

YOUTH WORK ACTIVITIES. 16+ 20 MINUTES

Education Team

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NOTES FOR PROFESSIONALS:

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

This section contains a series of 20-minute activities covering the topics available to you in the workbook. The activities and tasks are suitable for children and young people aged 16 plus.

- 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



In addition, we have followed the seven interlinked clusters relating to social and emotional capabilities as identified in the Framework of Outcomes for Young People. (2)

- Communication
- Confidence and agency

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

You can pick and mix 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.

Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. 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 children and young people sharing sensitive information and personal experiences which may trigger emotions both for themselves and others. In each session and activity, it is useful to remind them they can talk to a professional within your organisation. It is also useful 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

Gaming: The Good, The Bad and The Misunderstood

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership

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 young people aged 16 plus

Aims:

- To promote critical thinking skills
- To develop literacy and presentation skills

Outcomes:

- You will be able to identify reasons why young people enjoy games
- You will be able to recognise and discuss the features that draw young people in
- You will understand why people enjoy gaming and what the risks are

Resources:

- Pens/Paper

Activities:

Mind Map:

Create a mind map to show how gaming might be viewed by non-gamers and adults. What are the things they worry about? How do they feel about games and gaming? Do they understand, do they get involved?

YP may think about the time spent gaming, grooming, strangers, health, wellbeing etc

Ask them to make a list of the Pros and Cons to share. You could turn these into wall displays and/or resources in future sessions.

Five Top Tips to Parents:

Many parents worry about their child/children gaming online. We know there are good and bad aspects, what advice would you give parents to help them keep their children safe?

List five pieces of advice to support parents to keep their children safe when gaming online. YP could create a list or if you have more time create a leaflet/flyer.

Each group to share their responses.

Staying Safe:

Ask the group to think of one piece of advice they might give to their younger self on the aspect of being safe online.

Why do People Game? Option 2

Game Safely

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To highlight the differences between safe and problematic gaming
- To understand why people enjoy playing electronic games
- To recognise when gaming becomes harmful
- Know where to get help

Outcomes:

- You will be able to identify positive and negative behaviours when gaming
- You will reflect on your own behaviour

Activities:

Gaming A-Z competition.

Five-minute activity listing as many gaming related words as possible for each letter of alphabet.

A – Action, B – Block building etc.

You could give a prize for the winner/winning group

What are the Pros and Cons of Gaming?

Ask the group to create a presentation about the pros and cons of gaming. They could do this on paper or on software such as PowerPoint. They should consider how to minimise risk and present their findings back to the group.

PROS: social- can talk with friends, fun, improved coordination, improved problem-solving skills, enhances memory, can help you learn, can help you build strategy, can teach multitasking, etc.

CONS: not being able to limit time, eye strain, difficulty switching off/sleeping, bullying, not always knowing who's on the other side, isolations, reduced social skills, poor posture, ill mental health, lack of vitamin D etc.

As an extension they could deliver their session to a younger group.

Play safely:

Ask the group to discuss the game they play/have played/are aware of and how they encourage gamers to play for longer. What would be the risk and how can they minimise this?

Why do People Game? Option 3

The Value of Time:

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
- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation

Age: This activity is aimed at young people aged 16 plus

Aims:

- Promote an honest conversation about the value of time
- Highlight the importance of physical and mental well-being to individuals

Outcomes:

- You will have positive conversations about time keeping habits
- You will be able to discuss and set goals to improve health and well being

Resources:

- Resource 1
- Coloured pens/pencils
- Post it notes

Activities:

Time, Valuable, Time:

In groups ask the young people to create a mind map exploring the things they need to fit in to their day. Encourage them to discuss eating well, exercising, learning/studying, working, hobbies etc.

How do they feel if they don't get enough sleep?

They are stressed with school/college/work?

How do they unwind?

My precious time:

Ask YP to work on their own time plan and identify their typical day. How much time do they spend on each activity?

Ask YP to use resource 1 to help plan out their typical day. Once complete ask them to share their typical day with another person.

In pairs ask them to consider: are their days balanced? Do they get enough sleep (recommended 8 hours per day)? Do they spend too much time on social media/ gaming or on other activities? What could they do to balance their time more effectively?

I pledge:

Each person to make 1 pledge in order to balance their time more effectively.

Why do People Game? Option 3: Resource 1

ACTIVITY	TIME
Sleep	
Breakfast	
Commute	
School/College/University/Work	
Lunch	
Dinner	
TV	
Social Media	
Gaming	
Exercising	
Personal Care: washing etc	
Other:	
Total	24hrs

Why do People Game? Option 4.

Gaming for employment.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- QS – Skills Development
- QS – Global Citizenship
- NOS – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

This session centralises around the key life skills young people learn from gaming. It can help the group to look at those key skills and explore other methods of developing them through other activities.

Video gaming can offer opportunities for young people to develop key life skills whilst unaware they are doing so. This session gives young people the opportunity to discuss video gaming in an open platform and to realise that some of the skills are transferable and are attractive to employers.

Age: This activity is aimed at young people aged 16 plus

Aims:

- To understand both positive and negatives of gaming, recognising that skills can be developed in game play
- To promote positive discussions around employability skills

Outcomes:

- You will be able to recognise the positives and negatives of gaming
- You will understand and recognise the skills that can be developed through gaming

Resources:

- Paper/flip chart paper
- Coloured pens
- Post it notes

Activities:

Mind Map:

1. Start by introducing the challenge of creating a mind map showing key skills young people learn from gaming.
2. In each group ask the group to discuss how they have learnt that skill and give examples of what games they feel helped them to develop it.
3. Ask the group to feedback some of their key skills and collate a group list of the key skills they have learned.
4. Then ask the groups to discuss between them ways they could develop these skills in face to face activities i.e. sports/board game, clubs etc
5. What skills do they think employers' value? Do the skills they have developed whilst gaming transfer? How could they build upon these and what could be done to develop the skills they do not yet have? (you could use local job adverts to assist)

Supporting information:

1. Types of Game Genre

<https://www.idtech.com/blog/different-types-of-video-game-genres>

2. Key skills commonly attributed/developable through video games:

Problem solving	Observation skills	Teamwork
Working under pressure	Planning	Communication
Attention to detail	Dedication	Leadership
Determination	Budget management	Subject research

Why do People Gamble? Option 1

Gambling A-Z

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Understand why some young people gamble
- Understand the risks associated with gambling

Outcomes:

- You will be able to identify the reasons young people gamble and highlight the risks this may pose

Resources:

- Paper and pens
- Resource 1: Why young people gamble
- Optional- use of tech (their own or youth setting)

Activities:

Why might Young People gamble:

Ask young people (in 3-4 minutes) to list the reasons why young people might gamble. Ask them to take 1 minute to present their ideas.

