

NOTES FOR NCS DELIVERY PROVIDERS:

We have developed a series of activities and sessions designed to support NCS delivery providers to deliver the YGAM materials. Our programme aims to prevent and reduce gaming and gambling related harm, empowering children, and young people to make informed choices, and develop critical thinking skills and resilience for life.

This section contains a series of 2-hour activities, which are suitable for the young people engaging on your programme.


The activities have been mapped to the Core Curriculum Themes, Skills Builder Framework and the NCS Programme Quality Framework. Each activity highlights which themes and components are hit.







Prior to delivering a session, ensure that the NCS students complete the Pre-Session Survey and complete the Post-Session survey at the end of the activity. The surveys can be found within the “NCS” section of the online resource portal.

Core Curriculum Themes

Core curriculum themes (our 'subjects')

Activities should be planned under 1+ of these themes



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

Each session will cover one or more of the core curriculum themes and these are referenced in the session plan as well as in the map we have created to show how each session ties together. You can locate this map in the NCS section on the resource portal.

Skills Builder Framework

The Skills Builder Framework has eight essential skills that should be central to the aims of your NCS programme. These are the transferrable skills which employers, colleges and universities are looking for in young people and building this work and life readiness is a required outcome for NCS. We have mapped each session to the Skills Builders below to help you understand what skills the young people will develop.



NCS Programme Quality Framework

(C1) Connecting with new people	(C4) Experiencing challenge	(EC1) A coherent programme	(EC4) Effective and empowered staff
(C2) Making a difference	(C5) Feeling part of something bigger	(EC2) Strong, safe and trusting teams	(EC5) A shared vision
(C3) Reflecting on experiences		(EC3) Well-supported and prepared staff	

Safeguarding:

Due to the nature of these topics, it is important to establish a safe learning environment. You may want to agree ground rules with the CYP in advance. We want them to be able to share their ideas and experiences and empower them with the confidence and knowledge to seek further support if required. It is possible that the topics could lead to CYP opening up about personal experiences, which has the potential to trigger emotions for both themselves and others. We would ask that you work with your Designated Safeguarding Lead if you have any concerns. You can also speak to your local YGAM representative if you are worried about any of the content.






In each session and activity, it is useful to remind CYP that they can talk to a professional within your organisation. It is also useful to provide them with appropriate signposting options (see page 5). You can print this and provide it for young people. At the end of each session signposting options are available, but this list is not exhaustive.

References:

- (1) YGAM: In the Know: In The Know Building Resilience Around Gambling and Gaming Related Harms. 2020
- (2) The Skills Builder Framework can be found at: <https://www.skillsbuilder.org/>

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Support/Sign Posting Services	
Service	Role
	<p>Service for anyone in UK. Offering 1-2-1 face-to-face support as well as telephone support via the free number available 24hrs a day, 7 days a week. Additionally, an online chat function is available as well as group chats and forums. (1)</p> <p>Young People’s Helpline: 020 3902 6964</p>
	<p>Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>Provides support for 11-19 year olds. Offers a 1-2-1 confidential chat room throughout Great Britain. (2)</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. (3)</p>
	<p>Text service: 85258. Free service to anyone in crisis.</p>
	<p>Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else’s problem. (4)</p>

References:

- (1) GamCare. Available at: <https://www.gamcare.org.uk/>
- (2) BigDeal: Available at: <https://www.bigdeal.org.uk>
- (3) Childline. Available at: <https://www.childline.org.uk/>
- (4) NHS gaming and Gambling services. Available at: <https://www.england.nhs.uk/2019/10/children-treated-for-computer-gaming-addiction-under-nhs-long-term-plan/>

OPTION 1: Case Studies

Exploring a real-life case study, students will look at the different signs of gambling-related harm. Students will also understand the reasons why young people may/may not gamble and the potential outcomes.

NOTE: Through this case study suicidal thoughts are explored. It is important for you to ensure a safe environment when covering this topic and you may wish to take advice from your designated safeguarding lead.

