

YOUTH WORK ACTIVITIES. U16 2HR

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U16: 2 HOUR ACTIVITIES

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 13-16.

- 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



Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. You may wish to work with the children and young people to agree these in advance. We advise that you work with your DSL. Children and young people should feel able to share ideas, experiences and have the confidence and knowledge of how to seek

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further support where necessary. This topic may lead to some 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. You may also 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

The Gaming Community

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

- OF – Healthy and Safe Relationships
- QS – Skills development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation

Age: This activity is aimed at U16

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 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.
- What

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.

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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 Game? Option 2.

Game Do/ Game Don't.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- 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 – Identity and Belonging
- NOS – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Creativity and Fun

Age: This activity is aimed at U16

Aims:

- To understand the reasons people, do or do not game

Outcomes:

- You will be able to identify why people, do/do not game
- You can explore the benefits and risks of gaming

Resources:

- Paper and pens
- Post-its
- Art materials e.g. paint, brushes etc.
- Option 2: Resource 1

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Activities:

Round Robin:

One person writes down a reason why they do/do not game. They then pass that piece of paper on to the next person, who does the same, and so on.

Survey surveillance:

In 2019 YGAM published a report with Redbrick to explore students' attitudes towards Gaming and Gambling. Using resource 1 Ask young people to match the reasons people said they gamed to the percentage who said each statement applied to them.

Answers: Entertainment: 74. Pass time: 60. Reduce stress: 48. Challenge: 45. Because friends do:21.

Group chat:

Discuss the reasons given for gaming/not gaming. Explore cultural reasons, as well as personal preferences. Are there benefits to gaming? Are there risks? Is it a useful use of time? Does it help people? What emotions would you attach to gaming, how does it make you feel?

Graffiti/Art:

In small groups, create a piece of art using the title 'Why people game/do not game'. Include personal and cultural references where appropriate. Explain the reasons behind your choices.

Exit ticket:

On a post it notes, write three new things learnt during the session.

Why do People Game? Option 2 Resource 1.

Entertainment	21%
Passes the time	60%
Reduces Stress	48%
The challenge	45%
Because my fiends do	21%

Why do People Gamble? Option 1

Safeguarding

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
- 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 U16

Aims:

- To understand the term safeguarding
- To understand the term gambling related harm
- To understand the term responsibility.

Outcomes:

- You will be able to define safeguarding and explain how young and vulnerable people should be safeguarded against gambling harms.
- You will be able to recognise signs of gambling related harm
- You will be able to discuss the term 'responsibility' and objectively discuss who has responsibility to safeguard consumers.

Resources:

- Pens/Paper
- Craft Materials

Activities:

What might harm look like:

Ask young people to create a mind map: **“Gambling Harm”**

Leader to ask young people to work in pairs to draw a mind map of what they think harm might look like. What are the signs. Who may be impacted?

NB: It’s important to recognise that adults might gamble and not all will experience harm. However, it’s important to be aware of the signs and types of harm and understand for some it is something they are unable to control.

You may need to support the group to think of the following signs and symptoms.

Spending too much money and time gambling/ finding it difficult/impossible to stop/ relationship problems/ preoccupation with gambling/ debt/ borrowing, stealing money / anxiousness/ mental ill health/ losing interest in hobbies/ neglecting personal needs/ lying/hiding behaviours. Impact: the individual, friends/family, the wider community.

Ask young people to share their ideas to the rest of the group.

Leader to read out the definition of problem gambling: **“Problem gambling is defined as gambling that disrupts or damages personal, family or recreational pursuits”.**

Safeguarding:

TASK 1: create a slogan or an acrostic poem using the word SAFEGUARDING.

TASK 2: Facilitate a discussion about safeguarding. Who is responsible for safeguarding consumers? Support the young people to explore, the gambling commission, the advertising standards agency, the gambling providers (industry) and the individual. What do the young people think each party needs to do to ensure people do not experience harm.

Advertise:

Ask young people to work in pairs or groups to design an advert to safeguard, educate and inform young people around the potential risks of gambling. If you do not have access to recording devices you may wish to have them make posters or story boards. This can either be a social media advert/YouTube etc.