Let's dig deeper:

In pairs/small groups ask the young people to list what they think would be the top three motivations as to why young people gamble.

OPTION 1:

Utilising technology (smartphones/laptops/tablets etc.) research the reasons why young people gamble. Were their predictions correct? What are the risks? Discuss.

OPTION 2:

Ask the YP to match the reasons young people gamble to the percentage of those who have gambled. This activity uses data from the 2019 Gambling Commission Report which explored the gambling behaviours of young people aged 11-16. (Resource 1)

Because it's fun 55%	To win money 31%	Gives me a buzz 19%
I like to take risks 13%	I am likely to win money 12%	It's cool 11%
My parents/guardian do it 10%	I will win more than I lose 7%	Cheers me up 6%
Peer Pressure 6%	Because my siblings do 6%	Because of an occasion 4%

Ask the groups to feedback their ideas then share the correct answers. Were there any surprises? What could the potential risks be?

What would you do?

Can you think of anywhere you could go to get support if you were concerned about gambling? (YP could research this or you could ask them to try and think of any organisations they may have heard of)

Note: BigDeal (u19) and GamCare 16+

Why do People Gamble? Option 1: Resource

Because it's fun	To win money	Gives me a buzz
I like to take risks	I am likely to win money	It's cool
My parent guardian does it	I will win more than I will lose	Cheers me up
Peer pressure	Because my siblings do it	Because of an occasion

Why do People Gamble? Option 1: Resource (continued)

55%	31%	19%
13%	12%	11%
10%	7%	6%
6%	6%	4%

Why do People Gamble? Option 2

Influences and attitudes.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Understand why some young people gamble and the risk this carries
- Understand the influence and attitudes of gambling amongst young people

Outcomes:

- You will be able to identify the reasons young people gamble
- You will be able to discuss attitudes and influences

Resources:

- Paper and pens
- Resource 1

Activities:

Advertising:

Ask YP to consider if they've seen any gambling advertising in the last week. Can they recall what it was for, do they follow any gambling companies online, via social media, including influencers etc.

What do they think the impact of advertising has on young people? How does it affect them personally?

Influences and attitudes.

Task 1:

YP to look at the types of gambling advertising 11-16 year olds had identified as seeing when they took part in the 2019 Gambling Commission Young People Survey. Ask the YP to match the advertising type with the correct percentage, listing them highest to lowest. (resource 1)

Share the result and matching percentage with the group. Are there any surprises?

Task 2:

Each group to provide 2 statements *for* or *against* the advertising of gambling.

Sharing:

Young People: Share your statements and justify your responses.

Why do People Gamble? Option 2: Resource 1

TYPES OF ADVERTISING

Adverts on TV	Adverts linked to sporting events	Adverts on Social Media	Adverts online (Websites)
Sponsorship on TV or radio	Sports venues. Shirt sponsorship etc	Billboards	Newspapers

Answers

Adverts on TV	58%
Adverts linked to a sporting event	50%
Adverts on social media	49%
Adverts online- (websites)	43%
Sponsorship on TV or radio	42%
Sports venues. Shirt sponsorship/hoardings etc	38%
Billboards	37 %
Newspapers	30%

Why do People Gamble? Option 3

Gambling: Let's Debate.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Understand why some young people gamble.
- To understand attitudes and influences which impact young people

Outcomes:

- You will be able to identify the reasons young people gamble
- You will be able to participate in a debate, employing critical thinking skills and display active listening skills

Resources:

- Paper and pens
- Use of internet for research. (youth centre/setting or their own)

Activities:

Debate:

Split the group in to two smaller groups. (depending on the size of the group you may wish to create four small groups). If working with a larger group you may want half working on option 1 and half working on option 2. For a smaller group you can either give them the choice or decide. You may wish to get them to roll a dice and whoever gets the highest numbers chooses *for* or *against*.

OPTION 1:

Title: Some forms of gambling are more socially acceptable than others. Agree/Disagree

OPTION 2:

Title: Advertising of Gambling products should be banned. Agree/Disagree

Let's debate:

Ask the young people to utilise internet to support their responses. Provide them with 10 -15 minutes in total (again this will depend on your group size) to allow for time to present back.

Why do People Gamble? Option 4

Gambling: What would you do?

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships
- QS – Skills Development
- 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 young people aged 16 plus

Aims:

- Understand why some young people gamble
- Know how and where to get help
- Understand the risk associated with gambling

Outcomes:

- You will be able to identify the reasons young people gamble
- You will be able to identify risk, and know how and where to get help

Resources:

- Option 4: Resource 1
- Pens/paper

Activities:

What's the problem?

Ask the group to brainstorm gambling harm. What does it look like, who is affected? Can you see if someone is struggling?

Scenario Solver.

