

# YOUTH WORK ACTIVITIES. 16+ 2HR

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 2-hour 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)

<b>Leadership &amp; Teamwork</b>	
<b>Learning &amp; Sharing</b>	
<b>Creative Thinking &amp; Exploration</b>	
<b>Research &amp; Presentation</b>	
<b>Preparation &amp; Discussion</b>	

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

## 16+: 2 HOUR ACTIVITIES

- 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? Option1

### The Pros and Cons

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand the positive and negative aspects of gaming
- To understand why gaming is so popular
- To understand the risk to young people
- To produce an engaging resource to help inform, educate, and safeguard children

#### Outcomes:

- You can identify the pros and cons of gaming for children and young people
- You can produce an engaging campaign to help educate younger children about the risks

#### Resources:

- Computer and presentation software
- Pens/Paper
- Flipchart

## Activities:

### Game Play?

Split the group into 3 teams, on three tables write the following questions:

What was the first game you ever played?

What was the first console you owned?

Do you play computer/mobile games? What game are you currently playing?

What do you enjoy most about gaming? What do you enjoy least?

### Inform, Educate, Safeguard:

Ask YP to create a learning resource to help educate children about the positive and negatives aspects of gaming:

They should include:

- A title
- A slogan/ or hashtag
- The positive aspects
- The negative aspects
- How children can stay safe (handy tips)
- Engaging images
- Information on how and where to get help

Allow young people time to put their resource together. They may need support thinking of some of the positive/ negative aspects.

Benefits:

Can be educational, can build skills for future careers, can enhance brain speed/memory, build multitasking skills, can build social skills.

Risks:

Contact with strangers, bullying, inappropriate content, hidden costs/ loot boxes- microtransactions, gambling links, gaming too long, carpal tunnel, text neck, not getting enough sunlight

### Time to teach:

Ask each group to share their resource. If possible, you could extend this activity by arranging to deliver a session to a younger age group.

## Why do People Game? Option 2

### The Gaming Community

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To plan a group community project
- For young people to understand they can be social mobilisers
- To develop young peoples' social skills

#### Outcomes:

- You can run a community event teaching people how to use technology.
- You can connect with different generations through video gaming

#### Resources:

- Computer and presentation software
- Flipchart and flipchart pens

## Activities:

### Knowledge is power:

Video gaming can be a fantastic tool for enabling young people to connect with friends in a digital environment. Often, young people look to the older generations to be mentors, but this session enables young people to become the mentors for the benefit of older people in their communities. This session provides fantastic opportunities for young people to use examples on application forms as it teaches life skills, along with empowering them by knowing their hobbies, experiences and passions are valid and worthwhile.

### Facilitate a discussion with the group around the following:

- Do any of the group play on electronic games?
- Why do they choose to game?
- Do they consider gaming to be a social activity?
- Who uses voice chat and who chats to friends whilst gaming?
- Why do they chat to their friends whilst gaming? Find out their reasons.

### Activity 1

Ask the group to list as many health benefits they believe can be achieved through gaming.

### Activity 2

Read the following to your group: Video Games and Other Online Activities May Improve Health in Ageing: **source:** <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5796895/>

- There is evidence that online video games have beneficial cognitive effects in older adults
- Gaming can improve cognitive functioning, such as reaction time, memory and attention span and multitasking
- Complex 3-D video games improve hippocampal-associated memory and also physical parameters, such as postural balance and muscle strength
- Video games may also be useful in dementia

What do the young people think of the above points?

Looking at this report do they feel there is something they can do to help the older generation become involved in gaming?

### Activity 3

Show the group this video: <https://www.youtube.com/watch?v=Jjx4jEtp1Qs> and ask them for their impressions. Do they feel this is something they would like to help others achieve?

NB – The trailer is about Shirley Curry who is an 84-year-old grandma who is known as the “Gaming Grandma.” She likes to play and record games onto Youtube and has over 770,000 subscribers on her YouTube channel. Shirley believes age should not be an issue when it comes to gaming, anyone can enjoy it.



### **Gaming for all ages:**

Facilitate a conversation about the devices older people may have. Open up conversations about what they might use their devices for.

Split the group into pairs or smaller groups and ask them to design a training session to teach the older generation online skills, thinking of their target audience.

What skills can you teach them?

What methods can you use?

How will they benefit from this help?

**Let's educate:** If it is appropriate and your group has enjoyed the research and planning element of this session try contacting local organisations to see if you can help.

### **Today's takeaway:**

Ask the group to list one thing they enjoyed and another they'd like to know more about.

## Why do People Gamble? Option 1

### How much is too much?

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand how gambling is marketed and advertised
- To discuss the types of advertising and the impact on young people
- To offer your opinion in relation to gambling advertising

#### Outcomes:

- You can recognise the marketing and advertising tools used by the gambling industry
- You can discuss how young people are impacted by advertising
- You can offer your opinion in relation to advertising and gambling

#### Resources:

- Option 1 Resource 1

## Activities:

### 2 Minute scribble:

You have 60 seconds to write down as many marketing strategies you can think of that may be used by a gambling or gaming brand.

### Sort it:

Using Resource 1: sorting cards, ask YP to order the marketing opportunities in to most/least effective. Young people could complete this in small groups or pairs.