Aims:

- Understand what gambling is and why some people do it
- Understand how addiction may impact an individual and those around them
- Recognise the signs of harm and understand what support is available

Outcomes:

- You understand why some young people may/may not gamble
- You understand how addiction may impact an individual and those around them
- You understand what support is available and you know how to seek help
- You can explore case studies and identify signs of harm

Resources:

- NCS 2 Hour Slides PowerPoint
- Resource 1: Sam's Story
- Resource 2: Sam's Story - <https://www.bbc.co.uk/sounds/play/p07qchcs>
- Computer, presentation software and internet access
- Flipchart, Pens, Paper and Post-It Notes

Core Curriculum Themes: Social Action

Skills Builder Framework: Listening, Speaking, Creativity, Aiming High, Teamwork

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

Activities:

Introduction: Why Do Young People Gamble?

Using Post-It notes, ask the group to identify all the reasons why young people might gamble.

After all answers received, reveal the reasons why young people gamble from the Gambling Commission, October 2019 report (Slide 5). Ask the group if there are any surprises and post the questions to them on Slide 6.

- In Small groups, discuss the reasons some young people identified for gambling.

- Does any of this surprise you?
- Consider that most gambling is restricted to over 18s
- What are the risks to young people, now and in the future?
- Think of reasons people choose not to gamble. They are likely to discuss region, culture, law etc.

Main: Case Study: Sam's Story.

- 1) Ask Students to read through Sam's Story (**Resource 1**) and/or listen to the ten-minute audio version of his story (**Resource 2**):
 - List the impact gambling has on the person's health and wellbeing
 - List the physical and emotional signs of gambling-related harm
 - Research the support services available (**Resource 3**)
- 2) Ask the students to work in groups/pairs to create an information sheet or educational podcast that raises awareness of the negative impacts gambling can have on someone's life. Make sure there is reference made to support services that are available for those experiencing harm.
- 3) Ask each group/pair to share their ideas and invite questions

Cause & Consequences

Research:

Ask the students to utilise the internet to explore the cause and consequence of gambling addiction. Ask the students to consider the impact for both the individual but also those around them. Ask them to categorise under the headings of Health & Wellbeing, Financial and Crime.

Extension option: As a collective, discuss the ways in which these information (from Sam's Story) sheets/podcasts can be used to raise awareness of the potential harm. Option: Ideas could be shared with YGAM via email: trainign@ygam.org or they could be shared with one of the support services identified.

Conclusion: Exit Ticket

Students to write down one piece of advice they would give to a young person who may be at risk of developing an addiction to gambling on a post-it note. Stick at the front of the room on Flipchart paper and send to @YGAMuk with the hashtag #HarmPrevention

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk

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

OPTION 1: Resource 1: Sam's Story

My name is Sam and I'm a compulsive gambler. The date of my last bet was 10th February 2019.

At the age of 16, illegally, I stepped into a local bookies (betting shop) and was introduced to the world of gambling. Little did I know that this would be the beginning of a new life that would eventually lead me to some very dark places, including considering ending my life.

Some background information about me; brilliant upbringing with two stable loving parents, no traumas and I was relatively well-behaved kid at school. There is no psychological reason why I developed an addiction to gambling but what I've learnt is that it doesn't matter who you are or what you've been through, it can affect anyone with no real explanation. Something important to note is that I take accountability for my actions, however, as difficult as it is to articulate, gambling addiction had a menacing hold on me that at times becomes difficult to live with.

The addiction completely changed my personality and lifestyle. It wasn't until 31st December 2016 when I finally broke down and hit rock bottom that things started to change. Since then, my life has improved considerably. However, just because I sought help, doesn't mean the addiction goes away. There is no medication, no magic pill, just the willingness required to recover from the toxic lifestyle I was living. My life revolved around gambling. I would plan my day around it, my weekend and would sacrifice time with others in order to get my fix. Gambling affected relationships with my parents, friends and work colleagues. I would act out of character often and people didn't really understand why.

My earliest recollections of gambling were the trips to the bookies after school to put a football accumulator on. This then evolved to placing bets on the horses, followed by the greyhounds and finally the FOBT's (Fixed Odds Betting Terminals) which in the end would be my downfall. The morning of my 18th birthday I remember waking up and immediately setting up an online betting account. A regular occurrence at the height of my gambling was to ensure I woke up at 4am on payday so I could get a good few hours in before work. It would be a miracle if my monthly wage would last a week. I didn't care about my appearance or hygiene. Most of the time I would wake up and not shower before work because I wanted to prioritise my time gambling.