Using the scenarios in Resource 1. Fold the scenarios and place into a bag. (NB: you may wish to make your own or add to those suggested)

- Ask 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 YP 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 / Childline u19 and GamCare 16+

Why do People Gamble? Option 4: Resource 1

Someone at college tries to make you play a coin game at lunch time and seems very focussed on the game. They also invited you to their house to play poker.	While you're at the shop buying lunch, your best friend asks to borrow money to buy scratch cards. You remember they did this last time and a friend of yours gave them £5.00
Your friend has just got a weekend job. They 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.	Your best friend has become distant recently and is spending more time playing free online style gambling games.
Your friend cancelled a day out again recently because they had no money, but you see them putting coins in tot the fruit machines all the time.	Your friend (17) explains they were able to get through 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.
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.	Your friends have just turned 18 and now every weekend they go to the Casino. One of your friends told you they are worried about the other as they don't seem to be able to stop.
You notice a younger friend drop a crumpled scratch card from their pocket and someone else had mentioned they'd seem them trying to buy a ticket a few weeks ago.	Your friend is only 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)
Your friend is falling asleep at sixth form a lot. You ask if they're ok and they say they were up all night on casino games.	Your friend has been getting told off at work a lot recently. They've been late, distracted and tired a lot of the time. You are worried they might fail their apprenticeship. They tell you, they're just tired because they lost some money a while ago and they've been playing on sites at night after work to try and win the money back.
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.	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.

Probability and Luck? Option 1.

Design a Game:

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus. This activity will require prior knowledge of the risk of gaming and therefore we would not recommend as a standalone activity.

Aims:

- To understand and define the terms probability and luck
- To understand how probability, chance and luck relate to gaming.

Outcomes:

- You will be able to offer a definition of probability and luck
- You will understand how chance, luck and probability relate to gaming.

Resources:

- IT to research project

Activities:

In Pairs:

Discuss: Can someone be luckier than someone else? What do people mean by the term, “born lucky?” is it possible for someone to be lucky?

Share ideas with the wider group.

Design a game to teach probability to a primary aged child.

Young People: create a game to teach children about how probability and luck relate to some of the games they play.

Provide the group with time to research and plan their games.

Demonstrate your game:

Ask each pair/group to demonstrate their game:

- Discuss the aim and concept
- What does it show?
- What will be the outcome?

Probability and Luck? Option 2.

Stop or Dare:

Framework of Outcomes for Young People:

- Communication
- Managing Feelings

Youth Work Curriculum Links:

- OF – Healthy and Safe Relationships
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at young people aged 16 plus

Aims:

- To understand and define the terms probability and luck
- To understand probability and luck in relation to gambling

Outcomes:

- You will be able to offer a definition of probability and luck
- You will be able to discuss how probability impacts items in games and how this makes a player feel.

Resources:

- Packs of cards (enough for each group of 2-3 to have a deck each).

Activities:

Stop or Dare:

Leader to ask young people to get into 2s or 3.

- Each group needs a pack of cards
- Shuffle the pack and place it face down. Set a target score for the game, for example 100. The first person to reach it is the winner.
- The first player turns over the top card and continues turning over cards, adding together the value of each card, until they decide to stop. They may reach any number and decide to stop. When the player stops, the total is recorded as their score.
- Jacks score 11 and Queens score 12, However, if an Ace or a King is turned over, no points are scored at all, and the turn is finished. You would go back to player 1 or the next player (if more than 2player)
- The second player then starts turning over cards in the same way, until they decide to stop.
- If you have a third player, they would do the same
- Players take turns until someone reaches the target score. This player is the winner.
- If the cards are all turned over before the target is reached, just reshuffle the pack and continue.
- option to play the game a few times.

EXTENTION: You could ask the young people to make up their own rules, e.g. change which cards (and how many cards) end the turn or introduce a card that sets your **total** score back to zero. Once the young people have played your variant a few times, they can decide whether the same strategies are best and decide whether it is just luck/chance.

REFLECTION: How did it feel to win? Almost win and then lose at the last minute? How would someone feel if money had been wagered? Was it a game of chance? Who had the edge? Could you beat the system?

Probability and Luck? Option 3.

The House Edge:

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To understand what is meant by the phrase ‘the house always wins’
- To understand the probability of different events

Outcomes:

- You will be able to offer a definition for the phrase ‘the house always wins’
- You will be able to discuss probability in relation to events.

Resources:

- Dice (enough for each group to have 2)

Activities:

What's the chance?

Give each group 2 dice and ask them to work out the following:

Rolling 7

Rolling 4

Rolling 12

Rolling 5

ANSWERS:

Outcome	Number of options	2 dice (6x6=36) So divide number of options by 36 then x 100
Rolling a 7	6 ways to get a total 7	16.67%
Rolling a 4	3 way to get a total of 4	8.33%
Rolling a 12	1 way to get a total 12	2.78%
Rolling a 5	4 ways to get a total of 5	11.11%

Discussion: how could this be applied to gambling, what does it tell us?

The house always wins:

Split the group into pairs/smaller groups. Ask the young people to create a thought shower to explore the phrase: 'the house always wins.' Explain it is a gambling term and that the house refers to the operator/gambling firm.

Young people to feedback their collective responses. Ask them to discuss if they think this is fair, is it something young people understand? Would young people be more or less likely to gamble if they knew the odds were not in their favour.

Time to think:

As they leave the room ask YP to post their feedback on the session under the following headings:

Today I enjoyed/ I would like to know more about / I did not enjoy

This can be used to inform future sessions but also any gaps in knowledge.

The Gambling Industry: Option 1

Responsibility.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Understand what is meant by responsible and safer gambling
- Understand the role of safeguarding in relation to gambling

Outcomes:

- You will be able to discuss responsibility, safety and safeguarding in relation to gambling

Activities:

Define Responsible Gambling:

OPTION 1: Discussion: what is meant by responsible gambling, do you see any messaging on products etc. (bet regret/when the fun stops: stop etc) how effective is this? What else is done to ensure safety of gambling products and safeguarding of consumers?

OPTION 2: In groups/pairs brainstorm what is meant by responsible gambling. How can people ensure gambling is safe? Try to encourage the YP to think beyond the perspective of the player, who else can ensure safe gambling?

Who is responsible?

