Played pitch and toss / penny up / coin game at school
- Seen a gambling advert
- Bought or been given a scratch card
- Lied to people about money spent on gaming/gambling
- Played on a penny slot machine
- Picked a horse for someone when betting on the horse racing
- Played bingo
- Passed a bookmakers on way here today
- Picked an outcome for someone betting on Esports
- Played an online free game that has gambling-style features

Main: Discussion time – Why might young people gamble?

Discuss as a group the reasons why young people may gamble. Share the report findings – is there anything surprising?

Gambling disorder and mental ill health – The Four Stages

Discuss the four stages a problem gambler experiences and how it links to their mental health. Ask the group to split into pairs and write down the emotions a compulsive gambler would experience during each stage using **Resource 1**. Each group to share their thoughts via a group discussion.

WINNING STAGE – Happy, thrilled, excited, motivated, buzzing

LOSING STAGE – Sad, angry, moody, disappointed, worried

DESPERATION STAGE – Lonely, paranoid, unstable, given up

HOPELESS STAGE – Depressed, anxious, sad, helpless

Afterwards, pull up the “*Recovery Stage*” on screen and inform that there is a high success rate within this stage.

Let's research!

Group 1: Research what is meant by ‘affected others’. How does gambling-related harm extend beyond the individual? What support is out there for affected others e.g. family/partner/friends etc.?

Create a poster/information sheet that raises awareness of the support services.

Group 2: In groups, research a Support Service or Treatment Provider from the list here...
<https://www.ygam.org/support-and-advice/>

Create a poster/information sheet that raises awareness of one of these organisations.

Conclusion/Plenary: Share your ideas

Present findings back to the group and tweet your poster/information sheet to the organisation in question they have chosen. Tweet to @YGAMuk.

Discuss: What advice would you give to a friend if you were worried about them?

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk

T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION1: The Four Stages- Resource 1

| WINNING STAGE | LOSING STAGE | |
|-----------------------|-----------------------|--|
| • • • • • | • • • • • | |
| DESPERATION STAGE | HOPELESS STAGE | |
| • • • • • | • • • • • | |

OPTION 2: Influences

This is a session for students to understand how external influences could pose a risk to those at risk of developing a problem with gambling. Students have the opportunity to debate on certain statements around how exposure of advertising to young people can be detrimental.

Aims:

- Understand why people may/may not gamble
- Understand what might influence people to gamble
- Understand the role advertising plays in gambling
- Define how advertising impacts you

Outcomes:

- You understand why some people gamble and why people don't
- You will recognise some of the influences that might prompt someone to gamble
- You will understand how advertising is used to promote gambling and the impact this has on young people
- You can define how you feel about advertising

Resources:

- NCS 1 Hour Slides PowerPoint
- Computer and presentation software
- Flipchart, Pens and Paper

Core Curriculum Themes: Engaging in politics

Skills Builder Framework: Listening, Speaking, Problem Solving, Creativity, Leadership, Teamwork

NCS Programme Quality Framework: C3: Reflecting on Experiences, C4: Experiencing a challenge

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: Influences/Motivations to Gamble

Work in pairs and make a list of the reasons children and young people may or may not gamble. Provide balance by also exploring reasons why young people may not gamble. Some ideas:

- Adverts
- Social Media Pop-ups
- VIP Schemes
- Free Bets
- Peer Pressure
- It's Cool
- Influencers on Social Media
- Culture/religion
- Exposure through family/friends

Share Gambling Commission findings and discuss as a group.

Main: Advertising

When the Gambling Act was published in 2005 it allowed gambling companies to advertise on TV and radio for the very first time. Open this up to group discussion, focusing on the following:

- Have you seen any gambling adverts?
- How does gambling advertising make you feel?
- How might advertising influence people?
- How can young people be safeguarded?

Advertising – let's debate!

Explore the research from the Gamble Aware Ipsos Mori report. Work in teams to prepare a response to the statement: *All gambling advertising should be abolished.*

Conclusion/plenary: My thoughts...

Following the debate, write a personal response to the different statements put forward regarding gambling advertising:

- There are too many gambling adverts on TV.
- Too much gambling advertising is dangerous to young people.
- Advertising of gambling on/during sports increase young people's motivation to gamble.
- I feel targeted by gambling adverts on social media.
- Gambling advertising is fine in moderation and if restricted to over 18s.
- Gambling advertising makes me feel...

