# YOUTH WORK ACTIVITIES. U13 2HR

Education Team

# U13: 2 HOUR ACTIVITIES

## Contents

## 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 13 and under.

- **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**

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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 two 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

**Creating an awareness board game**

**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 U13

**Aims:**

- To understand gaming related harms
- To explore the features in gaming which encourage people to play

**Outcomes:**

- You will create a board game around gaming
- You will be able to identify potential gaming related harms

**Resources:**

- Computer and presentation software
- Flipchart / post it-notes

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## Activities:

### Icebreaker

Video games provide opportunities for young people to express themselves whilst having fun but there can be potential risks involved. This session involves young people creating a board game to identify elements of gaming which has the potential to cause harm and allows for discussions to take place around this topic.

**20-minute group discussion:** Begin by creating a word cloud. Ask the group to focus on the positives and negatives of gaming. Encourage them to attach an emotion to each response. E.g. Positive: I play with friends (happy, valued). Negative: Pressure to buy items in games (anxious, upset, left out). Move the conversation on to look at the potential harms. What does it look like and how can some of those negative experiences with gaming lead to harm? Is there anything we can do to minimise it?

### Board Game Bonanza:

In groups, ask them to create their own board game following the principals of Plan, Do, Review and take a step-by-step approach in order to:

- Identify the feature they wish to highlight.
- What is the message they wish to highlight?
- What type of board game would suit the delivery of this message?
- Create a prototype
- Test the game out and review

### Dragon's Den:

Ask the groups to each prepare a presentation to share with the rest of the groups. The aim of the presentation is to sell their board game to the rest of the group.

- Think about what information they wish to share,
- The main points they wish to highlight
- What audience is this game for?
- Why would people want to purchase this game?

Provide time for each group to pitch their game. Use post it notes for individuals to share who they think had the best pitch. Add up the results and announce the winner.

### Extension: Video gaming in the future
### Ask the group to consider how gaming might evolve.
- What do video/electronic games look like in the future?
- How has technology progressed?
- Do consoles exist? Or have game streaming services taken over?
- How do people connect?

### Exit ticket:

As the group leave ask them to write on a post it note - one thing they enjoyed today and one thing they would like to know more about.

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## Why do People Game? Option 2

**The Gaming Community**

**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 - Health and Wellbeing
- NOS/UNCRC - Leadership, Civic Engagement and Participation
- UNCRC – Creativity and Fun

**Age:** This activity is aimed at U13

**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 are able to connect with different generations through video gaming

**Resources:**

- Computer and presentation software
- Flipchart and flipchart pens

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**Activities:**

### Knowledge is power:

Video gaming can be a fantastic tool for enabling young people to connect with friends in a digital environment.  Usually, 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 that 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 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 as possible that 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 small 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 would like to know more about.

## Why do People Gamble? Option 1

**Why do Young People Gamble?**

**Framework of Outcomes for Young People:**

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

**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
- UNCRC – Creativity and Fun

**Age:** This activity is aimed at U13

**Aims:**

- To understand why some young people may gamble

**Outcomes:**

- You will be able to recognise why some young people gamble

**Resources:**

- Pens/Paper
- Craft materials
- Post it notes

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**Activities:**

**A-Z:**
Leader to write down the letters of the alphabet on flipchart paper. Pass the flipchart paper around and ask young people to write a word associated with gambling next to the letter. E.g. G – Gambling etc.
Ensure the flipchart paper is continuously passed around the group until all letters are completed.

**Circle Time:**
Ask young people to work in pairs to define the following words:
1. **Gambling** (betting/gaming or participating in a lottery)
2. **Gambling related harm** (Someone whose habit compromises, disrupts or damages family, personal or recreational pursuits)

Leader to ask the young people to share their ideas to the rest of the group. At the end of this task, the leader should read out the definitions of the above terms.

**Do you or have you ever?**
Leader to shout out the following activities. Ask young people to clap their hands if they have done these activities or stamp their feet if not.
Do you or have you ever:
1. Bet against a friend
2. Played on the fruit/slot machines
3. Helped to choose a horse on the Grand National
4. Played bingo
5. Put money in an arcade game (penny pushers)
6. Participated in a tombola
7. Bought a loot box
8. Have never done any of the above

Leader to ask young people if they were aware if some of the mentioned activities were a form of gambling, pay attention to private bets and loot boxes to explore young people's understanding.

**Agree/Disagree**
Leader to ask young people to stand up if they agree with the statement and sit down if they disagree with the statement. Ask young people to justify their answers:
1. Gambling is a kind of entertainment
2. People have to gamble for years to get addicted
3. You are more likely to win the lottery by thinking positively
4. Borrowing money to gamble is okay
5. Gambling is a waste of time and money
6. Gambling is a quick way of making money if you know what you're doing
7. Gambling is immoral

Leader to ask young people to justify their reasonings.

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**Poster Maker:**

Ask young people to create a poster to help others understand the potential risks associated with gambling.

**Exit Ticket**

Ask young people to write down 3 things they have learnt in the session.