I proudly present:

Ask young people to present their advert to the rest of the group.

Pledge

You may wish to ask young people to show their advert to at least 3 other young people. if you also work with children of a younger age you may wish to facilitate a peer led session to promote the adverts and increase the reach.

Why do People Gamble? Option 2

What are the risks?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- 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
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

Aims:

- To understand the potential risks associated with gambling
- To be able to spot the physical and emotional signs of gambling related harm
- To recognise that harm extends beyond the individual experiencing harm

Outcomes:

- You will be able to recognise the potential risks associated with gambling
- You will understand and recognise signs of harm
- You will understand and identify that gambling harm extends beyond the individual directly impacted

Resources:

- Pens/Paper
- Craft Materials
- Post it notes
- Why People Gamble 2: Resource 1
- Why People Gamble 2 – Resource 2

Activities:

Agree/Disagree

Leader to shout out statements and young people to stand up if they agree and sit down if they disagree. Ask young people to give reasonings for their answers:

Stand up if:

1. Some people are luckier than others
2. Gambling is immoral
3. Gambling is more dangerous than other things such as alcohol/drugs/tobacco
4. If you gamble for long enough you will eventually win
5. You have to gamble for years to become addicted
6. Gambling advertising should be banned
7. Gambling should be banned

Leader may choose to adapt the statements to suit their group/setting.

Cross Word Puzzle:

Hand out Why People Gamble: Resource 1: crossword puzzle. Young people can either work in pairs or individually.

Risk Ladder: CUT OUT THE RISKS. Resource 2. Give each group a set of cards. Ask them to order them from most to least risky and explain why they ordered them the way they did.

Ripple Effect:

Split young people into groups:

1. The person experiencing gambling harm
2. Friends
3. Family
4. Workplaces/Clubs/Groups
5. Community/ society

Ask each group to design a poster to be displayed in the youth centre to show the impact of gambling harm on the various groups, starting from the individual to the society. Ask young people to consider health (emotional and physical), relationships and social and financial resources.

I proudly present:

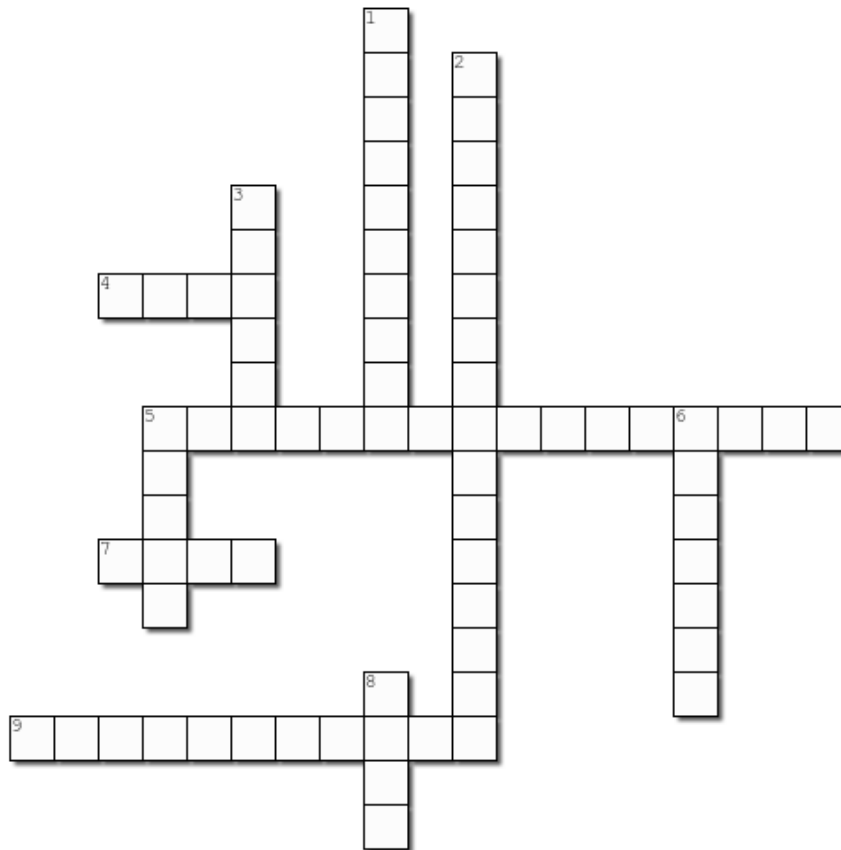
Ask young people to present their posters to the rest of the group.