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

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NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

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T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 3: Gambling: Community Impact

This is an activity requiring students to identify how gambling impacts their community. Creating a campaign, students will research the different methods of how to raise awareness of gambling-related harms and who can support within their community.

Aims:

- Understand how gambling is featured within your hometown/area
- Recognise how gambling harm extends beyond the individual
- Identify the ways gambling harms can be reduced/prevented

Aims:

- You can recognise how gambling is featured within your hometown/area
- You recognise that gambling harm extends beyond the individual
- You can identify measures to reduce gambling-related harm

Resources:

- NCS 1 Hour Slides PowerPoint
- Resource 1: Advertising Tally
- Computer, presentation software and internet access
- Flipchart, Pens and Paper

Core Curriculum Themes: Understanding Communities, Social Action

Skills Builder Framework: Listening, Speaking, Creativity, Staying Positive, Aiming High

NCS Programme Quality Framework: C1: Connecting with new people, C2: Making a difference, C5: Feeling part of something bigger

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: Forms of Gambling

As a group, ask students to shout out examples of where gambling features within their town (Bingo Halls, Bookmakers, Casinos, Amusements, Arcades, etc...)

How might this influence people?

Which do they think is the riskiest form of gambling?

Refer to research conducted by the Northern Gambling Clinic in Leeds who suggest scratch cards are a pathway to problem gambling for young people. (16+ age limit at time of report – 18+ from April 2021 (online) and October 2021 (offline)).

NOTE: All forms of gambling carry risks and most forms of gambling have a legal age limit of 18+.

Discuss findings

Discuss the findings of the introductory activity. How might this impact the views of young people? Use the PowerPoint prompts to stimulate discussion.

Main: Build a campaign

Run a campaign to raise awareness around the potential harms of gambling with the intent of removing stigma. What can be done to reduce harm?

Research how gambling impacts your community, how to reduce stigma associated with addiction, how to raise awareness of mental health and who can support the campaign (MP's, Councillors, Youth Leaders).

The campaign should consider:

- The message
- The target audience
- The medium e.g. social media, film etc.
- Title, slogan, hashtag
- Where the campaign will be shared

Conclusion/Plenary: YGAM Ambassadors

Share your campaign with your peers.

Share your work with @YGAMuk on Twitter, with the hashtag #harmprevention.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 4: Esports

This session requires students to explore the potential career paths and employability options within the Esports industry. Students will also articulate what attracts young people to Esports and how it promotes inclusivity.

Aims:

- Understand the appeal of Esports
- Identify how Esports professionals can look after their wellbeing

Outcomes:

- You can define Esports
- You understand why young people might find it appealing
- You can identify how to safeguard wellbeing

Resources:

- NCS 1 Hour Slides PowerPoint
- [Resource 1: Jaden Ashman Case Study](#): Please note you will need to print this or allow YP to access online
- Computer, presentation software and internet access
- Flipchart, Pens and Paper

Core Curriculum Themes: Enterprise and world of work

Skills Builder Framework: Listening, Speaking, Creativity, Aiming High, Teamwork

NCS Programme Quality Framework: C1: Connecting with new people, C5: Feeling part of something bigger

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: What is Esports?

60 second scribble – how many words can you think of associated with Esports?

How do gaming and Esports differ?

Read out the definition of Esports on the slide.

The photo on screen is from the League of Legends 2019 World Championships. Peak Audience of 44 million viewers, broadcast across 20 different platforms in 16 different languages. 20,000 people live in attendance in Paris.

Main: Esports athletes

Allow students to research the Jaden Ashman article (**Resource 1**) that tells the story of him winning \$1 million at the 2019 Fortnite World Duos.

Task 1: Consider how his success may influence other young people.

Task 2: Create a pros/cons list of life as a professional Esports athlete. Think critically about the health and wellbeing aspects as well as the fame/monetary gain.

Task 3: Create a resource for young people about looking after wellbeing. You might choose: a leaflet; a poster; a short film or storyboard.

Conclusion/Plenary: Exit Ticket

Ask students to write down on a post-it:

- 1 thing you have learnt today.
- 1 piece of advice you would give to your younger self in relation to wellbeing.
- 1 thing you would like to know more about.