Share thinking/ discuss.

### Gambling and sports:

Explain: Sports is a key component of the £14 billion gambling industry. In order to protect young people betting sponsors can't appear on children's shirts and for games aired before water shed the whistle to whilst ban was introduced which means ads must cease 5 minutes before and not be shown until after five mins following the game.

**OPTION 1:** Debate: do the current measures go far enough to protect young and vulnerable people. Y/N- why?

**OPTION 2:** Gambling advertising should be banned completely. Agree/Disagree- why? Share that on 2<sup>nd</sup> July house of Lords recommended that shirt sponsorship (gambling) should end.

Provide the young people with time to research and prepare their arguments. And then time to conduct the debate and ask questions. Ask them to agree rules in advance.

### How does Gambling advertising affect me?

**Ask young people to write down a word/sentence about how gambling advertising affects them. Ask them to post it on the wall, in a jar as they leave the room.**

### EXTENSION:

You could use the comments in a future session to create a blog, campaign, collage, etc. you could also ask them to keep a record of how many adverts they see and in what format over the course of a week, 2 weeks etc.

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

<b>TV adverts e.g. during sports, in between soaps etc.</b>	<b>Shop window adverts</b>
<b>Social Media adverts e.g. Facebook ads</b>	<b>Sign up offers e.g. free bets</b>
<b>Radio adverts</b>	<b>In game advertising</b>
<b>Sports team sponsorship e.g. football shirts, stadium stands</b>	<b>Seaside slot machine prizes</b>
<b>Newspapers/ Magazines</b>	<b>Use of celebrities/ influencers</b>

## Why do People Gamble? Option 2

Why, where, how?

### Framework of Outcomes for Young People:

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

### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

### Aims:

- Understand why some young people gamble.

### Outcomes:

- You will be able to identify the reasons young people gamble
- You will be able to identify types of gambling and where/how people participate

### Resources:

- flip chart paper

## Activities:

### Agree/Disagree:

Assign one corner of the room to agree and the other disagree. Ask YP to move to the side of the corner which represents their viewpoint. Note: you may wish to adapt these to suit the needs of your group.

- If you think positively, you are more likely to be lucky
- A private bet with a friend is not gambling
- Gambling advertising should be prohibited
- Chasing loses is a sign you may have a problem with gambling
- Gambling is a waste of money
- Some people are born lucky
- Gambling is cool
- Gambling is immoral
- Advertising of gambling products is out of hand
- Young people are more likely to gamble because of peer pressure

### Gambling arena map:

**NB this activity may not work well for more rural settings with less physical gambling sites however you could explore gambling apps.**

- Ask the young people the different types of places people might gamble (think of physical locations rather than on mobile sited etc).
- Ask the young people to consider the options in close proximity to your youth settings (you may need to prompt them to think of shops which sell lottery tickets/scratch cards and bars which may house fruit machines- they may focus on casinos, bookmakers, arcades etc
- Split young people into teams and ask them to draw a map of the local area, plotting the physical gambling locations. You can also ask them to think about the other things that are nearby theses, e.g. pawn brokers, cash points, pubs and clubs. Consider if there's a particular reason for these being in close proximity. You may also wish to consider the types of advertising they see, e.g. billboards, odds in bookmakers, posters, sporting venues etc.

### Alternative activity:

Debate: the introduction of smart phones and gambling apps has enticed young people to gamble.

(Note- you may want to use information from the GC which highlights the most common activity is betting with friend (5%) and (3% playing cards for money) (Gambling commission 2019) You may also wish to ask them to consider the influence of social media and people sharing odds/success as well as the frequency of advertising on these channels and the bias exhibited. Benefit could be established by asking if people share

freely when they do not win- you could draw comparisons to other ways people use social media to highlight the positive aspects of their lives. E.g. bragging rights.

### **Share and discuss:**

Ask YP to share their local area maps and discuss their key points. There's opportunity to discuss why they are located where they are, how they think this may influence people's behaviours; if it does/doesn't?

### **Alternative option.**

### **Advice to my younger self:**

Ask YP to think of one thing they could say to their younger self in relation to gambling/ the risks of gambling. Ask them to highlight one place/ one thing you could do/go to get help.

OR

You could ask the group to research and highlight how they could seek support if needed.

## Probability and Luck. Option 1.

### Introduction to Probability and Luck

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand the definition of probability and luck
- To understand the link between probability and luck and gambling

#### Outcomes:

- You can offer a definition of probability and luck

#### Resources:

- Paper and pens (different colours)



### Activities:

An activity which can be completed individually, in small groups or as a whole group. Hand out resource 1 and ask the group to match the key words to the definitions. Go through the answers, has everyone matched the correct definitions to the key word? Check if anyone has any questions around the activity.

**Group discussion:** What do we mean by what are the odds?

### I define:

Leader to ask young people discuss in pairs and feedback to the following questions:

- Is there such a thing as luck?
- What do we mean by “odds”?
- Are the rules of probability easy to understand?


### You're the leader:

Ask young people to create a session plan for the youth worker which helps express the basic principles of probability to younger learners. Try to make the session plan original and interesting.