Task1: In pairs/small groups ask YP to list all those who play a role in responsible gambling: e.g. Gambling Commission, Betting and Gaming Council, gambling operators/firms, banks and the individual themselves.

Task 2: Assign one group/title to each group/pair and ask them to think of five ways the above identified people/groups can contribute to 'safer gambling'.

What's your #?

Ask the pairs/groups to create their own slogan and hashtag to promote the concept of responsible gambling.

The Gambling Industry: Option 2

Health and Wellbeing.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Understand how gambling might negatively impact health and wellbeing

Outcomes:

- You will be able to identify the risks of gambling and discuss how health and wellbeing may be impacted

Activities:

Agree/Disagree:

Read out the statements and ask the YP to move to one side of room if they agree and the other if they disagree. You should try to illicit responses and reasoning from the young people as you go.

- Gambling of any kind should be strictly for over 18s.
- It's a good idea to take the gambling logo off children's football shirts.
- Young people are more likely to gamble if their friends do.
- You have to gamble for years before you would be considered to have a problem.
- Some people are naturally lucky.
- You have to spend a huge amount of money in order to be classified as someone experiencing harm.
- It's easy to recognise someone who is experiencing gambling related harm.
- Some forms of gambling are more harmful than others
- Gambling is immoral

Health and Wellbeing.

Split the group in to three.

Group 1: Health and wellbeing

Group 2: Families and relationships

Group 3: Money/Debt and Social responsibility

Ask the group to think about the ways each of the following may be affected.

For example:

1. Mental ill health, difficulty sleeping, low mood, potential of other co-existing addictions e.g. drugs/alcohol
2. Isolation, relationship break down, trust and communication difficulties
3. Loss of job, housing issues, bankruptcy, homelessness

Source: Tackling Gambling related harm: A whole Council Approach. 2018 Public Health England and Local Government Association. Available at <https://local.gov.uk/tackling-gambling-related-harm-whole-council-approach>. (Accessed May 2020)

Exit ticket:

Using a post-it note/piece of paper each person to write down one thing that could help to minimise harm, reading out their idea and placing it on the board/wall as they leave.

The Gambling Industry: Option 3

The Power of Language.

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
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at 16 plus

Aims:

- Understand why some young people gamble.

Outcomes:

- You will be able to identify the reasons why some young people gamble
- You can critically discuss and assess the normalisation of gambling in society

Activities:

Gambling and the language we use.

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

Bingo - correct/ well done

All bets are off - lack of certainty

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

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

Play your ace - use your strongest asset

Ace in the whole - a hidden advantage

Call a spade a spade - speak openly and honestly

Cash in your chips - take advantage of a quick profit

Hit the jackpot - to have success

Play your card right - exploit a situation to your advantage

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

Show your cards - reveal your source/resources

Safer Gambling messages: The Power of Language.

Thinking about the phrases/idioms; can the group develop their own catch phrases to promote safer gambling.

Task 1: explore phrases such as when the fun stops: stop. Do they think it's effective? Yes, no, why? How do these compare with slogans like, "I'm loving it" McDonalds etc.

Task 2: Bet regret. View the #betregret videos available on GambleAware

<https://www.begambleaware.org/betregret/> and <https://www.youtube.com/watch?v=e-XmEVp9Q64> is it effective, yes, no, why? What would be their slogan?

EXTENSION: As part of the 1 or 2 hour sessions you could ask the group to develop a video to accompany the slogan and theme.

Slogan Station:

Share slogans and vote on the best one.

The Gambling Industry: Option 4

What's the 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
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun

Age: This activity is aimed at young people aged 16 plus

Aims:

- Increase your understanding of what gambling related harm looks like
- Help you to know how and where to get help

Outcomes:

- You will be able to recognise signs of gambling related harm
- You will know how and where to get help

Resources:

- Pens, pencils and paper
- Resource 1: Scenario Cards
- Paper to create traffic lights

Activities:

What does harm look like?

2-minute scribble to identify what gambling harm might look like.

Traffic lights:

Give YP the scenario cards and ask them to consider if this person is experiencing harm.

They could attach them to traffic lights displayed on the wall (you could use markers to create or coloured paper).

Red - experiencing harm

Amber - at risk

Green - not experiencing harm and not at risk

Ask the group to consider what advice they could provide to each person in the scenario.

Five things to know.

What five things do people need to know in relation to the potential harms of gambling?

Create a flyer/poster/list.

The Gambling Industry. Option 4: Resource 1

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

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

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

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

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

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

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

Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and noting more than £10.00. She's got to win big on the next one, right?

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

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

The Gaming Industry: Option 1

Gaming and Gambling: Blurred Lines.

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

Age: This activity is aimed at young people aged 16 plus

Aims:

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

Outcomes:

- You can explore the gambling style features within games.
- You will 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

Activities:

Stand up if:

Read out the statements. Young people stand up if they agree with the statement or it applies to them.

1. I know what a loot box is
2. Spending money on a loot box is a good way to spend your money
3. Gambling style features like roulette wheels should not appear in kids' games
4. I play games on a mobile or tablet
5. I have spent money on an in-game item
6. I use virtual currency
7. I use real currency to buy virtual currency
8. I have bet on skins.

Chat show:

Play the host and pose the following questions - ask the young people to discuss whether they agree or disagree and to justify their position (see resource 1 for additional info). It is important to explore cultural differences here as this will give a wider range of viewpoints.

- Can gaming be like gambling? Why/why not?
- Should you be allowed to spend real money within games?
- Could spending real money be harmful?
- Do you think gaming can be a gateway into gambling? Why/why not?
- Are there enough regulations? What are the regulations?
- Does the link with gambling change anyone's views/stance on gaming?

Exit ticket:

On the post it note, write down one new thing learnt during the session and the thing you enjoyed the most and least. (this can help leader plan future sessions)

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

Microtransactions.

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
- 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 young people aged 16 plus.