Collate all post-it notes on a piece of paper and tweet to @YGAMuk with the hashtag #Esports

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

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NCS: 1 HOUR ACTIVITIES

OPTION 5: Gaming Motivation

This session is designed to increase students' knowledge of gaming and what motivates children and young people. Looking at theory-based models, the group will build knowledge and share opinions as a collective whilst also measuring the positives and negatives of gaming.

Aims:

- Understand what gaming is and why some people do it
- Understand the positive and negative aspects of gaming

Outcomes:

- You understand what gaming is and why people enjoy it
- You understand the positive and negatives of gaming and can recognise risk
- You understand what support is available and you know how to seek help

Resources:

- NCS 1 Hour Slides PowerPoint
- Resource 1: The Good, The Bad & The Misunderstood
- Computer and presentation software
- Flipchart, Pens and Paper

Core Curriculum Themes: Building a team, Living Independently

Skills Builder Framework: Listening, Speaking, Staying Positive, Leadership, Teamwork

NCS Programme Quality Framework: C3: Reflecting on experiences, C4: Experiencing a challenge

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: The games we play

Task 1: In pairs or groups, list all the different games you play/are aware of. Consider methods of play e.g. consoles, mobile an PC. Present findings to the group.

Task 2: In pairs or groups, discuss the following:

- Why do you/don't you play electronic games?
- What device do you use?
- What do you enjoy/dislike?
- What would health vs. unhealthy gaming look like?
- What are the risks of online gaming?
- What worries parents/carers, professionals and young people about gaming? Are there any similarities/differences?

Task 3: Summarise your discussion with the rest of the group.

Main: Why we game

Share the research showing reasons why young people may choose to game. Discuss as a group.

ABC Theory

Read through the slide explaining the “ABC Theory”.

Dr David McClelland's Human Motivation Theory identified that, throughout life, we are constantly seeking 3 key needs:

Autonomy – The power of self determination

Belonging – A feeling of fitting in

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

For a young person potentially struggling with academia, or traditional sports, or having few friends we can see that these 3 needs are not being met. When we compare them to videogaming and stepping into a digital world suddenly they have all 3.

Consider the above, how might gaming help fulfil the 3 needs above. Discuss as a group.

Autonomy – They can lead their own adventure; they can pick what they do or where they go.

Belonging – They could be online with up to a quarter of a million others on multiplayer online role-playing games like World of Warcraft, so they feel they belong somewhere.

Competence - In the real world if someone is struggling they may get feedback every now and then telling them "you need to improve". In this digital world they could have a progress bar, a levelling system, they could be unlocking new skills, it is a constant feedback loop and they can tell they are doing well because they have higher level gear, legendary skins or because their rank is higher.

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The Good, The Bad & The Misunderstood

In groups, list as many things you can think of related to the following headings: The Good, The Bad and The Misunderstood of Gaming. Create a collage to show your thoughts. Use the template from **Resource 1: The Good, The Bad and The Misunderstood.**

Share responses as a group.

Conclusion/Plenary: How to reduce harm

Pick 2-3 of the risks you identified. Is there anything that can be done to minimise the risk? Share your findings with the group.

