

## 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 20-minute activities which are suitable for the young people participating in 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. You can find this map in the NCS section on our resource portal.







Prior to delivering a session, we encourage you to have the NCS students complete the Pre-Session Survey and following the activity we ask that you complete the Post-Session Survey. These can be found within the “NCS” section of the online resource portal.

## Core Curriculum Themes

### Core curriculum themes (our 'subjects')

Activities should be planned under 1+ of these themes



 <b>Building a team</b> Creating bonds between the peer group and supporting them to explore different ways of supporting each other.	 <b>Enterprise &amp; world of work</b> Presenting young people with 'real world' challenges from the workplace.
 <b>Understanding communities</b> Uncovering issues and people/orgs within an area to help young people understand the idea of community and how they can play a part.	 <b>Engaging in politics</b> Supporting young people to explore issues of the day, and to understand how to engage with decision-makers as one way of effecting change.
 <b>Living independently</b> Introducing young people to a range of practical life skills that support the transition to adulthood.	 <b>Social action</b> 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 that 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.

- (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/>

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Support/Sign Posting Services	
Service	Role
	<p>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)</p> <p><b>Young People's Helpline: 020 3902 6964</b></p>
	<p>Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>Provides support for 11-19 year olds. Offers a 1-2-1 confidential chat room throughout Great Britain. (4)</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. (5)</p>
	<p>Text service: 85258. Free service to anyone in crisis.</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. (6)</p>

## 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: Mental Health and Wellbeing.

This is a short session which explores addiction and the associated harms. The session also allows discussion and debate around the importance of mental health and wellbeing.

### Aims:

- Understand the term addiction
- Understand the link between addiction and mental health

### Outcomes:

- You can define addiction
- You understand the link between addiction and mental health

### Resources:

- NCS 20 Minute Slides PowerPoint
- Resource 1: Harms
- Computer and presentation software
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Living Independently

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

**NCS Programme Quality Framework:** C3: Reflecting on experiences

### Activities:

#### Introduction: Addiction

- Ask the group to share their thoughts, what is addiction, what kind of things are people addicted to?
- Ask them to consider the thoughts, feelings, emotions, actions etc of someone experiencing addiction.

**(You could complete this as a Q/A, or ask the group to work in pairs/ teams and feedback)**

#### Provide the Definition of Compulsion and Addiction.

**Compulsion:** An irresistible urge to behave in a certain way.

**Addiction:** A disease in which a person finds themselves unable to stop using a substance or engaging in a behaviour.

<https://www.nhs.uk/live-well/healthy-body/addiction-what-is-it/>

#### Main: Mental Health:

Ask the group to share what they think is meant by mental wellbeing/mental health. How does addiction affect this?

Share the mental health slide. (5)

### **The Harms Associated with Gambling:**

Split the group into pairs or teams and ask them to identify the harms a compulsive gambler may experience in each of the categories below: Hand out **Resource 1** to students to use as a template.

- Financial (Debt, Bankruptcy, Loss of job, Loss of house)
- Relationships (Family breakdown, Divorce, Loss of friends)
- Health (Depression, Self-harm, Poor hygiene, Mental health impact)

You could ask them to generate responses through discussion, you could ask them to do research using tablets/ their smartphones.

### **Conclusion/Plenary: Agree or Disagree:**

Ask the group to consider the below statement and write/record a response.

*“Looking after your Mental Health is just as important as it is to look after your Physical Health”*

You could collate these for display and tie into other activities you’re doing as part of your programme.

### **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](mailto:YoungPeopleService@gamcare.org.uk)  
T: 02030926964. You can self-refer or be referred by a member of staff.

## OPTION 1: Mental Health and Wellbeing-Resource 1

FINANCIAL	RELATIONSHIPS	HEALTH
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•



## OPTION 2: Statistics and Key Information:

This short activity explores facts, and key information relating to gaming and gambling in the UK. The session looks to inform students on the current climate in the UK, focussing on young people, whilst encouraging them to think of methods to raise awareness of the issues/risks.