V1.2/April 21

## Why do People Gamble? Option 2

**Gambling: What are the risks?**

**Framework of Outcomes for Young People:**

- Communication
- Planning and Problem Solving
- 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 U13 particularly for those aged 11-13. We would not recommend this session for children under the age of 11.

**Aims:**

- Increase your awareness of the potential risk associated with gambling
- To develop critical thinking skills and the ability to work collaboratively

**Outcomes:**

- You will recognise the potential risks of gambling
- You will be able to work as part of a team

**Resources:**

- Resource 1: Why do People Gamble Option 2
- Resource 2: Why do People Gamble Option 2
- Pens/paper

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**Activities:**

**Risks.**

Split the YP into groups and ask them to look at risks (resource 1). They should discuss what the risk is for each and who might be affected, they should try to think beyond the person taking part in the risky activity. E.g. family, friends, community etc.

Ask each group to share their thoughts, explaining why they chose to order the list this way.

**What are the potential risks of gambling?**

Split the young people into small groups and ask them to create a thought shower to highlight the potential risks of gambling and how these might affect young people. Ensure the group understand what is meant by gambling and inform them that most YP surveyed had gambled privately. Often this is done in games. "I bet you…" or coin games/ cards etc and gambling through games including electronic.

Gambling Commission Definition: betting, gaming or participating in a lottery.

Starting ideas if needed:

**Financial:** Spending more than you can afford, chasing loses, getting into debt to fund gambling

**Mental Ill Health:** Poor sleep, anxiousness, depression

**Family and Relationships:** Arguing with friends and family, spending more time gambling than with friends and family, lying to friends and family, family breakdowns.

Ask young people to look at resource 2 and decide whether the people in the scenarios are displaying any signs of harm. Ask each group to explain their rationale.

**Who is impacted?**

Give the young people post it notes. On three large pieces of flipchart paper write the following headings:

1) **The individual:**
2) **Family and friends**
3) **The Community**

Ask them to jot down ideas as to how each group might be impacted.
To help you could support them to explore
1) Physical ill health, mental ill health, financial hardship, relationship problems, isolation
2) Family and friendship breakdowns, poverty, arguments, mental and physical ill health, stigma, social isolation
3) Costs associated with treatments, disadvantage, and poverty

**We proudly present.:**

YP to share their thoughts around impact.

Finish activity by explaining that if the YP are worried about their own or someone else's relationship with gambling they can:

- Talk to a trusted adult
- Visit the BigDeal website
- Call Childline/visit the website

**Why do People Gamble? Option 2: Resource 1**

| Using a tablet | Smoking | Drinking alcohol |
|---|---|---|
| Getting a tattoo | Texting whilst driving | Horse riding |
| Gambling | Gaming | Buying loot boxes |
| Bullying | Taking drugs | Riding a motorbike |
| Social media | Sky diving | Not wearing a seatbelt in the car |
| Talking to strangers online | Staying out late at night | Being part of a gang |

**Why do People Gamble? Option 2: Resource 2**

I never complete my homework or chores because I don't have time. I spend my time on the slot machines in the arcades and then I go straight online to play mobile games when I go to bed; I especially like the ones with slot machines in them,

I spend all my money online on loot boxes. I have had to steal money from my mum's card before because I ran out of pocket money.

I'm so tired and have no energy to go out with friends or see my family. I stay up until 3am playing online games. I have headaches every day. I feel low and I feel like I can't be bothered to do anything.

I don't have any friends and get bullied at school. I started joining in a game at school using my lunch money to bet against other. It made me feel included but now I'm in debt and people are harassing me.

I buy the odd loot box when I get my pocket money. Only a few times a year and never more than £5. I also use my money to go to the cinema and I'm saving some money for a new bike.

## Probability and Luck? Option 1

**An Introduction to Probability and Luck**

**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 – 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 U13

**Aims:**

- To understand the terms probability and luck
- To understand how probability and luck relate to gaming and gambling

**Outcomes:**

- You can understand and define the terms probability and luck.
- You understand how probability and luck relate to gambling and gaming

**Resources:**

- Paper and pens
- Post-it notes
- A coin

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**Activities:**

## Heads and tails

Some gaming and gambling activities are based on skill, some are based on luck. Some are made to look skill based but are down to luck. This session looks at helping young people to understand what probability and luck is and how this applies to electronic games.

Gather everyone in a circle and get them to choose either heads or tails.
If they choose heads, they put their hands on their heads.
If they choose tails, they should put their hands on their bottoms.

Toss a coin and call out whether it lands on heads or tails. If it lands on heads, then everyone who chose tails needs to sit down. If it landed on tails, then everyone who had chosen heads would need to sit down (they are out). Continue the game until you have a winner or winners (depending on time taken and number of players)

Explain how probability is the number of times an event is likely to occur. In the game everybody had a good chance of winning as the probability was 50/50.

## Group discussion:

Facilitate a discussion around what elements of skill are required when playing games online. Record their answers on one side of the flipchart.

Now ask what elements of gaming is based on luck? Record answers on the other side of the flipchart.