Getting help

Ensure young people know how and where they can go for support if they're worried about their own or another's relationship with gambling.

Why do People Gamble? Option 2: Resource 1

Complete the crossword puzzle below



Across

4. The chances or likelihood of something happening or being the case.
5. It is defined as gambling that disrupts or damages personal, family or recreational pursuits
7. The state of owing money
9. The extent to which something is likely to happen or be the case

Down

1. This is also known as casino advantage
2. The belief that if a particular event occurs more frequently during the past it is less likely to happen in the future
3. A public room or building where gambling games are played
5. Card games in which players wager over which hand is best according to that specific game's rules
6. A form of gambling that involves the drawing of numbers at random for a prize
8. Expose (someone or something valued) to danger, harm, or loss

Why do People Gamble? Option 2: Resource 1 Answers

1. House Edge
2. Gamblers Fallacy
3. Casino
4. Odds
5. Problem Gambling
6. Lottery
7. Debt
8. Risk
9. Probability

Why do People Gamble? Option 2: Resource 2

VAPING	SMOKING TOBACCO
DRIVING UNDER INFLUENCE OF ALCOHOL	TAKING ILLEGAL DRUGS
RIDING A MOTORCYCLE WITHOUR A HELMET	SPENDING ALL YOUR MONEY ON LOOT BOXES
DRINKING ALCOHOL	SWIMMING IN THE OCEAN
BUNGEE JUMPING	GAMBLING
EATING ONLY FAST FOODS	TEXTING WHILST DRIVING
TALKING TO UNKNOWN PEOPLE ONLINE	HANGING OUT IN GANGS

Probability and Luck? Option 1

Stop or Dare

Framework of Outcomes for Young People:

- Communication
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand the terms probability and luck
- To understand the term House Edge

Outcomes:

- You can understand how luck and probability related to gambling
- You can discuss the term 'house edge' and you will understand how this relates to gambling

Resources:

- Paper and pens (different colours)
- Coins
- Deck of cards (you will need enough pack for each group to have a pack)
- Dice

Activities:

Stop or Dare:

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

- Each group needs a pack of cards
- Shuffle the pack and place it face down. Set a target score for the game, for example 100. The first person to reach it is the winner.
- The first player turns over the top card and continues turning over cards, adding together the value of each card, until they decide to stop. They may reach any number and decide to stop. When the player stops, the total is recorded as their score.
- Jacks score 11 and Queens score 12, However, if an Ace or a King is turned over, no points are scored at all, and the turn is finished. You would go back to player 1 or the next player (if more than 2player)

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- The second player then starts turning over cards in the same way, until they decide to stop.
- If you have a third player, they would do the same
- Players take turns until someone reaches the target score. This player is the winner.
- If the cards are all turned over before the target is reached, just reshuffle the pack and continue.
- option to play the game a few times.

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

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

House Edge:

Facilitate a discussion about the term 'House Edge.' What do they think this means? Have they heard the term the house always wins? How does this relate to gambling? What does it mean for the consumer?

Explain: this is a term used to describe the mathematical advantage the product/venue has over the person gambling.

How does it make them feel? Discuss.

Poetry Pals

Using the words HOUSE EDGE ask young people to create an acrostic poem to educate others. Ask YP to share their poems. You may wish to choose 1 or 2 willing participants.

Probability and Luck? Option 2

What are the odds

Framework of Outcomes for Young People:

- Communication
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand the term “odds”

Outcomes:

- You can understand the term odds and how it can have a negative impact when it comes to gambling and gaming.

Resources:

- Paper and pens (different colours)
- Coins
- Dice (enough for each group to have 2)
- Flip Chart Paper

Activities:

Investigating Probability:

As a group discuss the following using a coin:

- What is the probability of getting heads? And tails?
- If I toss the coin 3 times in a row, could I get heads each time?
- If I toss the coin 300 times in a row, could I get heads each time?