### I proudly present:

Ask young people to present their lesson plans to the rest of the group

## Probability and Luck Option 1: Resource 1

Probability 		A) A sum of money which is owed or due.
Debt 		B) To play a game of chance for money or other valuable items.
Gambling 		C) The likelihood of winning or losing.
Odds 		D) A box of virtual items that players buy without knowing the contents.
House Edge 		E) A ticket bought that relies on numbers being drawn in order to win a prize.
Lottery 		F) A term used to describe the mathematical advantage that the gambling game, and therefore the commercial gambling venue, has over you as you play over time
Loot box 		G) The extent to which something is likely to happen or be the case.
Luck 		H) A possibility of something happening
Poker 		I) Success or failure brought by chance rather than through one's own actions.
Chance 		J) A card game in which a player bets that the value of his or her hand is greater than that of the hands held by others

## Probability and Luck Option 1: Resource 1 ANSWERS

Probability		G	A) A sum of money which is owed or due.
Debt		A	B) To play a game of chance for money or other valuable items.
Gambling		B	C) The likelihood of winning or losing.
Odds		C	D) A box of virtual items that players buy without knowing the contents.
House Edge		F	E) A ticket bought that relies on numbers being drawn in order to win a prize.
Lottery		E	F) A term used to describe the mathematical advantage that the gambling game, and therefore the commercial gambling venue, has over you as you play over time
Loot box		D	G) The extent to which something is likely to happen or be the case.
Luck		I	H) A possibility of something happening
Poker		J	I) Success or failure brought by chance rather than through one's own actions.
Chance		H	J) A card game in which a player bets that the value of his or her hand is greater than that of the hands held by others

## Probability and Luck. Option 2.

### Gambler's Fallacy

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand what is meant by the term 'gambler's fallacy'
- To understand what is meant by the term 'the house always wins'

#### Outcomes:

- You can offer a definition of the term 'the house always wins'
- You can offer a definition of the term 'the gambler's fallacy'

#### Resources:

- Paper and pens (different colours)
- Flip Chart paper
- Post it notes
- Resource 1
- coin
- ICT to show: <https://www.youtube.com/watch?v=tRn0-iCjzRs>

## Activities:

### Game time:

Put the young people into 2 groups and explain that they will be playing a game called higher or lower. They can choose a team name and decide who will be going first.

### Follow resource 1 for game script.

Was anyone surprised by the odds of winning a microtransaction? Think about how much these microtransactions cost, knowing the odds would you choose to spend so much money on purchasing them?

### Gambler's Fallacy:

#### TASK 1:

Ask young people to mind map the term 'Gambler's Fallacy' - what do they think it means?

#### TASK 2:

Split the group into smaller groups of 3 or 4. Give each group a coin. Ask them to all flip the coin twice each. They should record their outcomes. Bring the groups back together to share the results. Were there any trends? Did one outcome determine the next?

#### TASK 3:

Share mind maps from task 1. Encourage conversation and debate.

#### TASK 4:

Show YP the YouTube clip: <https://www.youtube.com/watch?v=tRn0-iCjzRs>

### The Law:

Explain to YP that most gambling products are restricted to those 18 plus. , at the age of 16 (until April 2021), you could play the lottery and buy scratch cards online some fruit machines have no lower age restriction.

**OPTION 1:** Debate- All gambling should be restricted to those who are 18 plus.

**OPTION 2:** write a statement in support or against the term: All gambling should be restricted to those who are 18 plus. Ensure YP justify their reasoning.

### Let's reflect:

- What is meant by the term 'Gambler's Fallacy'?
- 'The house always wins.' Is this fair? Why/why not?
- Where can you go for help?

## Probability and Luck Option 2: Resource 1

The odds of winning the lottery is 1 in 45 million

Would you have thought the odds were that high?

Do you think the odds of being struck by lightning are higher or lower than the odds of winning the lottery?

If they went for higher – WRONG! The odds are 1 in 10 million  
 If they went for lower – CORRECT! The odds of being struck by lightning is 1 in 10 million

Next group  
 Do you think the odds of winning a sought-after item in a loot box is higher or lower than being struck by lightning?

If they went for higher – WRONG! The odds are 1 in 10,000  
 If they went for lower – CORRECT! The odds of getting a sought-after item in a loot box is 1 in 10,000

Do they think these odds are high?

Next group  
 Are the odds of winning an Oscar higher or lower than receiving a sought-after item in a loot box?

If they went for higher – CORRECT! The odds of winning an Oscar is 1 in 12,000  
 If they went for lower – WRONG! The odds are 1 in 12,000

Looking at the odds of winning an Oscar to getting the loot box item, does it now seem high odds?

Next group  
 Are the odds of rolling a double 6 with 2 dice higher or lower than winning an Oscar?  
**DO NOT GIVE THEM TIME TO WORK IT OUT!!**

If they went for higher – WRONG! The odds are 1 in 36  
 If they went for lower – CORRECT! The odds of getting a double 6 with 2 die is 1 in 36

Next group  
 Are the odds of winning a toy in a claw grabber higher or lower than rolling a double 6?