I won't go into specific numbers, but I found myself in a financial mess. Lending from friends, banks, payday loan companies, followed by letters from bailiffs. I would always find a way to get money in order to satisfy my urge/need to gamble. When I lost money, I would be adamant I had a system to get that money back and win more. That rarely materialised. We're not talking a couple of quid on the weekend's football either. I would bet on anything possible; virtual speedway, women's hockey and Argentinean third division football to name a few.

With drug and alcohol addictions there are usually obvious signs. Gambling is different. It's hard to spot the signs of harm at first. It does however have an impact on the health and

wellbeing of the individual and those around them. Mental ill health and financial difficulties are both something I experienced. Both of which, to a certain extent, can be disguised or hard for someone to see if they don't know what they're looking for. Hiding my problems was something I had mastered until it got to the point where I didn't see the benefit of me being alive anymore. Fortunately, I spoke up and got help.

In January 2017 I stepped through the doors of Gamblers Anonymous (GA) with no idea of what to expect. I can hand on heart say that this saved my life – being around like-minded people who understand the daily struggles whilst helping each other through our shared experiences. What it has provided me with, is a platform to recover and improve my life. Admitting I had a problem was the first and most important step. Putting “blocks” in place to make it as difficult as possible for me to physically gamble was also high on the agenda. Whilst attending GA I also took up the opportunity of counselling via GamCare which I found really beneficial. I needed to explore any avenue possible that could arrest my behaviour and mind-set.

Still attending GA and with a much-improved life I found myself in a betting shop in town on Sunday 10th February 2019. It had been bubbling up for a couple of weeks prior and I totally disregarded everything I learnt over the last two years and found myself in the addiction's possession again. I walked into the bookies with a large wad of cash with one intention. I missed it so much. To eradicate something that I did on a daily basis for almost eight years was difficult and I buckled. The only positive I am able to take is that I told someone as soon as I'd found the sense to walk away. I spent the next six days in isolation.

Isolation is a trait of a compulsive gambler. Generally speaking, I love being on my own. Not interacting with people meant I was bottling up all my thoughts, emotions and feelings. If I was angry or upset I wouldn't reach out to family or friends. Instead, I'd go to my “happy” place. Alone, gambling.

I feel ashamed and embarrassed writing this but if sharing and offloading can help just one person who may be in a similar situation like I was two years ago, then I'll take that as a huge success. The main piece of advice I would give is that things do get better. The biggest fear is telling someone. Once that's out of the way you can only move forward. It's human instinct for people to help and understand. Something I discovered very quickly when I told my loved ones.

OPTION 2: Addiction and Mental Health

This session helps students understand the impact gambling can have on both physical and mental health. Creating an awareness campaign, students will identify the key parts of a compulsive gambler's journey through to treatment.

Aims:

- Understand why physical and mental health are important to our wellbeing
- Recognise the signs of gambling addiction

Outcomes:

- You can articulate how physical and mental health are important to your wellbeing
- You understand that gambling can affect mental wellbeing
- You are able to recognise the signs of gambling addiction and related harms
- You can create a timeline which might map an individual's journey

Resources:

- NCS 2 Hour Slides PowerPoint
- Computer, presentation software and internet access
- Flipchart, pens and paper

Core Curriculum Themes: Understanding Communities, Social Action

Skills Builder Framework: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Teamwork

NCS Programme Quality Framework: C2: Making a difference, C5: Feeling part of something bigger

Activities:

Introduction: Comorbidity

Encourage group discussion, pose the following questions.

- What is gambling?
- What are the risk to young people?
- What is addiction?
- How might addiction affect mental and physical health?

Present Slide 14 which is data from the 2019 Gambling Commission Report on Young People. Explain the correlation between those who gambled and participated in the other harmful activities versus those who hadn't gambled.

Note: the survey asked CYP aged 11-16 which risky activities had they participated in in the last 7 days.

Discussion:

- What does this research show us?
- How does gambling compare to other risky behaviours?
- How might these risky behaviours affect young people?
- If a young person was experiencing issues with alcohol or drugs would it be easier to spot than gambling?

Main: The Journey

Split the students into THREE groups and ask them to complete the following tasks. You can have them rotate through each activity or if you have less time, you may opt for them to complete one of the activities.