Looking at their answers are games based more on skills or luck?
Do people think gaming is mainly skill based or is there luck involved?

Think about microtransactions, does luck and probability affect your chances when purchasing these? (note loot boxes are randomised in-game microtransactions often costing real world money; the outcome is luck/chance and the odds are stacked against the consumer)

## A Great Debate:
Split the young people into teams.

Agree v disagree:
*Gaming is a sociable and inclusive activity that comes without risk. Debate*

Ask them to create a thought shower for agree or disagree depending on the team they are in. Young people should use the thought shower to create an argument for or against

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the fact that gaming is sociable and inclusive and without risk. Give them a time limit in which to stick to. E.g. 5 or 10 minutes.

Gather everyone back together to participate in the debate, allowing for each side to put forward their point.

After the debate, has anyone changed their perception?  Does gaming come without risk?

**Exit ticket:**
On a post it notes, write down one question following the session. As a group go through the questions and try to find answers.

## Probability and Luck? Option 2.

### What are the Odds?

### Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity

### Youth Work Curriculum Links:

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

**Age:** This activity is aimed at U13

### Aims:

- To understand what we mean by odds
- To explore the odds in online gaming

### Outcomes:

- You will understand that microtransactions in computer games have different odds of winning
- You can identify terminology linked to probability, luck and odds.

### Resources:

- Paper and pens, post it note
- Resource 1: Probability and Luck Option 2
- Resource 2: Probability and Luck Option 2

| Activities: |
| --- |
| **Match it up:**<br>An activity which can be completed individually, in small groups or as a whole group.<br>Hand out resource 1 and ask the group to match the key words to the definitions.<br>Go through the answers, has everyone matched the correct definitions to the key word?<br>Check if anyone has any questions around the activity.<br><br>**Group discussion:** What do we mean by what are the odds? |
| **Game time:**<br>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.<br><br>**Follow resource 2 for game script**.<br>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?<br><br>**Role Play:**<br>Ask young people to get into groups of 3s or 4s and make a news report/trailer/mini documentary around microtransactions and the odds of winning certain items<br><br>Ask young people to present their role play to the rest of the group |
| **Post it:**<br>On a post-it note, write down 2 things you have learnt in the session today. |

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## Probability and Luck Option 2: Resource 1

| Term | | | Definition |
|---|---|---|---|
| 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 |

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## Probability and Luck Option 2: Resource 1 ANSWERS

| Term | Image | Letter | Definition |
|---|---|---|---|
| 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 |

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## Probability and Luck Option 2: Resource 2

| |
|---|
| 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<br>If they went for lower – CORRECT! The odds of being struck by lightning is 1 in 10 million |
| Next group<br>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<br>If they went for lower – CORRECT! The odds of getting a sought-after item in a loot box is 1 in 10,000<br><br>Do they think these odds are high? |
| Next group<br>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<br>If they went for lower – WRONG! The odds are 1 in 12,000<br><br>Looking at the odds of winning an Oscar to getting the loot box item, does it now seem high odds? |
| Next group<br>Are the odds of rolling a double 6 with 2 dice higher or lower than winning an Oscar?<br>DO NOT GIVE THEM TIME TO WORK IT OUT!! |
| If they went for higher – WRONG! The odds are 1 in 36<br>If they went for lower – CORRECT! The odds of getting a double 6 with 2 die is 1 in 36 |
| Next group<br>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 I in 15<br>If they went for lower – CORRECT! The odds to get a toy from the toy grabber is 1 in 15 |
| Next group<br>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%<br>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

**Law and legislation:**

**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 U13s. We would recommend this session to be delivered to those over age of 10.

**Aims:**

- To understand the laws relating to the gaming and gambling industry
- To use your critical thinking skills to explore legislation and consider if it goes far enough
- To understand the term safeguarding in relation to gaming and gambling

**Outcomes:**

- You will be able to identify current legislation relating to gaming and gambling
- You will be able to employ critical thinking skills to consider current legislation and the effectiveness
- You will be able to discuss safeguarding in relation to gaming and gambling

**Resources:**

- Pens/ Paper
- Option for ICT if available

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## Activities:

### What is Gambling?

Ask the group to work in pairs and produce a thought shower using the term 'gambling.'

Share the definition from Gambling commission which defines gambling as:
"Betting, gaming, or participating in a Lottery."

Do they think private bets with friends, over cards or games such a penny up/coin toss are forms of gambling? Ask them to try and break down their responses and discuss why they do/do not see these as forms of gambling.

Facilitate a conversation to see if they are aware of any current laws/legislation around gambling? You may want to discuss things like age (most products are 18), not being able to use credit cards to place bets, £2 cap on fruit machines. Are they aware of any legislation for games/gaming? They may talk about PEGI. Ask them what they think about electronic games which feature gambling mechanisms? Should these count as gambling? What about loot boxes? Explain that house of lords has urged the government to bring loot boxes into new gambling regulation. Encourage discussion and debate around these points.