If they went for higher – WRONG! The odds are 1 in 15  
 If they went for lower – CORRECT! The odds to get a toy from the toy grabber is 1 in 15

Next group  
 Are the odds of getting Messi in a FIFA pack higher or lower than winning a toy?

If they went for higher – WRONG! The odds are less than 1%  
 If they went for lower – CORRECT! The odds-on getting Messi in a FIFA FUT pack is less than 1%

## The Gambling Industry: Option 1

### Regulation

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand the current gambling regulations in the UK
- To understand the term(s) duty of care and safeguarding
- To be able to identify where and how an individual can seek support if they are worried about someone who may be experiencing gambling harm

#### Outcomes:

- You will be able to identify current regulations
- You will be able to provide a definition for the following terms: duty of care and safeguarding
- You will know how a person can get help for themselves or someone else in relation to gambling related

#### Resources:

- Newspaper articles
- Info relating to Gambling Act/Advertising (see links in document)
- IT access (optional)

## Activities:

### Mind Map:

#### Split the group into pairs/ smaller groups.

Map out the terms: duty of care and safeguarding. Ask the group to consider who holds this responsibility for gambling. You could support the group by asking them to think about legal age, the regulators such as the Gambling commission, Betting and Gaming Council, Advertising Standards Agency, the operators themselves, the banking industry, the individual and the wider community. You could try to break this down to consider age/vulnerability etc. They may also explore the wider community, family and any religions/ cultural influencers.

Ask group to feedback: Record all agreed commonalities. You could use these to create display/poster etc and share in your centre and on your social media channels if appropriate. This may help to reach more young people.

### Researchers:

Explain to the group that the Gambling Act relates to 2005. Their job is to research current protection measures for individuals and the regulation/laws for gambling operators.

If they have access to technology (inc their own phones) and data/wifi you could ask them to complete this task online. If this is not the case, you may wish to print out some newspaper articles and press cuttings which relate to compliance.

Additionally, you could utilise:

- <https://www.legislation.gov.uk/ukpga/2005/19/contents>
- <https://www.gamblingcommission.gov.uk/Footer/Gambling-related-legislation.aspx>
- <https://www.asa.org.uk/topic/gambling.html>
- <http://www.grh-appg.com/wp-content/uploads/2020/06/Online-report-Final-June16-2020.pdf>

### BLOG: What more can be done:

From their findings would they say there is enough protection measures for consumers? What more could be done/if anything? Does the act need updating?

#### Ask them to either

- A) create a blog discussing their opinions- detailing the reasoning and the research they conducted
- B) create a story board to highlight their thoughts. (they could create a film/documentary in a future session)
- C) create a poster or flyer to highlight the measures in places to protect consumers



### Getting help.

Ask young people to share knowledge of how and where they could seek support.

- Remind them about the NHS Gambling clinics
- GamCare and BigDeal
- Childline if applicable (age)
- You may also wish to discuss any local provision to you

As an extension you could invite someone in to talk to the group about their experiences of gambling related harm and/or an operator and/or a treatment provider.

## The Gambling Industry: Option 2

### Advertising

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand the potential impact of gambling related harm
- To understand the impact of advertising
- To be able to identify where and how an individual can seek support if they are worried about someone who may be experiencing gambling harm

#### Outcomes:

- You will be able to identify the potential impact of gambling related harm
- You will be able to analyse adverts and discuss the impact these may have
- You will know how a person can get help for themselves or someone else in relation to gambling related

#### Resources:

- Resource 1: Scenarios
- Resource 2: “Gambling Advert.”
- Print out of gambling ads or access to internet to explore some of these.

## Activities:

### Scenario Sorter:

#### **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 one's 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 hole** – 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 upon a claim you've made

**Show your cards**- reveal your source/resources

### **Advertising and me:**

Explain: In a survey 82% of people surveyed said they thought children should not be exposed to gambling adverts. Source

<https://www.survation.com/conservative-voters-backing-public-calls-for-gambling-restrictions/>

Ask young people to discuss how and where children might see gambling advertising.

### **Debate:**

Split the group in to two and ask one side to debate for and one to debate against for the following statement.

#### **Gambling adverts should be banned.**

Give the groups a set time to discuss their arguments and responses and prepare for any questions from the other side.

Ask the group to respect each viewpoint and take the time to listen. This is an opportunity to demonstrate empathy and active listening skills. It's possible a YP on one side of the argument may actually agree with the other side but this can present the ability to explore each person/groups motivation and ideas.

### Safer Gambling messages:

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 lovin' it" McDonalds etc.

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

Ask the YP to share their suggestions.

### As you leave...

Write one thing on the wall/flipcart about:

- What have you learnt today?
- What would you like to know more about?

### Getting help.

Remind young people they can talk to you if they are worried about any of the content and that they can seek support from the following services.

- Remind them about the NHS Gambling clinics
- GamCare and BigDeal
- Childline if applicable (age)
- You may also wish to discuss any local provision to you.

## The Gaming Industry: Option 1

### Gaming and Gambling – Blurred Lines

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand and 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 links between gaming and gambling.

#### Resources:

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

## Activities:

### 60 second scribble:

Young people have 60 seconds to write an answer to each question (60 seconds per question). See handout 1 for info/answers.