### Aims:

- Understand how gambling might cause harm to some people
- Recognise key facts and information

### Outcomes:

- You can discuss how gambling has the potential to cause harm
- You can recognise key facts
- You can discuss ways to raise awareness of the potential harms

### Resources:

- NCS 20 Minute Slides PowerPoint
- Computer and presentation software
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Social Action

**Skills Builder Framework:** Listening, Problem Solving, Creativity, Aiming High, Teamwork

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

### Activities:

#### Introduction: True or False?

Signpost one side of the room as “True” and the opposite side as “False”. Read out the statements below and ask the group to move to whichever side dependent on if they think it is True or False. Read the questions on the slide (11). These are animated to allow you to show question then answer, after each Q/A provide the below summary.

**(information correct as of March 2021)**

1. 11% of 11–16-year-olds spent their own money on gambling in the last 7 days.  
**TRUE** - (*October 2019 Gambling Commission Report, 2900 young people survey*)
2. You have a 1 in 14 Million chance of winning the UK National Lottery Jackpot.  
**FALSE** – (*It is 1 in 45 Million. More chance of becoming an Astronaut, 1 in 12m*)
3. 67% of children were with their parents the first time they gambled.  
**TRUE** - (*October 2019 Gambling Commission Report, 2900 young people survey*)

4. More than 200,000 16- and 17-year-olds regularly play the National Lottery and/or buy scratch cards

**TRUE** – (*Northern Gambling Clinic Research*)

5. There are 55,000 11–16-year-olds suggested as having a problem with gambling in the UK

**TRUE** – (*October 2019 Gambling Commission Report, 2900 young people survey*)

6. Gambling is referred to, on average, 12 times per episode on Match of The Day

**FALSE** – (*It is referred to 241 times per episode Goldsmiths University Research*)

**Group discussion: Is anyone surprised about any of the facts? If so, why?**

### **Main: Raising Awareness**

Split the group into pairs and ask each pair to write down and describe a way in which they can raise awareness on a fact of their choice. They may want to use tablets/smart phones to research their key points.

Use the WHO, WHAT, HOW method with the students building a response around:

- Who will you need to engage with?
- What will you raise awareness of?
- How will young people be impacted?

E.G – (*There are 55,000 young people classed as problems gamblers*)

- Educate 11 to 16 years olds around the potential harms of gambling
- Provide parents with education on why young people like to gamble
- Provide young people with the signposting options for support & treatment.

### **Conclusion/Plenary:**

Ask the groups to share their ideas. As an extension you could ask them to create a mood board/poster/media campaign with all of their ideas.

**Consider:** you could pose the question: Why do we need to raise awareness of these issues. What risks do young people face?

### **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](mailto:YoungPeopleService@gamcare.org.uk)

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

## OPTION 3: Gambling Related Harm.

This session explores how gambling can impact people beyond the person experiencing harm. This is often referred to as 'affected others'. This session will develop critical thinking skills.

### Aims:

- Understand who might be impacted by gambling related harm
- Recognise the term 'affected others'

### Outcomes:

- You are able to discuss how gambling has the potential to cause harm
- You can define the term 'affected others' and discuss the potential impact of gambling related harm

### Resources:

- NCS 20 Minute Slides PowerPoint
- Computer and presentation software
- Resource 1: Circle of Trust
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Building a team

**Skills Builder Framework:** Listening, Speaking, Teamwork

**NCS Programme Quality Framework:** C5: Feeling part of something bigger

### Activities:

#### Introduction: Definitions

Ask the group to consider 'what is gambling?' when does it become harmful/problematic? Slide 16 has a timer so you can make this a timed activity, alternatively you may wish to remove the timer, or allow 60 seconds for both questions.

Slide 17: Read out the definitions of "What is gambling?" and "What is problem gambling?"

*(Source: Gambling Commission)*

Highlight that it isn't just the individual who is impacted by gambling. There can be at least another 6-10 people directly impacted as a result.

## Main: The Circle of Trust

Split the group into pairs and hand out **(Resource 1)**. Students are to identify all the different people who could potentially be affected by an individual's addiction to gambling. Provide a brief description of how each person is affected.

### Examples:

- Partner (Financially and emotionally/ relationship breakdown)
- Employer (Impacts performance at work)
- Parents (Affects relationship)
- Friends (Don't spend as much time together)

## Conclusion/Plenary: The Circle of Trust

Present ideas back to the group. Collate all "Circle of Trust" worksheets together & send to @YGAMuk via Twitter with the hashtag #affectedothers

You could also ask them to consider the wider societal impact and what can be done to support all those affected.