### Are loot boxes a form of gambling, what do you think?

### Coin Pushers:

Ask the group if they have ever been to an arcade and put money in the penny/two penny machines. Do they think these are a form of gambling?
Yes/No/Why? Give them time to discuss and reason.

Explain that the UK is one of the only countries which has no lower age restriction on these machines, along with toy grabbers and Category D machines. Do they think this is the right or wrong decision?

**OPTION 1:** Debate if coin pusher (slot machines) should carry an age restriction. Split the group into two, give them time to plan their responses and assign one group **for** and one **against.**

**OPTION 2:** Write a statement about their personal belief relating to coin pushers. Do they agree/disagree with no lower age limit. Do they think they should be the same as most other gambling products and restricted to people 18plus? Ask the YP to explain their reasoning.

### Time to share:

Provide time for the debate or for YP to share their statements.

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**Please remember:**

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

- NHS
- Childline
- BigDeal
- You may also wish to discuss any local provision to you

## The Gambling Industry: Option 2

**Why, Where, How?**

**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
- 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 U13

**Aims:**

- To understand why some young people might gamble
- To understand the potential risks of gambling
- To understand the law in relation to gambling

**Outcomes:**

- You will understand why some young people gamble
- You will understand the potential risks of gambling
- You will understand the law in relation to gambling

**Resources:**

- Flip chart paper

| Activities: |
|---|
| **Agree/Disagree:**<br>Assign one corner of the room to agree and the other disagree. Ask the young people to move to the side of the corner which represents their viewpoint to the following statements.<br><br>Alternatively, you could ask them to stand up/sit down if they agree/disagree<br>Note: you may wish to adapt these to suit the needs of your group.<br><br>• If you think positively, you are more likely to be lucky<br>• A private bet with a friend is not really the same as gambling<br>• Gambling advertising should be prohibited<br>• Gambling is a waste of money<br>• Some people are born lucky<br>• Gambling is cool<br>• Gambling is immoral<br>• Young people are more likely to gamble because of peer pressure. If their friends do it, they will think they have to do it. |
| **What is Gambling?**<br>• Ask the group to work together to map the term gambling. What is it? What do you know about it? What might be the risks?<br>• Bring the group back together and discuss the main points. Ask them to consider if private bets with friends are gambling? What about tombola's/raffles etc?<br>• Ask the young people if they ever see gambling in the games they play? Try to get them to think about mobile games which feature advertising of gambling or mechanisms within the game such as roulette wheels and slot machines. Do they see these things, what do they think? Explain that in some games these are instrumental in the game and dictate play. Ask the group to consider if that's ok? |
| **Gamblification in games.**<br>**Ask YP:** What might people mean when they say Gamblification? Encourage discussion and debate.<br><br>**"Games which include gambling style mechanisms are normalising gambling for young people."**<br><br>**Option 1:** Debate for or against the above heading<br><br>**Option 2:** Research the topic and create a short video or presentation to demonstrate your findings |
| **Time to share:**<br>Ask YP to share their debate or presentations.<br><br>Remind young people they can come to you if they would like to talk further about any issues. Provide info for support services. |

YGAM resources

## The Gaming Industry: Option 1

**Let's keep gaming fun.**

**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 U13

**Aims:**

- To understand the blurred lines between gaming and gambling
- To understand that some games feature gambling style mechanisms
- To examine the links between gambling style features within online games

**Outcomes:**

- You can explore and evaluate the gambling style features within games
- You understand the risks within games
- You are able to explore the link between gaming and gambling

**Resources:**

- Paper and pens
- Post-it notes
- Resource 1: The Gaming Industry Option 1

YGAM resources

**Activities:**

**2-minute scribble:**
Ask the group to write down all the things they can think of in two minutes relating to the following words: **Safeguarding and Gaming**

See resource 1 for guidance but the group may come up with things such as: PEGI, parental controls, chat monitoring, CEOP, mute button, blocking others, loot boxes (avoid/ask permission)

Facilitate a discussion in which young people feedback their answers. Encourage conversation and debate about the effectiveness of the measures mentioned.

**What are the risks?**
Provide a further 2 minutes for young people to jot down their answers regarding the risks. They may talk about violence, inappropriate content, unknown people/grooming/ radicalisation, time spent online, preoccupation, anger/violence etc.

Again, facilitate a further discussion about risk. Do the young people know of anything that can be done to mitigate risk? Who is responsible? Should the gaming companies do more?

Move the conversation on to discuss the positives of gaming, e.g. improved coordination, enhanced memory, opportunity to lean, fun, enjoyment, socialisation with friends.

**Option 1:**
Create a session plan to teach other young people how to stay safe when gaming.
- What will be your title?
- What will be your objectives?
- What will be your key messages?
- What are the risks?
- How can young people stay safe?
- What do they need to know?
- What should they do if they are worried?

**Option 2:**
Create a video to share the message of how to keep gaming fun. Write a script/story board and record your film.
- Who will be the actors/director?
- What will be your key messages?
- What are the risks/benefits?
- How can we ensure it stays 'fun and safe'?
- Where can young people get help?