1. What is a loot box?
2. What is a microtransaction?
3. Are there any regulation in place currently? If so, what is it?
4. What is a PEGI rating?
5. What is virtual currency?

Young people to present their responses to the group. Share key information from the handout (resource 1) to address the gambling style nature of some games and use this to drive a discussion.

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

### Micro Debate:

“Microtransactions need to be taken out of children’s games.”

Leader to split the group into groups. One group will agree with the statement, one will disagree. Allow the young people to have time to plan their arguments before the debate.

### Film campaign:

In small group, create a short film to inform young people of the potential risks of gaming and to campaign for improvements to regulations to keep young people safe.

Include:

- Gambling style mechanisms within gaming e.g. loot boxes, slot machines etc.
- In-app purchases and virtual currency
- The current regulations and suggestions for how to improve upon these

### Hashtag:

On a post-it, create a hashtag to support the films e.g. #gamingsafely

## 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

### Esports

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand what Esports are.
- To understand the pros and cons of professional gaming

#### Outcomes:

- You know what Esports are
- You recognise the pros and cons of professional gaming and you can discuss the risks.

#### Resources:

- Paper and pens
- post-its
- Flip-Chart paper



### Activities:

#### Group Discuss

Ensure the group know what Esports is: electronic sports, a form of competitive video gaming

“Is Esports a positive career choice?”

Leader to allow young people to think of ideas and share them with the rest of the group. This could potentially be used as a debating topic

#### Design a game:

Young people to split into groups to design a game that is sociable, safe and inclusive. Ask young people to think about the discussions earlier and decide whether they would like the game to be part of Esports or not. Ask the young people to think about their reasonings before their decision.

#### Dragons Den – The Gaming Edition:

Leader to ask young people to present their game to the dragons (these could be other youth workers within the organisations).

Young people can join in to assist the dragons with questions.

#### Exit Ticket:

Ask young people to write down 3 pros and cons for Esports.

## Money and Debt: Option 1

### An introduction to money and debt

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To understand the issues surrounding money and debt.

#### Outcomes:

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

#### Resources:

- Paper and pens, post its
- Art materials
- Money and Debt Option 1: Resource 1

## Activities:

### Dominoes:

This can be completed individually, in small groups or as a whole group activity. Begin with the 'start' domino and read the definition. Find the term that matches the definition, then read the next definition and so on.

Group discussion: discuss each term and ask range of questions such as who has bought a loot box, lottery ticket, scratch card etc?

### Gaming and Gambling:

Group discussion focussing on the following questions:

- What games are people playing? (Fifa, Overwatch, Fortnite etc.)
- How easy is it to spend money when playing games online?
- Is it easy to track/control spending?
- What types of gambling are there? (Lottery, casinos, bookmakers etc.)
- Where do people gamble locally?
- Is there a correlation between places to gamble and cash machines etc.?
- How might people be influenced to spend their money on gambling?

Group discussion: does debt just affect the individual? Who else could be affected? What could happen as a result of these affects? What solutions could we offer? Are there ways to prevent spending getting out of hand? Discuss the support services available (page 4).

### Let's create:

Create a piece of art/graffiti to demonstrate the ways that people may spend money gaming/gambling. Think about the risks of gaming and gambling related spending. Be prepared to talk about your artwork.

### Exit ticket:

On a post it note, write down the most interesting thing learnt during the session and one thing they would like to know more about. You could use this to help inform a future session.

## Money and Debt. Option 1: Resource 1

START	A sum of money which is owed or due.
Debt	To play a game of chance for money or other valuable items.
Gambling	The likelihood of winning or losing.
Odds	A box of virtual items that players buy without knowing the contents.
Loot box	A ticket bought that relies on numbers being drawn in order to win a prize.
Lottery	A graphic which changes the appearance of characters within videogames.
Skins	A gambling machine operated by inserting coins into a slot.
Slot machine	To be connected to the internet.
Online	A card which needs to be rubbed in order to reveal potential prizes.
Scratch card	A need or dependence on a substance or activity.
Addiction	The buying of goods or services from inside an app or device.
In app purchase	A person/shop whose job is to take bets, calculate odds, and pay out winnings.
Bookmakers	A public room or building where gambling games are played.
Casinos	In gambling, the inherent bias towards the industry or 'house' in terms of odds.
'The House Always Wins'	FINISH

## Money and Debt: Option 2

### Managing Risk

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To explore healthy and risky spending.

#### Outcomes:

- You can identify risks.

#### Resources:

- Paper and pens
- Filming equipment (phones, video cameras, tablets etc.)
- Money and Debt Option 2 – Resource 1

## Activities:

### Traffic lights:

This can be completed individually, in small groups or as a whole group around the room activity. Place a red, amber or green 'light' on each scenario according to the level of risk (handout 1).

Group discussion: discuss each scenario and determine why people gave it a red, amber or green rating.

Ask YP to pick one of the scenarios and write a strategy for managing risk/harm and then share it with the group.

### Gaming and Gambling:

Create a thought shower focussing on potential preventative measures and solutions to gaming and gambling related risky spending. The scenarios can be reused to support this task. Examples include spending limits, financial plans, encouraging range of hobbies etc.