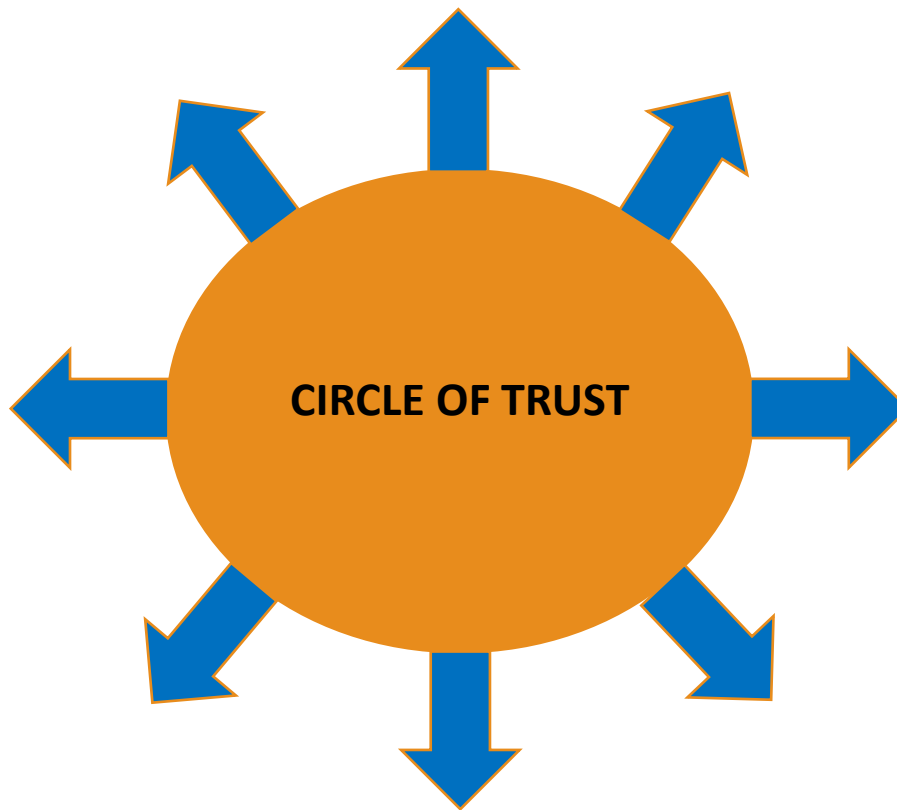
## Signposting for Support:

**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 3: Gambling Related Harm – Resource 1**



## OPTION 4: Gaming Related Harm

This session explores the potential harms of gaming. It encourages participants to evaluate their own relationship with gaming and screen time against other priorities. Signposting/treatment services is the key takeaway for students attending this session.

### Aims:

- Recognise when gaming becomes harmful
- Recognise the physical and emotional signs of gaming harm
- Recognise how and where to get help

### Outcomes:

- You will be able to discuss and provide examples of how gaming might become harmful
- You can recognise the physical and emotional signs of gaming related harm and know where to get help

### Resources:

- NCS 20 Minute Slides PowerPoint
- Computer and presentation software
- Resource 1: 24 Hour Clock
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Living Independently

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

**NCS Programme Quality Framework:** C3: Reflecting on Experiences

### Activities:

#### Introduction: Signs of Harm

Read out the quote from Dr Henrietta Bowden-Jones, Director of The Centre for Internet and Gaming Disorder and Royal College of Psychiatrists.

Gaming disorder was included in the WHO 11th Revision of the International Classification of Diseases in June 2018.

This definition is really important because it gives us that difference between a poor relationship with gaming, and a harmful one.

Split the group into two teams. One team focus on identifying the Physical signs associated with Gaming Disorder and one team focus on the Emotional signs. Use flipchart paper to create a quick mind map.

One person presents back to the group from each team.

Share the examples on slide 25. Discuss any signs of harm that have been missed using the PowerPoint slide.

### **Main: 24 Hour Clock**

Using the “24 Hour Clock” resource sheet, ask the group to individually shade in:

- Time they spend sleeping
- Time they spend at school/college
- Time they spend doing homework
- Time they spend with friends & family
- Time they spend watching TV/Netflix

How much time do they have left for gaming?