**Safeguarding message.**
Using the word safeguarding ask young people to create an acrostic poem. Ask the young people to share their poems and then vote for the best one.

YGAM resources

## 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
- Planning and Problem Solving
- Managing Feelings
- Resilience and Determination

**Youth Work Curriculum Links:**

- QS – Skills Development
- NOS - Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

**Age:** This activity is aimed at U13

**Aims:**

- To understand the term and definition of microtransactions
- To understand why games include microtransactions and the intent in these
- To understand why companies include microtransactions

**Outcomes:**

- You understand the term and definition microtransactions
- You understand why games include microtransactions
- You can reflect why companies make microtransactions

**Resources:**

- Paper and pens/ flipchart paper
- Post it notes
- Resource 1: The Gaming Industry Option 2 (The articles will need to be downloaded and printed out in advance)
- Computer/IT

## Activities:

### Thought Shower: Microtransactions

Ask the group to write down all the things they can think of in relation to microtransactions, what are they, where do they feature, what do they look like? Facilitate a call out to review all their answers. Are people identifying the same microtransactions?

Using the resource, share the definition of microtransactions, along with some examples.

Discussion can be carried out amongst the group, have people heard of all the different types of microtransactions? Do they know which games feature these microtransactions?

### Research and Present:

In small groups research the different types of microtransactions and think of the following questions:

- Why do gaming companies include microtransactions?
- How much revenue do they bring in?
- What are the pros and cons for the player and the consumer?
- What are the laws/regulations associated with these?
- What's your opinion regarding microtransactions?
- How do you feel about loot boxes?

NB: If there is no access to computer/IT please use the articles in Resource 1. These can be printed before the session as a handout.

Facilitate a conversation to see if they are aware of any current laws/legislation around gaming? They may talk about PEGI. Ask them what they think about electronic games which feature gambling mechanisms? Should these count as gambling? What about loot boxes? Explain that house of lords (July 2020) has urged the government to bring loot boxes into new gambling regulation. Encourage discussion and debate around these points.

Ask them to include a statement about legislating loot boxes under the Gambling Act. Do they agree? Yes? No? Maybe?

### I proudly Present:

Ask the groups to present their findings.
Are the groups opinion on microtransactions the same or different?

### Todays takeaway:

- Ask young people to list one thing they learnt today
- One thing they enjoyed today and
- One thing they'd like to know more about

YGAM resources

## The Gaming Industry. Option 2: Resource 1

### Definition of a Microtransaction:

A microtransaction is anything you pay extra for in a video game outside of the initial purchase.

https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/

### Articles to be used if young people do not have access to computer/IT:

- Microtransactions, explained: Here's What You Need To Know. Available at: https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/

- Here's How Microtransactions Made Fortnite $300 Million in a Month. Available at https://www.finance-monthly.com/2018/06/heres-how-microtransactions-made-fortnite-300-million-in-a-month/

- Ultimate Team microtransactions now make more money than FIFA itself. Available at: https://metro.co.uk/2019/07/25/ultimate-team-microtransactions-now-make-money-fifa-10461286/?ito=cbshare

- Microtransactions in videogames. Available at: https://www.intelligenteconomist.com/microtransactions/

- The ongoing controversy of microtransactions: available at: https://www.forbes.com/sites/kevinanderton/2018/03/07/the-on-going-controversy-of-microtransactions-in-gaming-infographic/#577e2c111d9c

- Pros and cons of microtransactions. Available at: https://www.gamezone.com/originals/the-pros-and-cons-of-microtransactions-in-a-major-release/

## 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 – 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
- UNCRC – Creativity and Fun

**Age:** This activity is aimed at U13

**Aims:**

- To understand different issues around money and debt
- To understand how debt can occur

**Outcomes:**

- You will understand the terms 'money' and 'debt'
- You can examine the availability of gambling and gaming locally and online
- You can identify your own spending habits and the potential risks of debt

**Resources:**

- Paper and pens
- Post it notes
- Resource 1: Money and Debt Option 1

YGAM resources

| Activities: |
|---|
| **Match up:** <br> This can be completed individually, in small groups or as a whole group activity. Match the key words to the definitions. (resource 1) <br><br> Group discussion: are loot boxes like gambling? What are the similarities/differences? How might someone who buys loot boxes incur debt? |
| **Gaming and Gambling:** <br> Create a thought shower focussing on the following question: <br><br> What online games are people playing? (FIFA, Overwatch, Fortnite etc.) <br><br> Group discussion: how available is gaming? Think of mobile games, microtransactions, consoles, pc etc. Do young people feel pressurised to join in? <br><br> **Let's create:** <br> **Task 1:** In pairs, using the letters GAMING, create a poem or slogan relating to debt. <br> In 2 groups: <br> **Task 2:** In groups, create a mood board or a piece of art/graffiti to demonstrate the ways that people may spend money gaming. Think about the risks of gaming related spending. <br><br> **Showcase corner:** share content created. |
| **Exit ticket:** <br> Ask young people: On a post it note, write down one question you have related to the session. As a group go through the questions and try to find answers. |