Aims:

- To understand what microtransactions are and to recognise them within games
- To explore the pros and cons of microtransactions in games

Outcomes:

- You can recognise the type of microtransactions within games
- You will understand the pros and cons of microtransactions in games

Resources:

- Flipchart paper
- Post-it notes
- Pens

Activities:

Top 10:

Facilitate a group discussion to explore the spending habits for the 10 most popular video games/gaming apps within the group. You could use a tally chart to create the top 10 list.

Ask the children/young people to explore and discuss the following questions:

- How much did the game cost to purchase/were any of the games free?
- What are the age restrictions on each game?
- Have they spent any money on in-game purchases? If so, what on?
- How did they pay for the in-game purchases? Who paid?
- How much money do they think they have spent on each of the games?
- Do they think the games offer value for money? Should they have to pay extra?

Microtransactions:

Working in small groups, ask the young people to create a list or thought shower exploring the pros and cons of microtransactions. This could be in relation to the person playing the game, the team they play with if social gaming online, and for the gaming companies themselves. Ask each group to feedback their thoughts.

Statement station:

On the way out ask each person to leave a comment in reference to the following statement: 'Loot boxes are a form of Gambling and should be regulated.' You could use these in a future session and or in a display.

The Gaming Industry: Option 3

Gaming Regulations.

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To understand the reasons for introducing video game regulations

Outcomes:

- You can reflect upon the reasons why video game regulations have been introduced in the UK and around the world

Resources:

- Resource 1: Regulations
- Pens / Paper

Activities:

Stand up if...

Read the following statements and ask the young people to stand up if they agree:

- There should be an automatic shutdown timer on game consoles
- Age ratings on games are not necessary
- Children should not have game consoles in their rooms
- Loot boxes should be banned
- I regularly spend more than 3 hours gaming
- All items within a game should be free if you have purchased the game
- I have stayed up all night gaming

Facilitate a quick discussion regarding the above statements. Does anyone have any thoughts on the above statements or were surprised by how many people stood up/stayed seated?

Video Game regulations

Working in small groups, ask the young people to read the regulations resource. Allocate one regulation to each group and ask them to create a thought-shower on the reasons why the regulation may have been introduced, the positives, the negatives, how it could be enforced or if it is even necessary.

Ask the young people to feedback their thoughts to the rest of the group and discuss.

Alternative: Split the group into two teams, *for* and *against*. Ask the young people to read the regulations handout and prepare a 2 minute *for* or *against* argument for each regulation. Let the debate begin.

The Gaming Industry. Option 3: Resource

UK Regulation: PEGI video game ratings are mandatory under UK law. Games which carry a PEGI rating of 12, 16 or 18 cannot be sold to someone under the age of the rating. PEGI ratings can help parents choose appropriate games.

China Regulation: Gamers under 18 are banned from playing online between 22:00 and 08:00 and are also restricted to 90 minutes of gaming on weekdays and three hours on weekends and holidays.

Belgium Regulation: Video game loot boxes are "in violation of gambling legislation", according to the Belgium Gaming Commission. Loot boxes give random rewards and can be acquired either through gameplay or by spending real cash. Those that can be bought for real money must now be removed from video games in Belgium.

The Gaming Industry: Option 4

PEGI

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To explore why age ratings and warning labels are needed
- To understand what the PEGI age labels and descriptors mean

Outcomes:

- You will be able to explain why items have age ratings and warning labels
- You will understand what the PEGI age labels and descriptors mean

Resources:

- Resource: PEGI labels
- Post-it notes
- Pens
- Paper
- Ball

Activities:

It's all in the label:

Ask the young people to stand in a circle and throw the ball to each other; each time someone catches the ball they need shout out something that has an age rating/restriction or a warning label. Note down their answers on the board/flipchart.

Alternative: Using post-it notes, ask the young people to write down 10 things that has an age restriction/rating or warning label on it. Ask them to stick their post-it notes on the board/wall.

Facilitate a group discussion from the ideas suggested. You could ask the young people the following questions:

- Why do you think age ratings/restrictions are needed?
- Do you think anyone takes notice of age ratings/restrictions?
- Do you think certain items need higher/lower age ratings?
- Why do you think warning labels are important?
- Do you think some items need more/fewer warning labels?

Examples: Films, Social media apps, games, various apps, cigarettes, gambling, chemical products, fireworks, alcohol, medications, sex and marriage, children's toys and physical games.











What does PEGI say?

Handout and read through the PEGI labels resource. Divide the young people into small groups and ask them to list their 5 (or 10 time permitting) top video games, ideally the ones they have all played. Using the PEGI labels resource as a guide ask the young people to attach **what they think** is the appropriate age rating and descriptors to each game they play/listed.

Ask each group to feedback one of their games and labelling, using the PEGI website check to see if their labels match the official labels.

You can search for age ratings and descriptors by searching game titles on the PEGI website <https://pegi.info/>

The Gaming Industry. Option 4: Resource 1 (PEGI LABELS)