Leader to pass the coin around. When it is your turn, toss the coin and tell us your result. We will record all the results and see what the average result is. As a group discuss what we have found in terms of odds and probability in terms of tossing the coin.

What's the chance?

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

Rolling 7

Rolling 4

Rolling 12

Rolling 5

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ANSWERS:

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

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

1,2 3 and action:

Ask young people to make a film/drama about 'luck', 'probability' and 'random number generators'. Ask young people to consider how these are used by the gambling industry.

NB: a random number generator is a device that generates a sequence of numbers or symbols that cannot be predicted

I proudly present:

Ask young people to present their work to the rest of the group.

The Gambling Industry: Option 1

My Story.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase understanding of gambling related harm

Outcomes:

- You will be able to explore gambling related harm and the impact
- You will be able to assign thoughts and feelings to gambling related harm

Resources:

- Resource 1: My Story
- Coloured pens/pencil and paper
- Optional: post it notes

Activities:

Read or provide YP with My Story. You could display it on a whiteboard. (explain this is a fictional example)

OPTION 1: Ask YP to draw a picture of the characters face with 5 thought bubbles. They should write in each:

- **How do they feel?**
- **What are they thinking?**
- **What behaviours do they exhibit?**
- **What might they say?**
- **What might they hear?**

OPTION 2: hot seating. Someone in the hotseat responds to the questions as if they were the person in the scenario. You could do this for family members and a friend too.

What advice would they give to this person?

Explain if this was a friend of theirs, what might they say? What might they do? YP to suggest one thing they could say and share it with the group.

Alternatively, you could ask them to write on a post it notes and pin them to the wall/board. Then read them all out, noting any common themes, useful advice etc.

EXTENSION ACTIVITY:

Create a piece of drama about this person's experience with gambling. Ensure young people know how and where to seek support.

The Gambling Industry. Option 1: Resource 1

My favourite time of the year is the summer holidays. I go to visit my grandparents for two weeks. We always have so much fun. They live by the seaside and take me to the beach and to the arcades to play games. I love the smells, the sounds, the food and the arcades. When I go I love to play on the penny slots and on the fruit machines with my Grandma. At the age of 10 we won a lot of money on the fruit machine. I remember how happy my Grandma was. We jumped about and celebrated; it was so cool. I loved seeing my Grandma's happy, smiling face. We spent the money and had a fab day out.

At home, there is nothing to do. I'm now 15 and I'm not doing very well at school and I don't have a lot of friends to socialise with. My parents have their own stuff to worry about instead of worrying about me. All I can think about now is going to see my Grandparents and that fab day we had. It's not long until the holidays, but until then, I think I might try playing on the slot machines on gambling websites. It looks like a good way to make money and if I did it once, surely, I can do it again? I just want to feel that buzz and excitement again and I don't get it from mobile games anymore. Its not real money I win on those.

The Gambling Industry: Option 2

The Convergence of Gaming and Gambling. A Campaign.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16s

Aims:

- To understand the risks associated with microtransactions
- To understand the potential impact of gambling related harm
- To be able to recognise safety measures and the importance of these
- 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 risks associated with microtransactions
- You will be able to identify the potential impact of gambling related harm
- You will be able to create a campaign to raise awareness of the importance of safety in relation to gambling
- You will be know how a person can get help for themselves of someone else in relation to gambling related

Resources:

- Pens/ Paper
- Option for ICT if available.

Activities:

What's the message?

Ask the YP to work in groups to create a campaign to highlight the convergence of gaming and gambling. Ask them to consider the risk of microtransactions in the games young people play, as well as the other gambling style features in games. E.g. slot machines and roulette wheels

Ask them to consider:

- How we can keep people safe?
- What existing measures are in place. (PEGI ratings, in game purchases/random items warnings on games)
- What connections are there? What should people look out for?
- How do you know if someone is experiencing harm?
- Who is responsible for safeguarding consumers?
- What more needs to be done
- What can people do to support young and vulnerable children?

Get your message heard.