## Money and Debt. Option 1: Resource 1

| | | |
|---|---|---|
| Online | | K) A sum of money which is owed or due. |
| Debt | | L) To play a game of chance for money or other valuable items. |
| Gambling | | M) The likelihood of winning or losing. |
| Odds | | N) A box of virtual items that players buy without knowing the contents. |
| Skins | | O) A ticket bought that relies on numbers being drawn in order to win a prize. |
| Lottery | | P) A graphic which changes the appearance of characters within videogames. |
| Loot box | | Q) A gambling machine operated by inserting coins into a slot. |
| Slot machine | | R) To be connected to the internet. |
| In app purchase | | S) A card which needs to be rubbed in order to reveal potential prizes. |
| Scratch card | | T) A need or dependence on a substance or activity. |
| Addiction | | U) The buying of goods or services from inside an app or device. |

YGAM resources

## Money and Debt. Option 1: Resource 1 ANSWERS

| Term | | | Definition |
|---|---|---|---|
| Online | | H | K) A sum of money which is owed or due. |
| Debt | | A | L) To play a game of chance for money or other valuable items. |
| Gambling | | B | M) The likelihood of winning or losing. |
| Odds | | C | N) A box of virtual items that players buy without knowing the contents. |
| Skins | | F | O) A ticket bought that relies on numbers being drawn in order to win a prize. |
| Lottery | | E | P) A graphic which changes the appearance of characters within videogames. |
| Loot box | | D | Q) A gambling machine operated by inserting coins into a slot. |
| Slot machine | | G | R) To be connected to the internet. |
| In app Purchase | | K | S) A card which needs to be rubbed in order to reveal potential prizes. |
| Scratch card | | I | T) A need or dependence on a substance or activity. |
| Addiction | | J | U) The buying of goods or services from inside an app or device. |
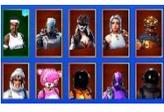
## Money and Debt: Option 2

**Managing Risk**

**Framework of Outcomes for Young People:**

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

**Youth Work Curriculum Links:**

- OF – Arts, Culture and Heritage
- 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 U13

**Aims:**

- To explore healthy and risky spending

**Outcomes:**

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

**Resources:**

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

YGAM resources

## Activities:

**Traffic lights:**

This activity can be completed individually, in small groups or as a whole group.
Read each scenario (resource 1) and ask if it is risky? What is the risk? Is it high, medium, or low risk?

Green = low risk. Amber = medium risk. Red = High risk. Why would they rate it like this?

What could be done to help the person in the scenario?

**Cause and effect:**

On the bowling image (resource 2), jot down the potential causes of gaming related harm including debt and the effects that it could have on the individual and those around them. Then create three key sentences that describe the cause and effect of gaming related debt.

**Group discussion**

Discuss each person's answers – does debt just affect the individual? Who else could be affected? Think about some of those in the scenarios. What could happen as a result of these affects? What solutions could we offer?

**Let's create:**

Create a short film or advertisement that informs young people of the risks of gaming related spending. Can they think of anything to help people? Should there be tighter restrictions?

Groups to share their films with the rest of the group.

**Money and Debt. Option 2: Resource 1**

In the school holidays, I spend my money at the arcades. I lose it all and can't afford to buy lunch most of the time. I took some money from my Grandma's purse without asking. I feel terrible.

I buy in-app purchases on my phone as I need them to look cool to my friends. I only spend a couple of pounds a month.

I buy loot boxes 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 feel anxious and under pressure to always fit in. I've been getting angry at my carer because he doesn't get it.

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. My mum say's I'm wasting my money and I should buy 'real' things. She doesn't know anything about gaming.

I use my parents' bank card to buy in-game purchases. I tell them that all my friends are buying them and I don't want to be bullied for missing out. I spend a lot of money.

## Money and Debt. Option 2: Resource 2

On the bowling image below, jot down the potential causes of gaming/gambling related debt and the effects that it could have on the individual and those around them.