### You're on air:

Create a radio show that informs young people of risks of gaming and gambling.

An option would be to interview someone from a support service/ and expert by experience (lived experience) Include interviews from individuals and those around them, as well as signposting the key support services.

Groups to share their radio shows with the rest of the group.

### Pledge:

Make a pledge to use at least one new strategy to manage risk when considering spending money on gambling/gaming.

### Money and Debt: Option 2 Resource 1

I spend my money with my friends in the arcade every day. I usually lose it all and can't afford to buy lunch most of the time.

I buy in-app purchases on my phone as I need them to advance in the game. I only spend a couple of pounds a month.

I spend all my spare money on scratch cards in my local shop. If I win, I buy more straight away with my winnings. I buy them every day!

I buy loot boxes regularly as I want the latest skins. If you don't have the best skins then sometimes they kick you out of the game. I need to keep buying them as I want to be included.

I often borrow money from my friends. Sometimes I can pay it back if I win on the slot machines. I owe quite a lot though and some friends have stopped lending me money and have stopped speaking to me.

I want to be a professional gamer. I need to make sure I play well so I buy lots of loot boxes. I use all my pocket money but always make sure I can afford it.

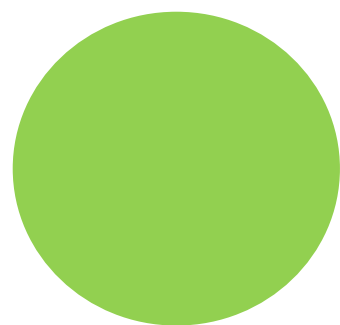
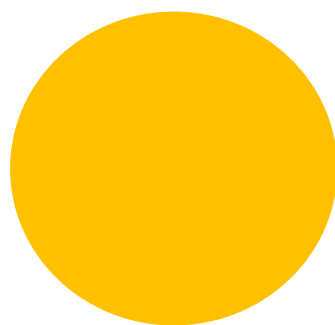
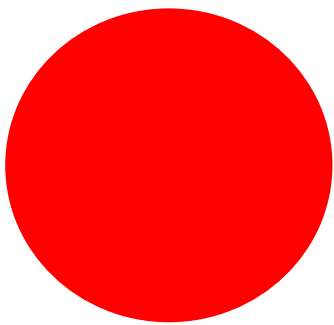
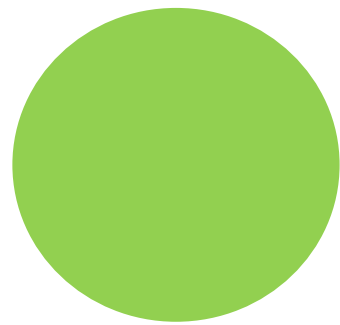
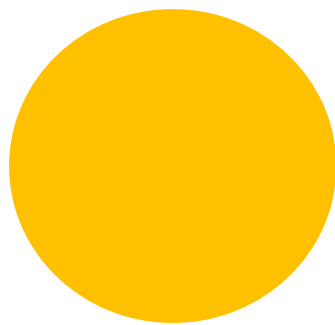
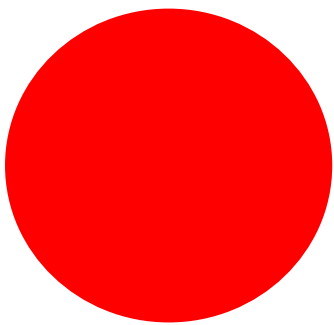
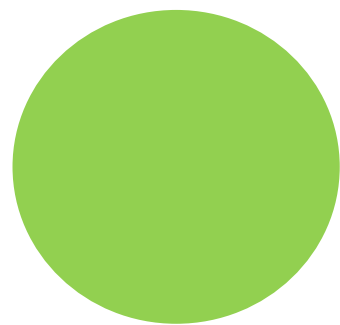
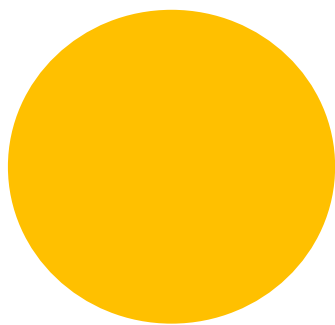
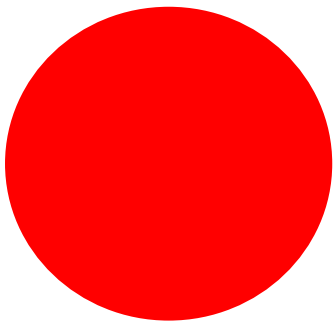
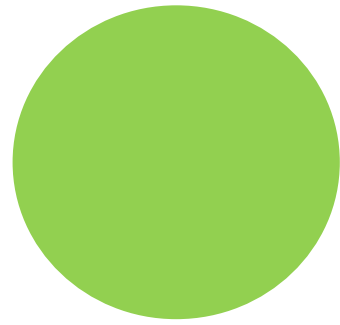
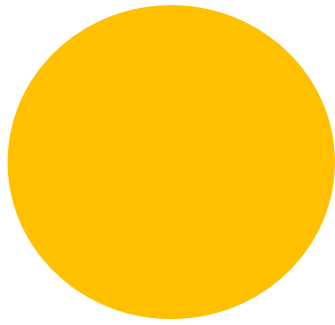
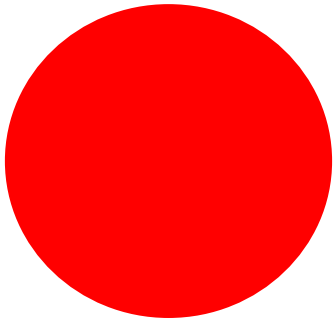
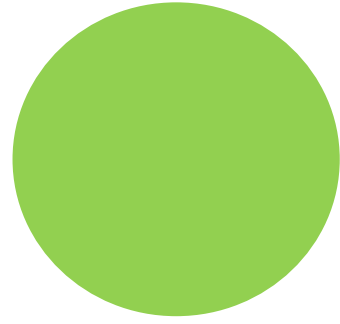
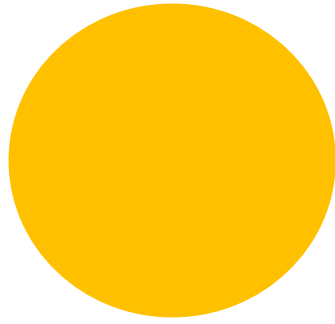
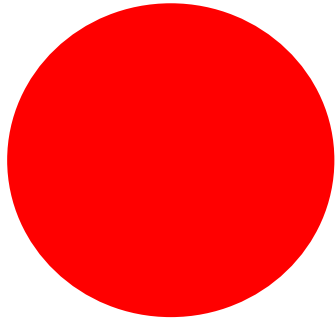
I use my parents' bank details to buy loot boxes. I tell them that all my friends are buying them, and I don't want to be bullied for missing out. I don't know how much I've spent!