Task 1: Create a collage/mood board to show how addiction impacts wellbeing. You could utilise magazines/newspapers/graphics to complete this task and have them annotate the images they have chosen.

Task 2: Create a storyboard or short film to demonstrate how gambling addiction might affect a young person. You may wish to use Sam's Story from option 1 – resource 1 to help them or you could explore the BigDeal website from GamCare.

Task 3: Create an information sheet to highlight the potential risks for Young People. Ensure you provide signposting options.

OPTION:

Once all groups have completed each task, ask each group to share/feedback on one of the activities. What have they learnt?

Conclusion: Commitment

Write down on a Post-It note, one thing you are going to do this week to look after your mental health and one thing to look after your physical health. Stick on the Flipchart Paper at the front of the room and Tweet to @YGAMuk with the hashtags #MentalHealth #PhysicalHealth #Wellbeing

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 3: Legislation

This is a session that allows students to identify how parts of the current UK legislation is outdated when compared to the evolution of the digital world. Students will create a campaign to articulate their opinions on what changes should be made to the Gambling Act.

Note – this information was correct as of March 2021. However, the Gambling Act is currently under review.

Aims:

- Understand how gambling is regulated
- Understand the current recommendations

Outcomes:

- You understand gambling legislation and how organisations are regulated
- You will be able to understand recommendations to improve safety and offer your own viewpoint

Resources:

- NCS 2 Hour Slides PowerPoint
- Computer, presentation software and internet access
- Flipchart, pens and paper

Core Curriculum Themes: Engaging in politics, Social Action

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

NCS Programme Quality Framework: C2: Making a difference, C4: Experiencing a challenge, C5: Feeling part of something bigger

Activities:

Introduction: TRUE or FALSE?

Place a sign saying true on one side of the room and false on the other. Read out each statement and ask the young people to move to one side if they think the statement is true and the other if they think it is false. Reveal the correct response using the slide animations.

1. The first iPhone was released in the UK in 2007 **(TRUE)**
2. The Gambling Act was published in 2005 **(TRUE)**
3. 50,000 CYP are identified as being problem gamblers. **(FALSE – 55,000 – Gambling Commission)**
4. The majority of children first gambled with their parents. **(TRUE)**
5. 14% of University students said they have “seriously considered dropping out of university” **(FALSE – It is 56%)**

6. 1 in 4 University student gamblers are at risk of developing “a problem” (**TRUE – YGAM/Redbrick 2019**)
7. In 2020, The House of Lords put forward a recommendation to the Government that Gambling companies should not be allowed to advertise on the shirts of sports teams (**TRUE**)

Main: The Gambling Act (2005)

Explain to the group that the 2005 Gambling Act:

- Removed the membership requirements for casinos and bingo halls
- Allowed casinos, bookmakers and online betting sites to advertise their services on TV and radio in the UK for the first time
- Permitted UK-based companies to offer online gambling services

Explain, that the Government announced on 8th December 2020 that the Gambling Act will be reviewed. (<https://www.gov.uk/government/publications/review-of-the-gambling-act-2005-terms-of-reference-and-call-for-evidence/review-of-the-gambling-act-2005-terms-of-reference-and-call-for-evidence>)

Research:

Ask the group to explore the document “Young People and Gambling” Concentrate on the Headline Findings/information.

Ask the students to think about and make note of the current measures in place to protect children and young people.

Ask students to consider the following:

- Is there any more that could be done?
- What do they suggest?
- What were the new proposals?
- What measures are in place for Loot Boxes?

Debate:

Ask students to write down a response on whether they agree or disagree with the statement below:

“Mobile games that include simulated gambling do not require any legislation because they’re not real gambling; it’s only virtual money.”

Knowledge Consolidation

Students can work individually, in pairs or in larger groups to complete the three tasks below. You may wish for them to complete one task – depending on time.

TASK 1 – Design a fact sheet to inform parents about games young people might play and the potential links to gambling. What do they need to be aware of?

TASK 2 – Provide 10 top tips to staying safe when playing games on mobile phones.

TASK 3 – Discuss as a group the role Social Media plays in influencing young people and consider:

- Have you seen gambling advertised on Social Media?
- Have you seen people talking about gambling wins or promoting it?