Think about: emotions, health, relationships, future opportunities.
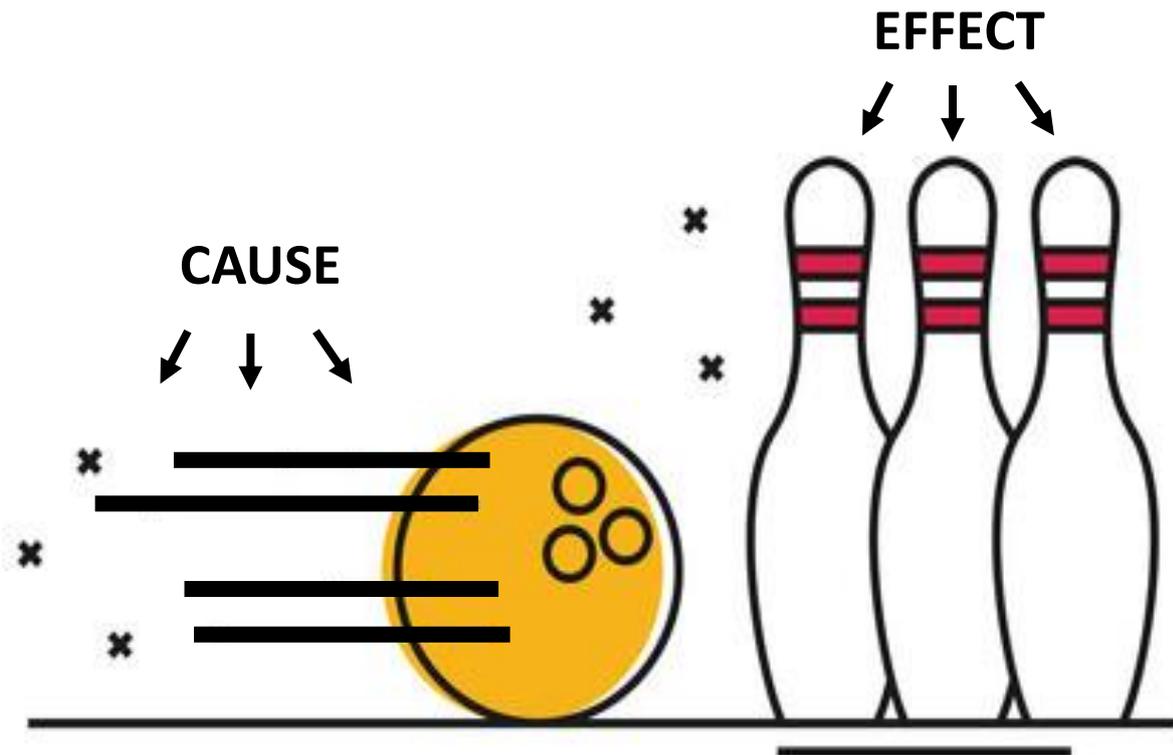
**EFFECT**

**CAUSE**

**Now create full 'cause and effect' sentences.**

One cause of gaming related debt could be..
which can cause…

Another cause of gaming related debt could be…
As a result…

A third cause of gaming related debt could be…
Therefore…

YGAM resources

## Addiction and Mental Health: Option 1

### Gaming: What's the harm?

### 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 U13

### Aims:
- To look at how feelings and emotions can be affected by gaming
- To identify the differences between healthy and harmful gaming
- To explore the potential journey from healthy to harmful gaming

### Outcomes:
- You can identify the effects of gaming on feelings and emotions
- You can identify the difference between healthy and harmful gaming
- You can understand the potential journey from healthy to harmful gaming

### Resources:
- Pens
- Flipchart paper
- Resource 1: Addiction and Mental Health Option 1

**Activities:**

## The A-Z of Gaming

Facilitate a quick discussion around online gaming. What games do people play, how often and for how long, how do you feel when playing and when having to stop playing?

Split the young people into groups and ask them to create an A-Z list of all the words they associate with gaming. Can they think of a word for each letter?
A: Action, B: Battle Pass C: console etc.

Once the groups have completed their lists ask them to feedback, expand and discuss on the key points raised, especially any words associated with emotional and physical health.

Extend the conversation to discuss emotions around gaming. Create a word cloud. They may think of things such as anger, exhilaration, frustration, a sense of achievement. Try to break down the emotion and help them to understand what makes them feel this way.

## Gaming: Healthy or Harmful?

This will require some preparation beforehand.  See resource 1.  Each box will need to be cut out and shuffled.  Allow one resource per group.

Hand each group the activity. Explain there are a range of statements.  They need to read the statements and place them under the following headings:

- Healthy Gaming
- Harmful Gaming

Once completed, discuss the statements. Have most groups agreed?
Encourage discussions around the themes of healthy and harmful gaming behaviours to expand their thinking.  Why have they made that decision?

## Gaming: From healthy to harmful

In the same groups, ask the children/young people to create a story of a young person's journey from healthy gaming to harmful gaming.  This could be in relation to any type of gaming.

How does this journey unfold?  What led them form healthy online gaming to unhealthy online gaming?  Think about the effects on the young person's emotions, physical health and their relationships with family and friends.

They could create a story board, comic, a drama script/play.

## Share your story

Ask the groups to showcase their stories, they could do this by presenting them in front of the group or they could move around the room looking at each other's work and give feedback.