Ask the group(s) next to think of a title for their campaign and include a hashtag. They should consider who they want to target. They may wish to educate parents so they can better support and understand their child's gaming. They may wish to educate younger children or their peers. Or they may wish to do a generic campaign to the whole of society.

They should consider how they intend to get their message out there and who their target is. They may choose to create a story board, a script for a documentary or blog, an animation, or a newspaper article.

We Proudly Present.:

Ask each group to share their campaign with the rest of the group. Discuss ideas and provide feedback.

EXTENSION:

Create a leaflet to go with a popular game. On the leaflet you should include information about how to play and what the risks are within the game and what to do if you are worried about content, contact from others or the money you're spending on the games.

One more thing before you go...

Write one thing on the wall/flipchart about:

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

This could help you develop future sessions or consolidate learning.

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.

- NHS
- Childline
- BigDeal
- 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
- Relationship and Leadership
- 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
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

Aims:

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

Outcomes:

- You can explore the gambling style features within games and form your own opinions
- You can understand the risks within games.
- You are able to reflect upon the link 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. Is 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 (handout 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 are a cool part of the game. There’s no risk to young people.”

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
- Relationships and Leadership
- 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 – 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 U16

Aims:

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

Outcomes:

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

Resources:

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

U16: 2 HOUR ACTIVITIES

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

Introduction to money and debt

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- 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 U16

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
- Money and Debt option 1 – Resource 1

U16: 2 HOUR ACTIVITIES

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:

Create a thought shower focussing on the following questions:

- What games are people playing? (Fifa, Overwatch, Fortnite etc.)
- What types of gambling are there? (Lottery, casinos, bookmakers etc.)
- Where do people gamble locally?

Group discussion: Are there many gambling/gaming opportunities? Is there a correlation between places to gamble and cash machines etc.? How might this influence someone's spending? How easy is it to spend money when playing games online? Is it easy to track/control spending?

Let's create:

Create a mood board or 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.

Exit ticket:

On a post it note, write three new things learnt during the 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	FINISH

Money and Debt: Option 2

Managing Risk

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- 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 – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Creativity and Fun

Age: This activity is aimed at U16

Aims:

- To explore healthy and risky spending.

Outcomes:

- You can identify risk

Resources:

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

U16: 2 HOUR ACTIVITIES

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.