Conclusion: Campaign

Ask students to work in pairs and ask them to choose one of the 3 recommendations put forward by the House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry, then create a campaign around why that recommendation should be passed through Government legislation.

- Rational being implementing recommendation
- Who will it benefit/protect/safeguard?
- How will it be implemented?
- Who can influence the change?

Allow the students to design and present this to the wider group.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk

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

OPTION 4: Blurred Lines

This session aims to support students' understanding of the convergence between gaming/gambling, that they can identify signs of a harmful relationship with gaming and how that could form a pathway into gambling harms.

Aims:

- Understand the blurred lines between gaming and gambling
- Recognise the signs of harm and understand what support is available

Outcomes:

- You understand the blurred lines between gaming and gambling and recognise how this occurs
- You recognise the signs of harm and how to get further support
- You can articulate your own thoughts and ideas

Resources:

- NCS 2 Hour Slides PowerPoint
- Resource 1: Word Association
- Resource 2: Story Board Template
- Computer, presentation software and internet access
- Flipchart, Pens and Paper

Core Curriculum Themes: Building a team

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

NCS Programme Quality Framework: C2: Making a difference, C3: Reflecting on experiences, C4: Experiencing a challenge

Activities:

Introduction: Word Association

Using **Resource 1: Word Association**, ask the students to think of a word associated with Gaming for each letter of the alphabet.

Give 5 minutes for them to complete and set a timer.

OPTION: Provide 2 points for a word that nobody else has come up with and 1 point for a word that another person has also chosen. The person with the most points is crowned the winner! You may wish to provide a prize.

Main: The Blurred Lines

Discussion:

Split the group into pairs/small groups, and ask them to discuss and feedback their thoughts about loot boxes (Slide 30)

- What are they?
- Why might young people be interested in them?

Ask them to agree a definition and share it between the group.

Reveal the definitions of loot boxes and microtransactions on slide from the sources

SOURCE: www.saferinternet.org.uk

SOURCE: statista.com

Discussion:

Ask the students:

Does gambling feature in any of the games you play?

Facilitate a discussion on the above question. Use the PowerPoint to provide the students with prompts.

Split the group into pairs and ask them to answer the question: Are microtransactions, such as loot boxes, a form of gambling? Students to provide reasons for their response. Facilitate a short debate if there are contrasting views.

Debate:

“Loot boxes are a form of gambling and should be restricted to those over the age of 18”.

Split the students into:

GROUP 1: Debate in favour of the statement

GROUP 2: Debate against the statement

Allow 10 minutes to discuss and formulate an argument and present back to the group.

Discussion:

Look at the comments from Young People on Slide 33 and ask the students to describe how each person might be feeling, what motivates them and is there any advice you might give them?

Discussion:

Are there any additional risks that children and young people should be aware of?

Story Board

Using **Resource 2: Story Board Template**, ask the students to create a timeline/story on how a young person's relationship with gaming may lead to gaming and potentially gambling harms later in life, ending with them seeking support.

Once they have finished, ask them to make a note of what the young person or a responsible adult/service could have done differently at each point in the story to avoid potential harm.

Ask the students to share their stories and safeguarding measures.

Conclusion: Exit Ticket

Ask students: What advice would you give to a young person who needs support.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