YGAM resources

## Addiction and Mental Health. Option 1 Resource 1

| Healthy Gaming | Harmful Gaming |
|---|---|
| Having gaming sleep overs with friends | Falling asleep at school because you were gaming all night |
| Gaming for a few hours per day over the weekend | Skipping meals so you can game for longer |
| Using parents/carers card with permission to occasionally buy loot boxes/crates/FUT | Giving up sports /dance /hobbies to stay home and game |
| Playing games when you have the time because you enjoy them | Not wanting to be involved in family activities so you can game for longer |
| Playing games with your friends online a few times a week | Feeling angry when you have to stop gaming |
| Being able to stop when you have other activities to do | Using parents/carers card without permission to frequently buy loot boxes/crates/FUT |
| Having fun and chatting to mates online when playing | Sneaking your device to bed with you at night |
| Playing games to develop your coordination and problem-solving skills | Gaming to help relieve negative moods |
| when tired, putting your device away | Bullying other kids in forums/online because everyone else is |
| Having plenty of breaks for fresh air, food and other activities | Lack of control over gaming, not being able to stop playing or purchasing within games |

YGAM resources

## Addiction and Mental Health: Option 2

**Gaming: 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 U13

**Aims:**
- To explore different types of public health campaigns
- To design a gaming public health campaign

**Outcomes:**
- You are aware of a range of public health campaigns
- You will understand the potential harms of gaming
- You can design a gaming public health campaign

**Resources:**
- Resource 1: Addiction and Mental Health Option 2 'Name the Campaign' (this requires some preparation before the session)
- Flipchart paper
- Pens
- Computer
- Internet Access

| Activities: |
|---|

**Public Health: A definition**

Discuss what is meant by the term public health.

Public health is about helping people to stay healthy and protecting them from threats to their health.

https://www.healthcareers.nhs.uk/working-health/working-public-health/what-public-health

Using resource 1 cut out the boxes and shuffle them up. You will need one resource for each group.

In small groups, ask the young people to match the 'name the campaign' cards so that the image matches the campaign description.

Allow for feedback and ensure everybody matched the right campaigns to the organisation.

Discuss each campaign, are they aware of the campaign or organisation? What other campaigns have they seen on TV or social media. What was the campaign for?

**What's in a campaign?**

Ask what makes a good campaign, recording the 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 for a week) etc.

**Gaming Public Health Campaign**

Using the list of ideas as a foundation, split the group into campaign teams and ask each group to design a GAMING AWARENESS public health campaign. They will need to research their given topic and could include some of the following information:
- What is online gaming / gambling
- The potentially harmful aspects of online gaming / gambling
- The effects of online gaming / gambling on health and wellbeing
- Spotting the signs of harmful online gaming / gambling
- Facts and figures
- Measures that can be put in place to keep online gaming / gambling safer
- Support / treatment options

Ask each group 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 communicate.

**The big launch**

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

YGAM resources

## Addiction and Mental Health: Option 2 Resource 1

| | |
|---|---|
|  | A campaign to promote good oral health within children |
|  | A campaign to help inform and support smokers to quit during a set timeframe |
|  | A campaign featuring an acronym listing simple tests to help people identify stroke symptoms |
|  | 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 |
|  | A campaign to promote good respiratory and hand hygiene to help reduce the spread of flu |

YGAM resources
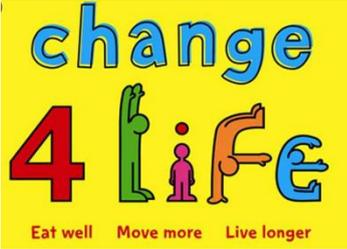
| | |
|---|---|
|  | Aims to ensure parents have the essential support and tools they need to make healthier choices for their families. |
|  | An all year-round campaign to provide advice and resources for quitting smoking |
|  | A campaign to encourage adults to incorporate more physical activity into their life by simply going for a brisk walk every day. |
|  | Covid-19 campaign |
|  | A one-month challenge campaign to hep reset an adult's relationship with alcohol |
|  | A campaign to raise awareness of breast cancer and to help fundraise for ongoing research |

YGAM resources

## 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)
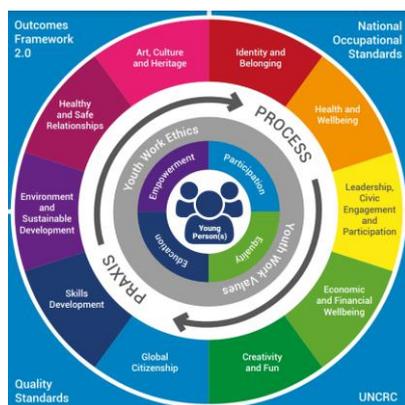


## Youth Work Curriculum and Framework Mapping

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 | 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.<br><br>Young People Support service: YoungPeopleService@gamcare.org.uk<br>T: 02030926964 |
| Gamban | https://gamban.com/<br>Self-exclusion tool: Provides ability to block access to online gambling sites and apps. |
| BIG DEAL? | BigDeal.org.uk<br>Provides support for 11-19 year olds. |
| childline ONLINE, ON THE PHONE, ANYTIME childline.org.uk \| 0800 1111 | 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. |
| shout for support in a crisis | Text service: 85258. Free service to anyone in crisis.<br>https://giveusashout.org/ |
| NHS | Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else's problem. National Gaming Clinic and Gambling Clinics ncba.cnwl@nhs.net 02073817722 |
| PAPYRUS PREVENTION OF YOUNG SUICIDE HOPELINEUK 0800 068 41 41 | Provides support for children and young people and their families if a young person is experiencing suicidal thoughts.<br><br>Home \| Papyrus UK \| Suicide Prevention Charity (papyrus-uk.org) |

YGAM resources