 <p>PEGI 3</p> <p>The content of games with a PEGI 3 rating is considered suitable for all age groups. The game should not contain any sounds or pictures that are likely to frighten young children. A very mild form of violence (in a comical context or a childlike setting) is acceptable. No bad language should be heard.</p>	 <p>PEGI 7</p> <p>Game content with scenes or sounds that can possibly be frightening to younger children should fall in this category. Very mild forms of violence (implied, non-detailed, or non-realistic violence) are acceptable for a game with a PEGI 7 rating.</p>
 <p>PEGI 12</p> <p>Video games that show violence of a slightly more graphic nature towards fantasy characters or non-realistic violence towards human-like characters would fall in this age category. Sexual innuendo or sexual posturing can be present, while any bad language in this category must be mild. Gambling as it is normally carried out in real life in casinos or gambling halls can also be present (e.g. card games that in real life would be played for money).</p>	 <p>PEGI 16</p> <p>This rating is applied once the depiction of violence (or sexual activity) reaches a stage that looks the same as would be expected in real life. The use of bad language in games with a PEGI 16 rating can be more extreme, while games of chance, and the use of tobacco, alcohol or illegal drugs can also be present.</p>
 <p>PEGI 18</p> <p>The adult classification is applied when the level of violence reaches a stage where it becomes a depiction of gross violence, apparently motiveless killing, or violence towards defenceless characters. The glamorisation of the use of illegal drugs and explicit sexual activity should also fall into this age category.</p>	 <p>The game contains depictions of violence. In games rated PEGI 7 this can only be non-realistic or non-detailed violence. Games rated PEGI 12 can include violence in a fantasy environment or non-realistic violence towards human-like characters, whereas games rated PEGI 16 or 18 have increasingly more realistic-looking violence.</p>
 <p>The game contains bad language. This descriptor can be found on games with a PEGI 12 (mild swearing), PEGI 16 (e.g. sexual expletives or blasphemy) or PEGI 18 rating (e.g. sexual expletives or blasphemy).</p>	 <p>This descriptor may appear on games with a PEGI 7 if it contains pictures or sounds that may be frightening or scary to young children, or on PEGI 12 games with horrific sounds or horror effects (but without any violent content).</p>
 <p>The game contains elements that encourage or teach gambling. These simulations of gambling refer to games of chance that are normally carried out in casinos or gambling halls. Games with this sort of content are PEGI 12, PEGI 16 or PEGI 18.</p>	 <p>This content descriptor can accompany a PEGI 12 rating if the game includes sexual posturing or innuendo, a PEGI 16 rating if there is erotic nudity or sexual intercourse without visible genitals.</p>
 <p>The game refers to or depicts the use of illegal drugs, alcohol or tobacco. Games with this content descriptor are always PEGI 16 or PEGI 18.</p>	 <p>The game contains depictions of ethnic, religious, nationalistic or other stereotypes likely to encourage hatred. This content is always restricted to a PEGI 18 rating (and likely to infringe national criminal laws).</p>

Money and Debt: Option 1

An introduction to money and debt.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To understand the issues surrounding money and debt.

Outcomes:

- You will understand what is meant by debt
- You can explore thoughts and feelings around the term 'money' and 'debt'
- You can explore the potential risks of debt.

Activities:

What do we mean by debt?

Split the group into pairs/smaller groups. Ask them to create a thought shower exploring the term debt.

What thoughts and feelings do we associate with money and debt?

Young people sit in a circle.

A piece of paper is passed around the circle. Each person adds a thought or feeling associated with money or debt, then folds the piece of paper over so that the word is hidden.

What thoughts and feelings do we associate with money and debt?

OPTION 1: Youth Leader leads discussion on some of the thoughts and feelings written down. This leads to wider discussion of risks and potential impacts on future, as well as how to ask for help.

OPTION 2: Young people create a graffiti board using the words written down in the first task. This can be done individually, in small groups or as one group. Ask them to break down the thoughts and feelings and how these may present themselves.

What are your thoughts?

Why might debt cause anxiety and worry and who is affected by these worries? Is it just the person in debt? Prompt discussion about wider impact on family, friends and the wider community.

Extension:

Young people to write a summary of how the group felt towards the term's 'money' and 'debt'. Were there more positive/ negative thoughts and feelings? Do people worry about the present/ the future?

Money and Debt: Option 2

The Impact of Debt.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To explore the impact of debt

Outcomes:

- You can identify the impact of debt
- You will understand how debt affects those around us
- You will understand how and where to get help and support

Resources:

- Pens / paper
- Post it notes

Activities:

Let's discuss...

Encourage open discussion on the topic of gaming and gambling. Ask the YP to consider: Who is affected by gaming or gambling related debt? Is it just the gamer/ gambler? What might this look like for affected others? What might be the impact?

Impact beyond the consumer

Young people should consider who is affected by debt owing to gambling? Ask them to work in groups to create a thought shower to list all those who are impacted. Next, they should consider: Is there anything that can be done to protect the consumer, so they don't get into debt?

The group may wish to explore, ban on use of credit card (2020), credit checks, they may also wish to explore safer gambling regulations within organisations. What about gaming, can you use your credit card to buy items in games? Are there any affordability checks? (they could utilise internet search on their device or at your youth centre to support their thinking)

The Youth worker should signpost young people as to where to get help and support. Support Services: GamCare, BigDeal, NHS, Gamban, Childline, Shout.

Spending Hashtag

Ask YP to create a safe spending hashtag or slogan

Post-it

YP write down advice on how to get support with debt caused by gambling or gaming. This could include a support service, as well as speaking with a trusted friend etc.

Extension

Create an information card that includes key information on how debt can affect gamers/gamblers and those around them. Include signposting to key support services.

Money and Debt: Option 3

Risk.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- To explore healthy and risky spending.

Outcomes:

- You can identify healthy and risky spending.
- You can explore ways of managing risk when spending money on gambling and/or gaming.

Activities:

Stand up if...

The youth worker reads out the set of statements and young people stand up if the statement applies to them. This activity should promote further discussion as young people will see that some statements apply to more people than others.

- You have spent money on a scratch card or lottery ticket.
- You have ever gamed online.
- You have ever gambled.
- You have spent money gaming or gambling in the last month.
- You have bought a loot box.
- You have had to borrow money before.
- You have been worried about money.
- You have spent money on in-app purchases.
- You have spent more money than you can afford on gaming or gambling.

If working 1-1, the handout can be used to prompt yes/no responses and further discussion.

Debate:

The use of a credit card to gamble is now banned. Purchasing loot boxes with credit cards should also be banned. Agree/Disagree?

Split the group into teams, with one team being assigned *for* and the other *against*. Give them time to plan their debate before coming back to carry out the debate.

Extension:

Create a 'managing your finances' bookmark to give to another young person. Include some of the positive strategies from the session, as well as any other ideas or strategies.