Explain: Children’s Commissioner (2019) found that younger children were spending between 1-2 hrs per day gaming whilst older children were spending more than 3hrs per day gaming.

### **Conclusion/Plenary: Exit Ticket**

Slide 27: Explore what the group have learnt, if there’s anything they would like to know more about (this could help inform future sessions). Finally, ask the group to share one reflection about how they spend their own time.

### **Support for Gaming Disorder**

**NHS** – The National Centre for Gaming Disorders provide treatment for problem gamers living in England and Wales aged 13 and upwards, Can speak to their GP

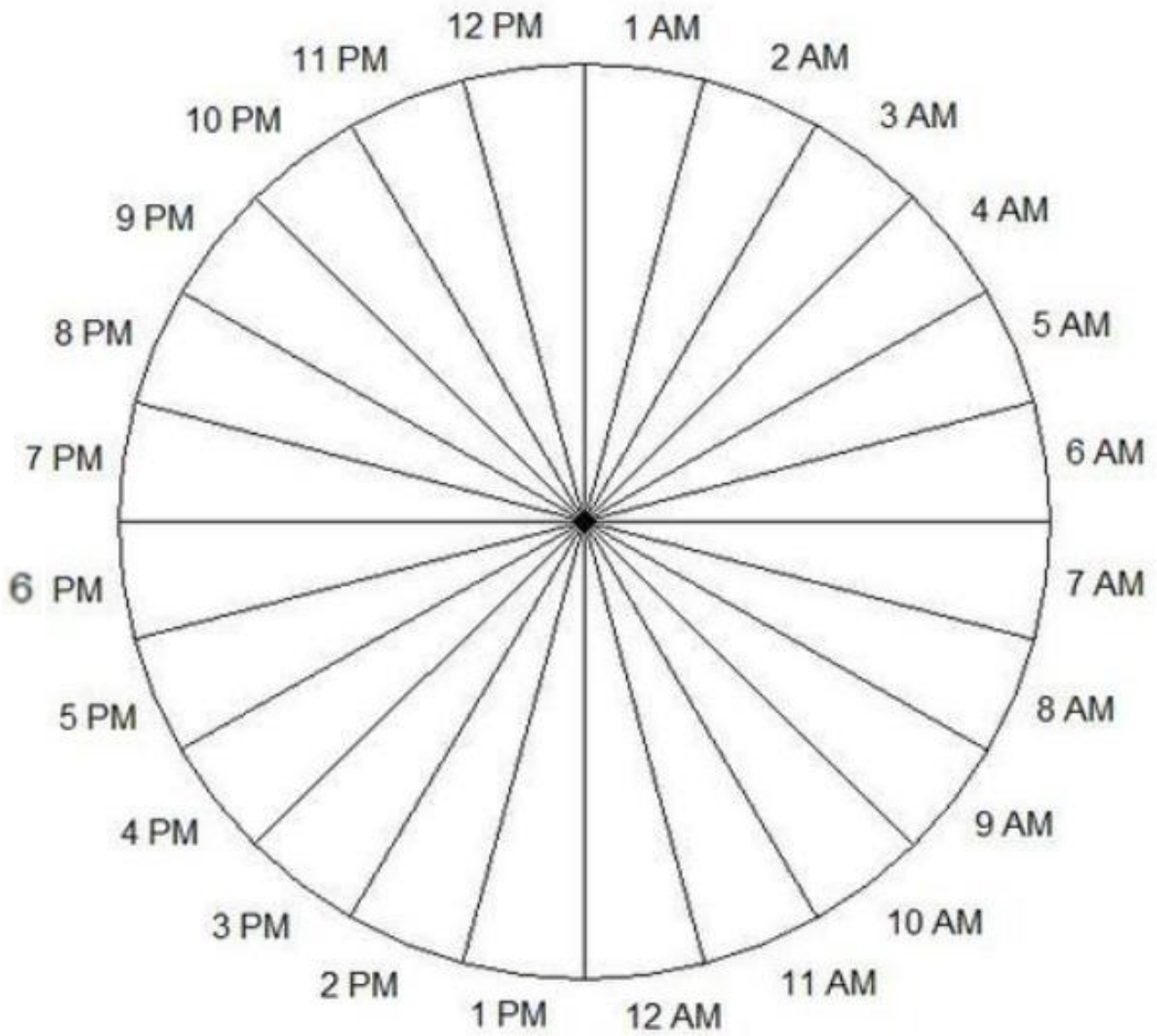
### **Signposting for Support**

**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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## OPTION 4: Gaming Related Harm – Resource 1





## OPTION 5: Microtransactions

This session is designed to support participants in understanding the various types of microtransactions and the functionality within the games they play. Participants are encouraged to create an argument for or against a statement based on the potential blurred lines between gaming and gambling.