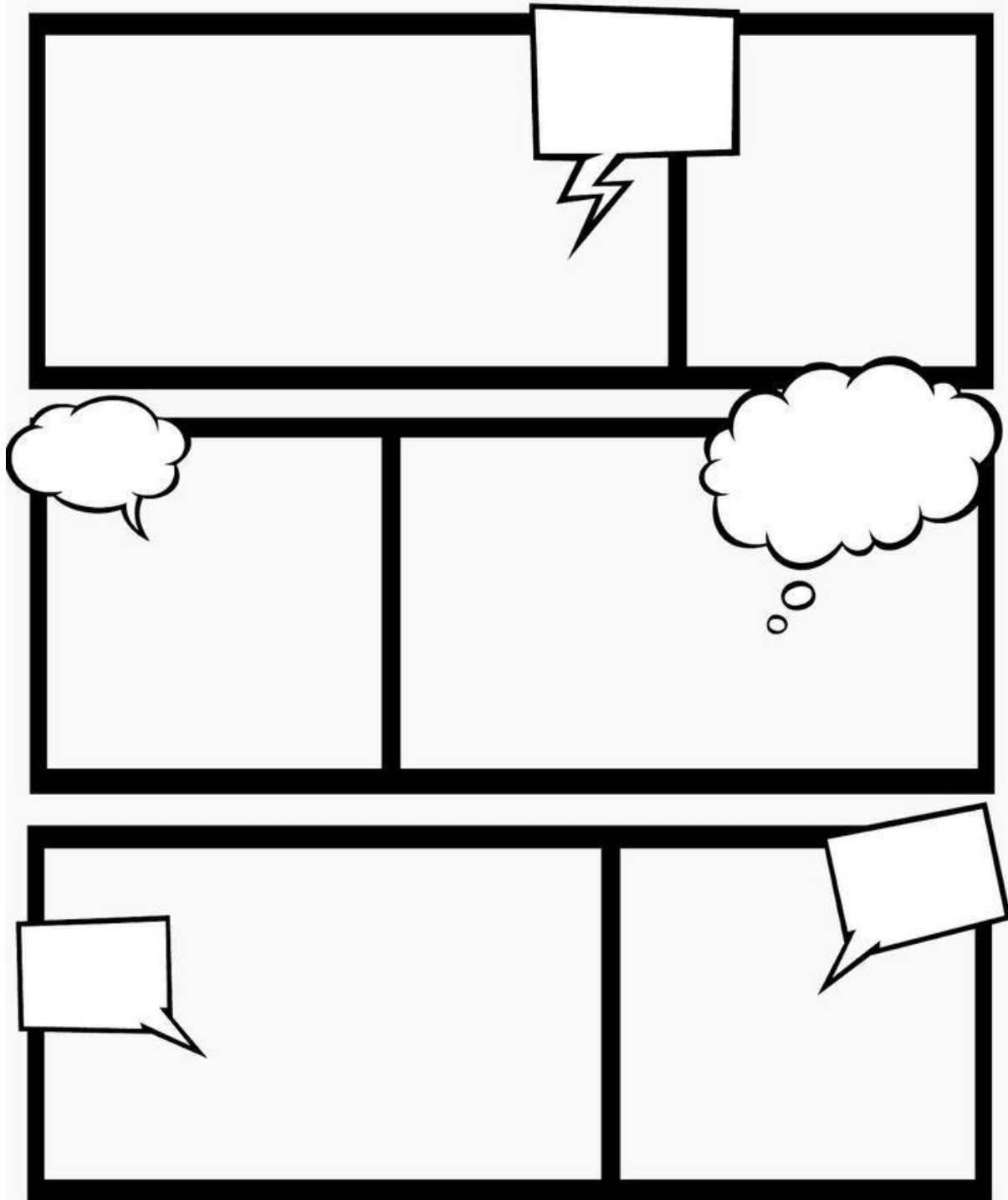
NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 4: Resource 1 – Gaming A-Z

LETTER	WORDS ASSOCIATED WITH GAMING
A	
B	
C	
D	
E	
F	
G	
H	
I	
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Y	
Z	

OPTION 4: Resource 2 – Story Board Template



OPTION 5: Gaming

This session will enable students to understand the positive and negative aspects of gaming. They will use their research skills to articulate how healthy gaming can be achieved whilst holding a balanced debate around what more can be done by those of authority.

Aims:

- Understand the positive and negative aspects of gaming
- Recognise the potential risks associated with gaming
- Recognise the signs of harm and understand what support is available

Outcomes:

- You will understand and be able to discuss the positive and negative aspects of gaming
- You will recognise the potential risks and you will be able to recognise the signs of harm and understand what support is available
- You can create an information campaign

Resources:

- NCS 2 Hour Slides PowerPoint
- Computer, presentation software and internet access
- Flipchart, pens and paper

Core Curriculum Themes: Understanding Communities, Enterprise and world of work, Social Action

Skills Builder Framework: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Teamwork

NCS Programme Quality Framework: C1: Connecting with new people, C4: Experiencing a challenge

Activities:

Introduction: The Good, The Bad & The Misunderstood

Place three different pieces of flipchart paper in different parts of the room and title them "The Good, The Bad & The Misunderstood"

Split the group in 3 teams and ask them to rotate round each of the sections of the room spending 5 minutes annotating on the title. Once complete, discuss common themes as a group.