Money and Debt: Option 4

Money and Debt: Hey Big Spender.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- 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 young people aged 16 plus

Aims:

- To understand why some people gamble
- To understand the potential risks associated with gambling
- To understand where to find support and advice when dealing with gaming or gambling related debt.

Outcomes:

- You can identify key support services
- You can explore the value of money

Activities:

Why do young people gamble?

EXPLAIN: In the 2019 Gambling commission survey: 11% of 11-16 year olds had spent their own money on gambling in the last week. That equates to 350,000 young people.

ASK: Why might young people spend their money on gambling?

Young people to discuss this in teams and then shared for group discussion.

Hey Big Spender:

Begin with a discussion; how much money on average does the group think children young people aged 11-16 are spending each week on gambling?

Share with the group that the figure is £17.00.

Ask them to get into groups and work out. How much money that would be over one year, five years and ten years?

1 year: $17 \times 52 = 884$

5 years: $884 \times 5 = 4,420$

10 years: $4,420 \times 2 = 8,840$

What would they spend that money on instead of gambling?

Resource ready:

Ask the group to create a flyer/poster/ resource to inform children/young people about the potential harms of gaming and gambling, specifically exploring money and debt.

Addiction and Mental Health: Option 1

Addiction: what is it?

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Increase your understanding of addiction
- Increase your understanding of the signs of gambling related harm

Outcomes:

- You will be able to define the term addiction
- You will be able to recognise the signs of gambling related harm

Resources:

- Resource 1: Signs of addiction

Activities:

Addiction: What is it/ what does it look like?

Working in groups ask the young people to come up with a definition for the term addiction and list the types of addictions people may have. Groups to feedback their definitions and examples of addictions.

Example: Addiction is defined as not having control over doing, taking or using something to the point where it could be harmful to you (NHS).

Examples: Illegal drugs, prescription drugs, alcohol, gambling, gaming, shopping, solvents, the internet and modern technology, food, tobacco and nicotine.

The Signs of Harm: Venn Diagram

First ask the group if you can recognise someone who has an addiction. Try to illicit the fact that it may be easier/more difficult depending on the things someone is addicted to and how well you know the person.

In groups sort the signs of addiction statements (resource 1) under the correct headings: Gambling, Alcohol and Drug Addiction. You could create a 3 circle Venn diagram using hoops, string or drawing them on flipchart paper. Some statements will overlap.

Discussion: Ask the young people to feedback their thoughts, was there any surprises/differing opinions when sorting the statements? The aim is to show that there are many similarities between the three, hence the need to develop young people's awareness of gambling as we do with drugs and alcohol.

Addiction & Mental Health. Option 1: Resource

Appearing intoxicated more regularly
Unexplained sources of money
Change in set of friends/ meeting places
Being secretive or dishonest
Dangerous, risk taking behaviour whilst under the influence
Borrowing or stealing money
Becoming more anxious or depressed
Always being short of money
High tolerance, lack of 'hangover' symptoms
Physical health problems
Experience withdrawal symptoms – shaky, depressed, sick, sweats and/or headaches
Appearing tired, unwell or irritable
Increased interest in tips and odds
Needing more and more to get the desired effect
Choosing the activity over other responsibilities and commitments
Losing interest in other activities such as education, hobbies, your health and appearance
Chasing losses

Extreme mood swings
Doing the activity to relax, reduce stress and/or feel normal
Pre-occupation with the activity
Potential involvement with criminal activity
Developing unhealthy relationships
Becoming isolated and distant from friends and family
Physical changes: bloodshot eyes, frequent bloody noses, bad breath, changes in your weight
Large, unexplained debts

Addiction & Mental Health: Option 2

Gaming: What's the Problem?

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at young people aged 16 plus

Aims:

- Increase your understanding of the potential risks and harms of gaming
- Increase your understanding of how gaming can impact physical and mental health

Outcomes:

- You will be able to identify the potential harms of gaming
- You will be able to recognise the impact of gaming on physical and mental health

Resources:

- Resource 1: Gaming Bingo Card

Activities:

Gaming Bingo

Ask the young people to compete the Gaming Bingo sheet, including the person's name and responses where needed. Only one person per box unless it is a small group. The first person to complete the sheet and shout bingo wins.

Gaming: the pros and cons

In groups, ask the young people to create a thought shower for all the pros and cons of gaming, taking into account all aspects of life such as physical, social, financial and mental health.

Give each group one of the following categories:

- Pro/cons for the individual
- Pro/cons for the Family/Friends
- Pro/cons for Professional Gamers /eSports players/Community

Ask each group to present their work to each other.

How can you reduce the risk of gaming related harm?

In groups discuss what steps could be put in place to ensure gaming remains safe and enjoyable. What can be done to reduce the potential risk of gaming related harm?

Addiction & Mental Health. Option 2: Resource 1

Gaming Bingo		
Have you ever paid to open a loot box?	Have you ever played FIFA?	Owns a gaming console?
Doesn't game?	Watches Esports?	plays online games?
Have you ever cancelled plans so you could continue to game?	Follows gamers on social media?	play games on your mobile phone?

Addiction and Mental Health: Option 3

Gambling: What's the problem?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- 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 young people aged 16 plus

Aims:

- Increase your understanding of the four phases of gambling addiction

Outcomes:

- You will be able to explain the four phases of gambling addiction

Resources:

- Resource 1: Four phases of gambling addiction

Activities:

Two-minute scribble: Types of gambling

Ask the young people to list all the different types of gambling and what can be gambled on, e.g. X Factor winner, football score, sports, roulette, bingo, fruit machines.

Young people to share their ideas with the group.

Alternative: In a circle, ask the young people to throw a ball, every time they catch it, they need to shout out a type of gambling or something that can be gambled on.

Try to encourage the group to consider things such as private bets and if they consider these to be a form of gambling. Explore the language used. Often, they may say, just a friendly bet for example. Is this different/the same as a fruit machine for example.

The Four Phases in Gambling Addiction

Experts (Illinois Institute for Addiction Recovery) have suggested there are four phases in gambling addiction. Working in small groups, ask the young people to match the statements to the correct phases.