### Aims:

- Understand what microtransactions appear in games
- Understand what loot boxes are and how they're used in games
- Recognise the potentially blurred lines between gaming and gambling

### Outcomes:

- You can recognise and define the different types of microtransactions in games
- You know what loot boxes are and the role they play in games
- You can discuss the blurred lines between gaming and gambling

### Resources:

- NCS 20 Minute Slides PowerPoint
- Computer and presentation software
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Engaging In Politics

**Skills Builder Framework:** Listening, Speaking, Problem Solving, Creativity

**NCS Programme Quality Framework:** C3: Reflecting on Experiences, C5: Feeling part of something bigger

### Activities:

#### Introductions: Definitions

Ask the group to provide definitions for microtransactions and loot boxes. Ask them to work in pairs to agree a definition.

**Option:** you could ask them to share these definitions on the board, to the group.

On the following slide, show the definitions of a microtransaction and loot box.

#### Main: Post-it

Ask the group to use post-it notes to identify all the games that include Microtransactions / In-App purchases that they can think of. They may look on their own phones for this exercise using the App Store. Ask them to place the post-its on the wall/a specific table for everyone to see.

**Extension idea:** you could extend this activity to create a campaign, education resource for young people.

**Discussion: Loot boxes.**

Ask the group to consider the motivations to buy loot boxes. Using flip chart paper with one piece saying pro and the other saying cons, ask the group to list their thoughts. You can create a follow-up discussion from the results.

**Extension: Agree or Disagree?**

“Loot boxes should be regulated the same as gambling products?”

Students to write down a paragraph on why they agree or disagree with the above statement. Students to share their statements with the group. Alternatively, you could split them into groups and have them debate this question.

**Extension: Microtransactions - Let's talk.**

Pose these questions to the group for a discussion:

- Do you purchase loot boxes with real world currency?
- Do you purchase items within apps that you download to play?
- What is your monthly limit on in-app purchases?
- What advice would you provide to someone who needs support as they are spending too much money on microtransactions/loot boxes?

**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 6: Debt

This session aims to enhance understanding around money and the risks associated with debt whilst also factoring in the impact to wellbeing.

### Aims:

- Understand the term debt
- Recognise how det might impact wellbeing
- Know what help is available

### Outcomes:

- You understand how gaming and gambling can lead to debt issues
- You understand how debt might impact wellbeing
- You can identify how and where to get help

### Resources:

- NCS 20 Minute Slides PowerPoint
- Computer and presentation software
- Flipchart, Pens and Paper

**Core Curriculum Themes:** Building a Team, Living Independently

**Skills Builder Framework:** Listening, Staying Positive, Aiming High, Teamwork

**NCS Programme Quality Framework:** C3: Reflecting on Experiences

### Activities:

#### Introduction: Current Spending

Ask students to design a pie chart and fill it in with what they spent their money on the over the last month

Ask them to consider:

- Do they have any money left at the end of the month?
- Do they make any savings?
- Is there anything they'd like to change?
- How much could they save over a period of time?

#### Main: Short Case Studies

**This includes 3 case studies; you may wish to concentrate on one.**

As a collective group, ask students what advice they would give to the young people within each of the case studies.

There may be some differing views on what advice to give so ensure that a debate is held in a respectful manner.

Try directing the students to think about these scenarios in the real world and how they would react and provide advice to the people in the case studies. E.g. what support might this person need to be aware of? Where can they get help?

**Conclusion/Plenary: Exit Ticket.**

Explore what the group have learnt and if there is anything they would like to know more about. (this could help inform future sessions) Finally ask the group to share one reflection about how they spend their own time.

**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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