I sometimes get scratch cards for my birthday. I never buy them myself as I know I'm not old enough. I've won a few times though – when I'm old enough I'm going to buy them.

Gambling is a quick and easy way to make money when I need it. I save up all my pocket money to put a big amount on a bet. That way I know I'll win more! I haven't won yet, but the rules of probability suggest I will soon, right?

My friends sometimes get scratch cards. I join in every now and then and use my pocket money because I don't want them to think I'm dull. It's not even fun- I don't understand why they love it so much.





## Addiction and Mental Health: Option 1

### Gaming and Gambling: A tale of two stories

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To look at the effects of gaming and gambling on mental health and wellbeing
- To explore the potential journey from healthy to harmful gaming and gambling

#### Outcomes:

- You can identify the effects of gaming and gambling on mental health and wellbeing
- You understand the potential journey of gaming/gambling disorder

#### Resources:

- Pens
- Flipchart paper
- Internet Access

## Activities:

### The A-Z of Gaming and Gambling

Facilitate a quick discussion about gaming and gambling.

- What do we mean by gaming/gambling?
- What games people play / what can people gamble on?
- How people feel when gaming/not gaming
- The emotions associated with gambling

NB: Gambling is generally restricted for 18+, however at the age of 16 (until April 2021), you could play the lottery and buy scratch cards online and you can play the penny slot/coin machines at any age. Young people often place private bets with their peers, either for money or other valued items.

Split the young people into teams and ask them to create an A-Z list of all the words they associate with either GAMING or GAMBLING, including words that relate to gaming/gambling on mental health and wellbeing. Try to get at least one word against each letter, ideally as many as possible.

Once the teams have completed their lists ask them to feedback their ideas to the group, expand and discuss on key points raised, especially any words associated with feelings and emotions. Are there any similarities/differences between the gaming and gambling lists?

### Gaming and Gambling: An interactive story

In the same teams, ask the young people to create an interactive story of a young person's journey from starting to GAME or GAMBLE through to it becoming harmful and seeking support, ask them to take into consideration the social, physical and mental health effects on the young person, their family and friends.

The interactive story needs to include action and consequence, so the young person (character) needs to make decisions which could lead the story in different directions.

You could create a story board, comic, flowchart, story book, a drama script/play.

The young people will need to carry out some research to support them with their stories. Useful websites could include:

- <https://www.bigdeal.org.uk/explore/>
- <https://www.gamcare.org.uk/>
- <https://www.webmd.com/mental-health/addiction/video-game-addiction#1>
- <https://www.begambleaware.org/>
- <https://gamequitters.com/video-game-addiction/>

They could also try using the following search terms:

- Problem gambling / gambling harms
- Gaming Disorder
- The benefits / negatives of gaming

- The warning signs of problem gaming / gambling
- The physical, social and mental health impact of gaming/gambling
- Support for gambling addiction / gaming disorder

### Share your story

Ask the teams to showcase their stories, they could do this by presenting them in front of the group, with group participation when choosing which direction to follow, or teams could move around the room looking at each other's work and give feedback.