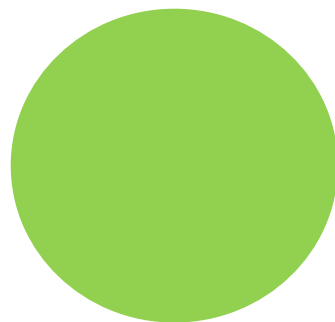
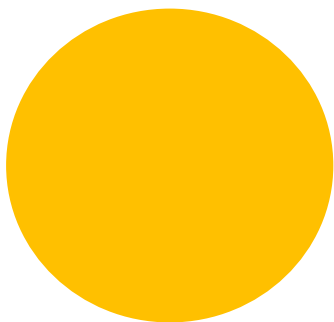
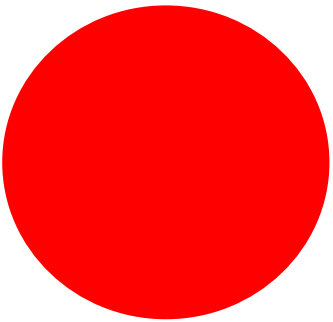
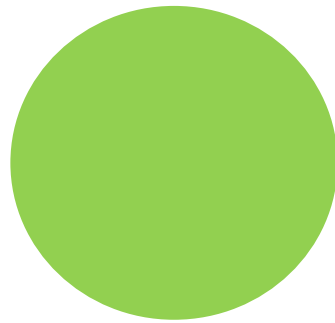
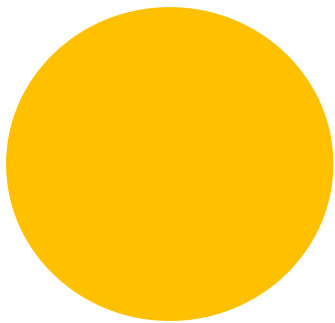
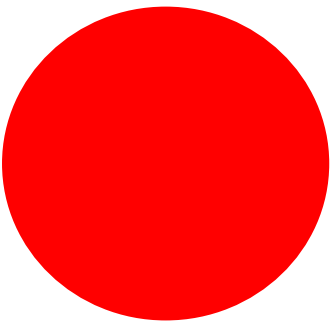
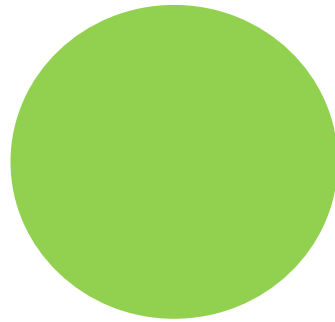
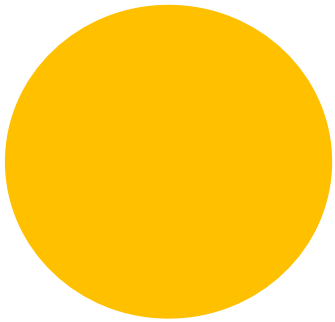
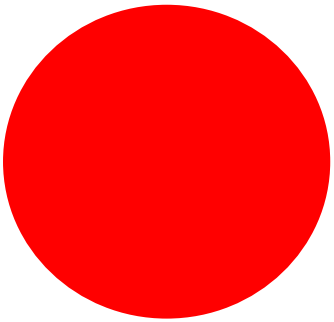
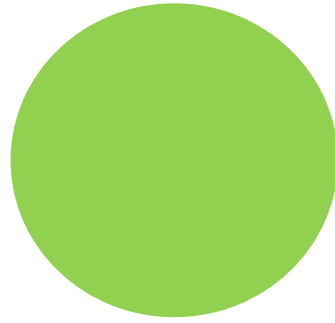
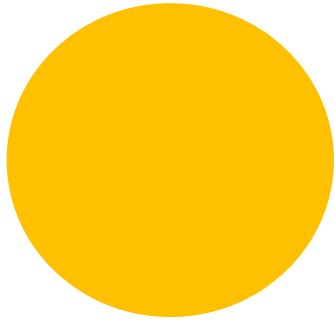
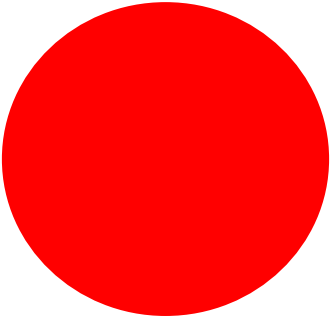
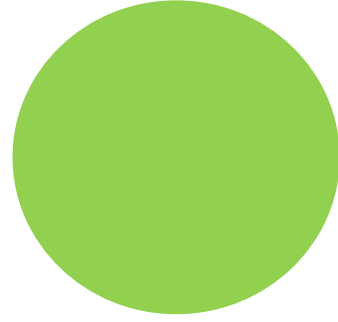
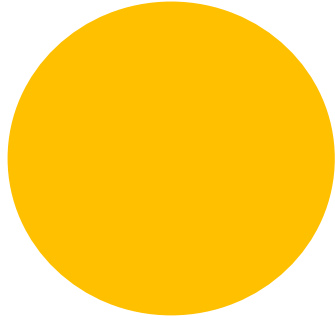
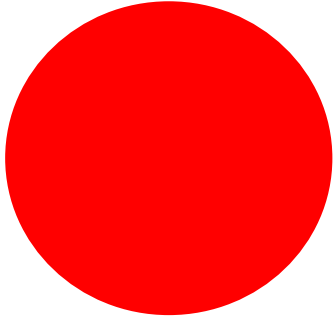
I use my parents' bank details to buy loot boxes and microtransactions. I tell them that all my friends are buying them, and I don't want to be bullied for missing out. I don't know how much I've spent!

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.

U16: 2 HOUR ACTIVITIES



Addiction and Mental Health: Option 1

Gaming and Gambling: A tale of two stories

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

- OF/QS – The Environment and Sustainable Development
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

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 can understand the potential journey from healthy to harmful gaming and gambling

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 might 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 children/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 mental health and wellbeing. 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.