- **Winning phase**
- **Losing phase**
- **Desperation phase**
- **Hopeless phase**

Each group to feedback one of the phases and discuss how a person may feel during that stage, how would it affect that person's family and friends?

It's good to talk: If you suspected a friend or family member had a gambling addiction what would you say? How could you start that conversation to help them open up and offer your support?

Working in pairs, ask the young people to role play the above situation.

Addiction and Mental Health. Option 3: Resource 1

References: <https://psychcentral.com/lib/four-phases-and-steps-of-gambling-addiction/>

Winning phase	Losing phase
A big win is often where it starts	Thinking about gambling more
Fun and excitement	Gambling alone
Positive view of gambling	Borrowing money
I am great at this	Missing work
Winning will continue	Lying to family and friends
Spend more time and money on gambling	Struggling to pay debts
	Chasing losses
Desperation phase	Hopeless phase
Losing control over gambling	Hit 'rock bottom'
Feeling ashamed	Can't see a way out
Feelings of guilt	Depression / Anxiety
Can't stop even though they know it is harming them and others	May turn to drugs/alcohol to help them cope/block out situation
May cheat or steal to continue gambling	Suicidal thoughts
Can impact job / lose job	Feels like nobody cares
Family breakdown	

Addiction and Mental Health: Option 4

What does harm look like?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- 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 young people aged 16 plus

Aims:

- Increase your understanding of what is meant by gambling and gaming related harm
- To recognise the signs of gambling and gaming related harm

Outcomes:

- You will be able to define gambling and gaming related harm
- You will be able to recognise the signs of gaming and gaming related harm

Resources:

- Resource 1: Scenario Cards

Activities:

What does gambling and gaming related harm look like?

Section the room into the following headings: gambling related harm and gaming related harm. Read the following signs and ask the children/young people to decide on what heading the signs fall under. You could have a group discussion after each, some will overlap.

- Headaches/migraines
- Unable to set time limits
- Struggling to stop
- Spending too much time and money on it
- Downplaying time spent doing it
- Arguing with family and friends
- Neglecting hygiene and personal needs to spend to more time doing it
- Thinking about it all the time
- Debt issues
- Extreme fatigue
- Selling possessions
- Lying/hiding what you are doing

Discussion: What are the similarities/ differences? Is it easy/hard to spot?

Spotting the Signs: Scenario Cards.

In small groups, give the young people 2-3 scenarios each (resource 1). Ask them to discuss the scenarios within their group and decide if the person is experiencing harm and rate it according to the traffic light ratings:

- Red - experiencing harm
- Amber - at risk
- Green - not experiencing harm and not at risk

Ask the young people to feedback the ratings and explain their reasoning. How can they minimise the harm?

Addiction and Mental Health. Option 4: Resource 1

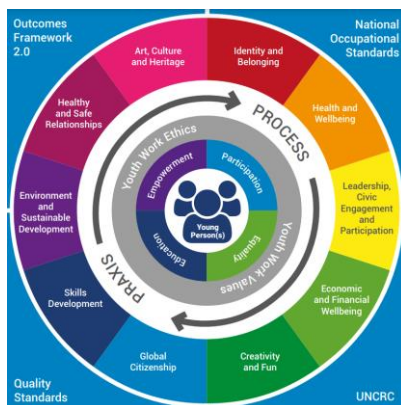
<p>Whenever Kole gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA ultimate team and hopes to get Ronaldo. His mates say it's a waste of money, but Kole doesn't mind, it's his money and he doesn't have much else to spend it on anyway.</p>	<p>Lou inherited some money which was meant to be going towards driving lessons. all the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.</p>
<p>Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.</p>	<p>Hassan spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.</p>
<p>Anna spends all her pocket money on loot boxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometime uses her mother's card to buy loot boxes. She's surprised her mother hasn't realised.</p>	<p>Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops, so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and noting more than £10.00. She's got to win big on the next one, right?</p>
<p>Danny's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.</p>	<p>April gets £20 pocket money and quite often spends £5 or £10 on loot boxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.</p>
<p>Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.</p>	<p>Zane stole money from Mum's purse to pay off a gambling debt.</p>

Appendices

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

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

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



Youth Work Curriculum and Framework Mapping

Outcomes Framework:

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

Quality Standards:

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

National Occupational Standards:

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

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

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

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

References:

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

Youth Work in Wales

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

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

1) Educative

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

2) Expressive

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

3) Participative

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

4) Inclusive

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

5) Empowering

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

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

Support/Sign Posting Services

Service	Role
 GamCare NATIONAL GAMBLING HELPLINE 0808 8020 133	<p>Service for anyone in UK age 16+. Offering 1-2-1 face to face support as well as telephone support via the free number available 24hrs a day, 7 days a week. Additionally, an online chat function is available as well as group chats and forums.</p> <p>Young People Support service: YoungPeopleService@gamcare.org.uk T: 02030926964</p>
 Gamban	<p>https://gamban.com/ Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>BigDeal.org.uk Provides support for 11-19 year olds.</p>
 <small>ONLINE, ON THE PHONE, ANYTIME</small> <small>childline.org.uk 0800 1111</small>	<p>Childline works with children and young people until their 19th birthday. They offer a FREE telephone service plus online support and message boards available 24hrs a day as well as practical online materials and activities.</p>
 <small>for support in a crisis</small>	<p>Text service: 85258. Free service to anyone in crisis. https://giveusashout.org/</p>
	<p>Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else's problem. National Gaming Clinic and Gambling Clinics ncba.cnwl@nhs.net 02073817722</p>
 PAPYRUS <small>PREVENTION OF YOUNG SUICIDE</small> HOPELINE UK 0800 068 41 41	<p>Provides support for children and young people and their families if a young person is experiencing suicidal thoughts.</p> <p>Home Papyrus UK Suicide Prevention Charity (papyrus-uk.org)</p>