## Addiction and Mental Health: Option 2

### Gaming and Gambling: What's the issue?

#### Framework of Outcomes for Young People:

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

#### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at 16+

#### Aims:

- To explore what is meant by the term 'public health'
- To investigate different types of public health campaigns
- To design a gaming/gambling public health campaign

#### Outcomes:

- You understand what is meant by the term 'public health'
- You are aware of a range of public health campaigns
- You understand the potential harms of gaming/gambling
- You can design a gaming/gambling public health campaign

#### Resources:

- Option 4 Resource 1: Name the Campaign
- Flipchart paper
- Pens
- Computer
- Internet Access

## Activities:

### Public Health: A definition

What does the term 'Public Health' mean? Facilitate a group discussion and come up with a definition.

In small groups, ask the young people to match the 'name the campaign' cards so that the image matches the campaign description. Discuss each campaign to see if the young people have an awareness of them and see if they can suggest any other campaigns that they may have seen on TV or social media to raise awareness of a particular topic/issue.

### What's in a campaign?

Ask the young people for ideas on what makes a good campaign, record suggestions on the board/flipchart. Possible ideas could be TV adverts, social media, a slogan, posters and leaflet, a daily blog/post about it, setting a challenge (e.g. not gaming/gambling for a week) etc.

### Gaming/Gambling Public Health Campaign

Using the list of ideas as a foundation, split the group into campaign teams and ask the young people to design a GAMING AWARENESS or GAMBLING AWARENESS public health campaign. The young people will need to research their given topic and could include some of the following information:

- Overview of gaming/gambling
- The potential risks/harms of gaming/gambling
- Spotting the signs of harmful gaming/gambling
- Facts and figures
- Measures that can be put in place to keep gaming/gambling safer
- Support/Treatment options

Ask the young people to think about how they would run the campaign, what format/media, who their target audience would be (e.g. young people/parents), what message they would like to convey.

### The big launch

Ask the campaign teams to present their gaming/gambling campaign plans to the rest of the group. Discuss each and ask for constructive feedback.

## Addiction and Mental Health. Option 2: Resource 1

 <p>A yellow rectangular graphic with a green star in the top left corner containing the text 'Top tip'. To the right of the star, the text 'Twice is nice!' is written in a bold, red, sans-serif font with a black outline.</p>	<p>A campaign to promote good oral health within children</p>
 <p>The logo for 'STOP TOBER' features the word 'STOP' in white, bold, sans-serif capital letters inside a red circle. To the right of the circle, the word 'TOBER' is written in teal, bold, sans-serif capital letters.</p>	<p>A campaign to help inform and support smokers to quit during a set timeframe</p>
 <p>The logo for 'ACT F.A.S.T.' has the word 'ACT' in white, bold, sans-serif capital letters on a black rectangular background. Below it, the acronym 'F.A.S.T.' is written in yellow, bold, sans-serif capital letters with black outlines.</p>	<p>A campaign featuring an acronym listing simple tests to help people identify stroke symptoms</p>
 <p>The logo for 'EVERY MIND MATTERS' features the text 'EVERY MIND MATTERS' in teal, bold, sans-serif capital letters inside a yellow, cloud-like shape. The background is a teal square.</p>	<p>A campaign aiming to support everyone to feel more confident in taking action to look after their mental health and wellbeing by promoting a range of self-care actions</p>
 <p>The logo consists of three vertically stacked icons and their corresponding text. The first icon is a person coughing into their elbow, with the text 'CATCH IT.' to its right. The second icon is a trash bin, with the text 'BIN IT.' to its right. The third icon is a hand being washed under a stream of water, with the text 'KILL IT.' to its right.</p>	<p>A campaign to promote good respiratory and hand hygiene to help reduce the spread of flu</p>

 <p>change 4 life Eat well Move more Live longer</p>	<p>Aims to ensure parents have the essential support and tools they need to make healthier choices for their families.</p>
 <p>THERE'S NEVER BEEN A BETTER TIME TO <b>QUIT</b></p>	<p>An all year-round campaign to provide advice and resources for quitting smoking</p>
 <p>ACTIVE 10</p>	<p>A campaign to encourage adults to incorporate more physical activity into their life by simply going for a brisk walk every day.</p>
 <p>STAY ALERT CONTROL THE VIRUS SAVE LIVES</p>	<p>Covid-19 campaign</p>
 <p> <b>DRY JANUARY</b></p>	<p>A one-month challenge campaign to help reset an adult's relationship with alcohol</p>
	<p>A campaign to raise awareness of breast cancer and to help fundraise for ongoing research</p>

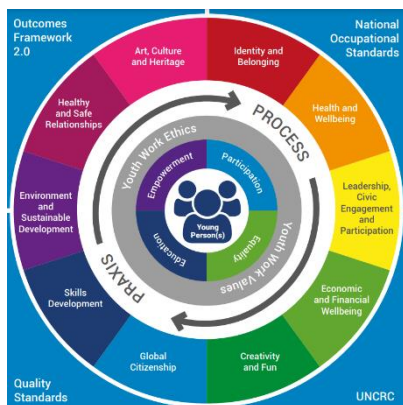


## Appendices

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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175476/Framework_of_Outcomes_for_Young_People.pdf)
- (3) National Youth Agency: Youth Work Curriculum. Available at. <https://nya.org.uk/yw-curriculum/>

## Youth Work in Wales

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

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

### 1) Educative

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

### 2) Expressive

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

### 3) Participative

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






#### **4) Inclusive**

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

#### **5) Empowering**

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

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

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