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

- 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

U16: 2 HOUR ACTIVITIES

- 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

Gambling Disorder.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To explore the phases of gambling addiction
- To identify the signs of gambling related harms
- To be aware of support tools and signposting options

Outcomes:

- You can identify the phrases of gambling addiction
- You can recognise the signs of gambling related harm
- You can suggest tools/services to support someone who experiencing problem gambling

Resources:

- Option 2: Resource 1
- Flipchart paper / paper
- Coloured pens
- Internet Access

Activities:

Definitions: All paired up

Working in small groups, ask the children/young people to match the words to the statements from the 'All paired up' resource. Once complete ask the children/young people to check each other's work to see if there are any differences.

NOTE: These are currently paired correctly- you will want to keep a copy for yourself to support YP. Provide a copy for each group and mix up the resource in advance.

Gambling: What is it?

Young people to mind map the word gambling. They should explore what they think are the risks.

Ask YP to share their thoughts.

The four phases of gambling addiction

Working in groups, ask the children/young people to draw an outline of a human body on flipchart paper then research the four phases of gambling addiction:

- The winning phase
- The losing phase
- The desperation phase
- The hopeless phase

Using four different colour pens, one for each phase, ask the children/young people to add as much detail as possible about the phase, the thoughts and emotions the person experiencing gambling disorder may have and the harms/risks associated in each phase to the individual and their family/friends.

Groups to feedback their work.

Support tools and signposting

Children/young people to research some of the tools and support/treatment options available. Ask them to think about what the individual could do so, their family/friends, the gambling operators and support services/tools available. In groups, ask the children/young people to create a 'Getting Help' Quick Guide or Glossary.

Role play: Spotting the signs/Getting help

Working in pairs, ask the children/young people to role play a conversation about gambling harm. How would they start a conversation if they were worried someone had a problem? What signs may they have picked up on? How would the person respond? What tools could you suggest to help the person? What signposting options are there? Take it in turns to take the turn of each person.

Each pair to listen to another pair then discuss/feedback their thoughts.

Addiction and Mental Health. Option 2: Resource 1

Childline	A service to help anyone under 19 in the UK with any issue they are going through.
BigDeal	A place for young people to find information and support related to gambling, either for themselves or someone they care about.
Affected Others	Those who are negatively impacted by the actions of a problem gambler.
Responsible Gambling	For pleasure and entertainment, with control and an awareness of the likelihood of losing
Bet	Risking a sum of money against the outcome of an unpredictable event such as a sporting event.
Age restriction 16+	National Lottery, lotteries and football pools, as well as some non-commercial gambling, or low stakes and prizes gambling
Gambling	To stake or risk money, or anything of value, on the outcome of something involving chance
Chasing Losses	Continues to gamble, trying to make up for financial losses, however ends up losing more.
Gambling harms	The adverse impacts from gambling on the health and wellbeing of individuals, families, communities, and society

U16: 2 HOUR ACTIVITIES

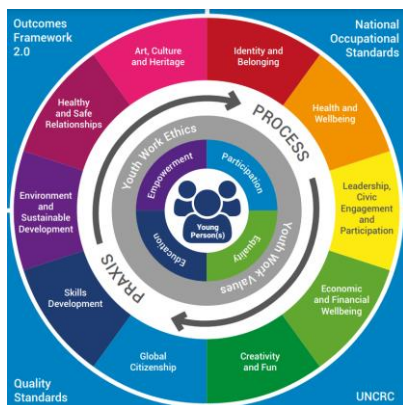
No lower age restrictions	Coin pushers/penny slot machines, teddy grabbers and some lower stake fruit machines in family entertainment centres
Gambling Addiction	Disrupts or damages personal, family or recreational pursuits
Age restriction 18+	Adult gaming centres, betting shops, bingo halls, bookmakers, casinos, racetracks, and online gambling
House Edge	The advantage the gambling operator has over the player
Gambling Disorder	The urge to gamble continuously despite harmful consequences or a desire to stop.

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

U16: 2 HOUR ACTIVITIES

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