Signposting for Support

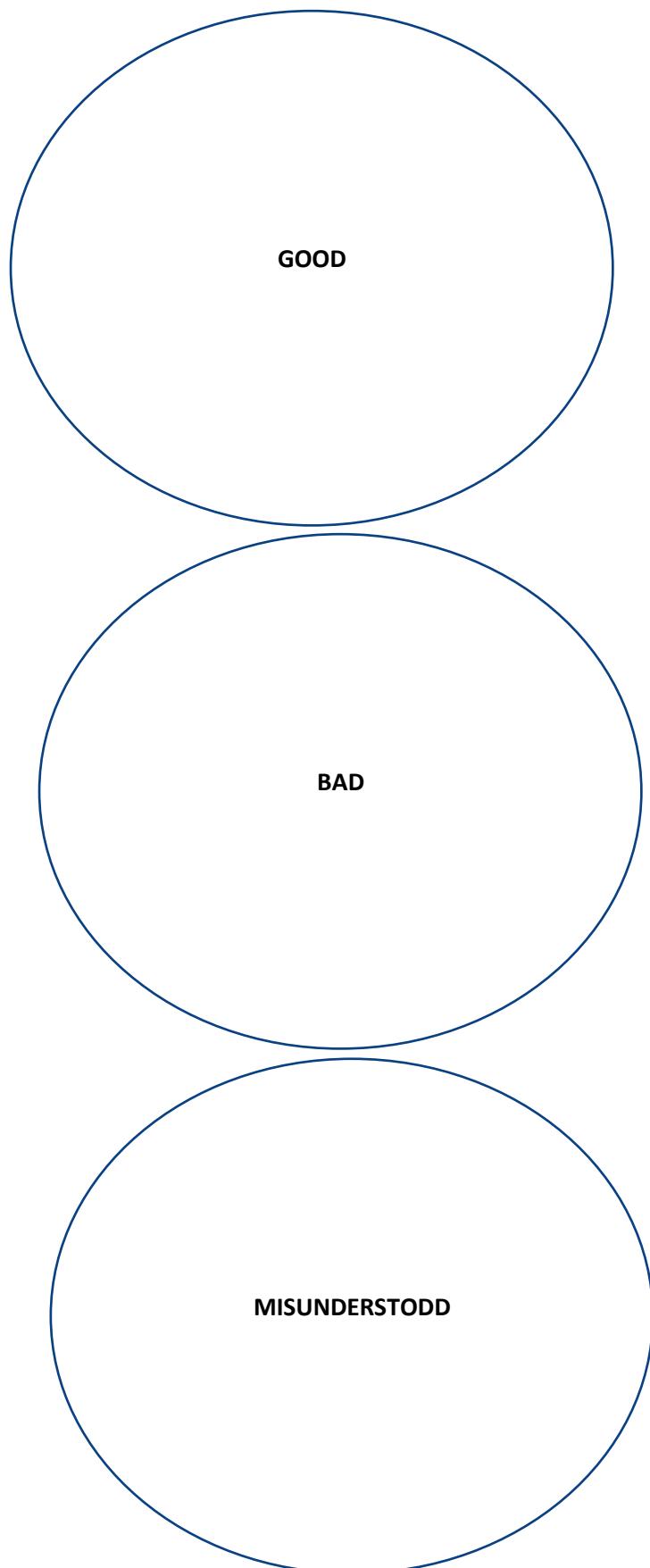
Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

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T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 5: The Good, The Bad & the Misunderstood – Resource 1



OPTION 6: Loot Box

This session aims to increase students' knowledge of loot boxes and whether further efforts need to be made to ensure young people are protected from harm.

Aims:

- Understand and define 'loot box'.
- Recognise the contention surrounding loot boxes.

Outcomes:

- You can provide a definition of 'loot box'.
- You understand why loot boxes are a contentious issue and can offer your own opinion.
- You can provide an argument for/against legislation.

Resources:

- NCS 1 Hour Slides PowerPoint
- Computer, presentation software and internet access
- Flipchart, Pens and Paper

Core Curriculum Themes: Engaging in Politics

Skills Builder Framework: Listening, Speaking, Creativity

NCS Programme Quality Framework: C2: Making a difference, C3: Reflecting in experiences

NCS: 1 HOUR ACTIVITIES

Activities:

Introduction: What is a Loot Box?

Explore the current knowledge of students around the definition of a loot box via an open conversation. Once everyone has provided their thoughts, bring up the definition on the PowerPoint.

Loot boxes are virtual items that can purchased in games using real money or in-game currency. Once purchased and opened, users will find a randomised selection of items that customise or alter the user's experience of the game. The user will not receive any physical objects in the offline world.

SOURCE: www.saferinternet.org.uk

Loot boxes can be purchased with virtual or real-life currency.

Play the video of a loot box opening from FIFA 21

<https://www.youtube.com/watch?v=fSrXAp70RwM>

Main: Loot box appeal

Watch the video.

Ask students to discuss:

- How does it make them feel?
- What do they notice about the colours and the sounds?
- What would they compare it too?
- Does it make them want to open another one?
- How might they entice children to buy them?

Young people and loot boxes

Talk through the statistics associated with loot boxes from the October 2019 Gambling Commission Report on Young People. Dr Zendle states they are a pathway into problem gambling. This is the blurred lines between gaming and gambling.

Conclusion/Plenary: Legislation

Show the slide with the House of Lords Recommendation that was put forward to the Government on 2nd July 2020.

Students to write a statement to the Government explaining why they agree or disagree with the House of Lords Recommendation. Consider:

- Age restrictions
- Blurred lines of gambling
- Tactics used to entice people to buy
- Impact on young people
- In-game enjoyment
- Financial risk
- Wellbeing

Each student reads out their statement and as a collective group, choose the strongest.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.