Discussion:

- What are the risks of gaming?
- What can be done to remove/reduce the risks?

Main: Let's Educate

Split the students into THREE groups and ask them to create an educational resource for the category they are assigned to (Children/young people, Teachers/youth workers, Parents/Carers).

Ask them to consider:

- What messages do you need to convey?
- What support/advice should you provide?
- They might want to choose from the ideas on Slide 42.

Research the Sector.

Ask the group to explore the gaming sector further. What opportunities are available to people? Why do young people aspire to work in this industry?

The students should:

- Research employment opportunities within Esports
- Research the potential harm
- Create an information sheet for a young person who wants to pursue a career in Esports
- What can they do to look after their wellbeing and what can the industry do to support them?
- Present back to the group

Conclusion: Exit Ticket

On a Post-It note, ask students to write down the best piece of advice they might give to a young person looking to become a professional Esports athlete.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.

OPTION 6: Safeguarding

This session will enable students to gain awareness of the importance of safeguarding and who plays a role in safeguarding children and young people.

Aims:

- Understand the importance of safeguarding and how it affects you
- Understand the term Duty of Care
- Recognise the potential risks of gaming and how people can be safeguarded

Outcomes:

- You will understand what is meant by safeguarding and duty of care
- You will understand how safeguarding affects you
- You will recognise the potential risks of gaming and be able to identify how people can be safeguarded

Resources:

- NCS 2 Hour Slides PowerPoint
- Computer, presentation software and internet access
- Flipchart, pens and paper

Core Curriculum Themes: Building a team, Engaging in politics

Skills Builder Framework: Listening, Speaking, Creativity, Staying Positive, Aiming High, Teamwork

NCS Programme Quality Framework: C2: Making a difference, C4: Experiencing a challenge

Activities:

Introduction: Have You Ever?

Ask group to stand up if they have ever:

- Played pitch and toss / penny up / coin game at school
- Seen a gambling advert
- Bought or been given a scratch card
- Lied to people about money spent on gaming/gambling
- Played on a penny slot machine
- Picked a horse for someone when betting on the horse racing
- Played bingo
- Supported someone experiencing bullying
- Lied about your age
- Stayed out later than you should have
- Picked an outcome for someone betting on Esports
- Played an online free game that has gambling-style features

Main: Identifying Risk & Safeguards

Activity:

Split the group into pairs, ask them to create a mind map identifying the risks children and young people may face when gaming?

When complete, reveal some of the possible answers on Slide 50. Encourage conversation. Are there any additional answers the group were able to identify? How can risk be minimised?

Activity:

Students to create a list of who is responsible for safeguarding young people. You could record their ideas or ask them to record their ideas and then share.

Split the students into FOUR separate groups. Assign each group with one of the four roles below and ask them to put a plan together to safeguard young people against potential harms related to gaming:

- Parents/Carers/Family
- Government
- Gaming Companies
- Teachers/Youth Workers/Community

Ask them to consider the methods each of these groups can use to ensure young people are protected.

Each group can then present their ideas.

PEGI

Ask students to research and explore the PEGI website and specifically the PEGI labels/content descriptors: <https://pegi.info/what-do-the-labels-mean>

Create a speech/statement on why PEGI ratings are important in the safeguarding of young people when they game. Ask them to think about some of the games they play and why they have certain PEGI ratings assigned. Alternatively, you may wish to facilitate a group discussion.

Safeguarding:

Ask the students to create a short video or story board to educate people about the potential risks and how risk can be minimised and where further support is available.

Conclusion: Agree/Disagree

Ask students to consider the statement, 'if you balance your time gaming, it is a risk-free activity' and articulate why they agree or disagree.

Signposting for Support

Ensure the group are aware of signposting options and that they can speak to a member of staff/DSL.

NHS Gambling Clinics in London, Leeds, Sunderland and Manchester. You can self-refer to the clinic or be referred by your GP. Also, the National Gaming Clinic in London which offers Skype therapy sessions for gamers.

GamCare Young People's support service: YoungPeopleService@gamcare.org.uk
T: 02030926964. You can self-refer or be referred by a member of staff.