



## Follow-up Sessions

### **NOTE FOR PROFESSIONALS:**

This document is home to all online Follow-up sessions (English versions). Online sessions are usually delivered in 2 parts. You can find the first session on the resources page (YGAM Session Part1). In this document you will find Primary, Secondary and Youth Work slides.

# Young Gamers & Gamblers Education Trust



Providing the tools and information to build resilience, inform, educate and safeguard young people about the potential harm of gaming and gambling.

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# Primary Follow-up Session





# Introductions



Name, role and organisation



Have you delivered any lessons on the topic of gaming/gambling before?



What are you hoping to gain from today?

# Housekeeping





## Today's Aims

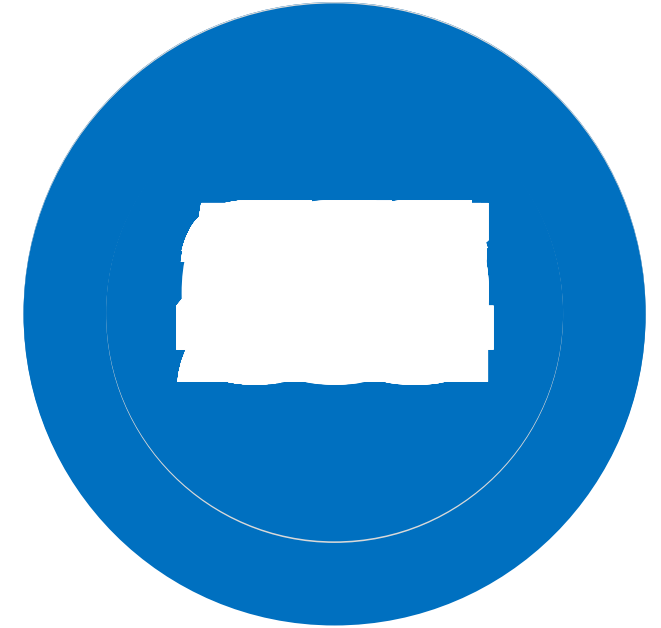
The aims of today are to:

- ✓ To increase your knowledge of gaming and gambling related harm amongst children and young people.
- ✓ To provide you with the tools and information to inform, educate and safeguard children and young people.
- ✓ Give you access to our online resources which are suitable for your organisation and cohort of young people.



## 60-Second Type

- Why do young people gamble?
- Why do young people game?





## Why might Young People Gamble?

Because it's fun!

**55%**

Because I like to take risks

**13%**

It's cool!

**11%**

My parents/guardian do it

**10%**

Peer Pressure

**6%**

Gambling Commission 2019





## Why might Young People Game?

For entertainment

74%

Passes the time

60%

Reduces stress

48%

I enjoy the challenge

45%

Because my friends do

21%

Red Brick and YGAM 2019

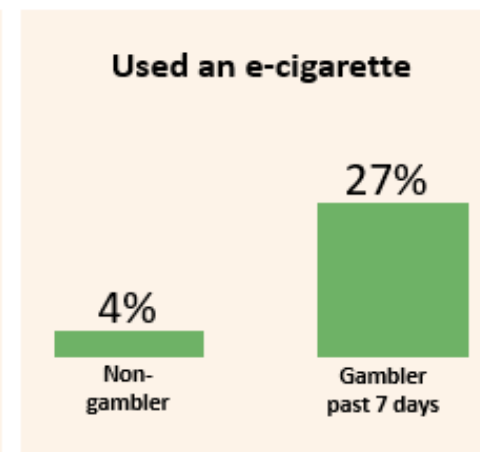
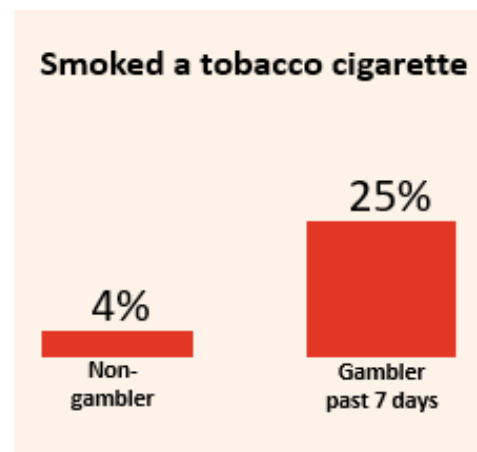
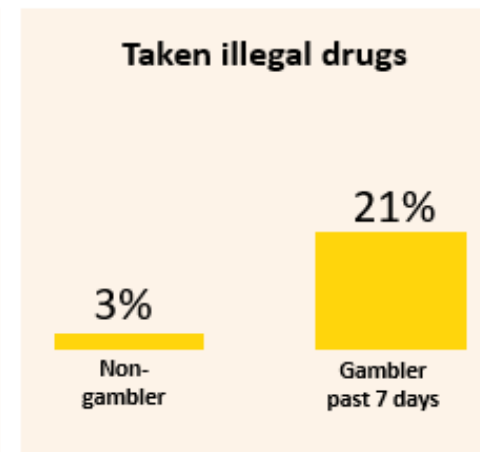
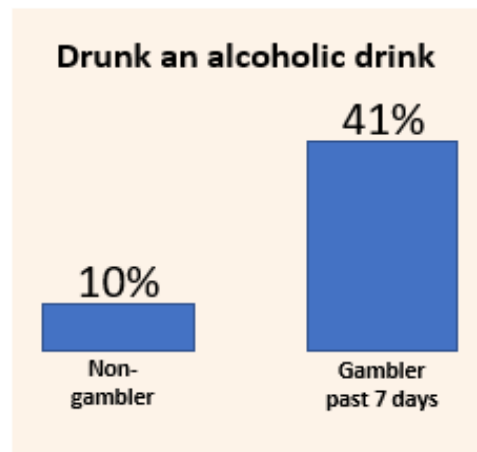
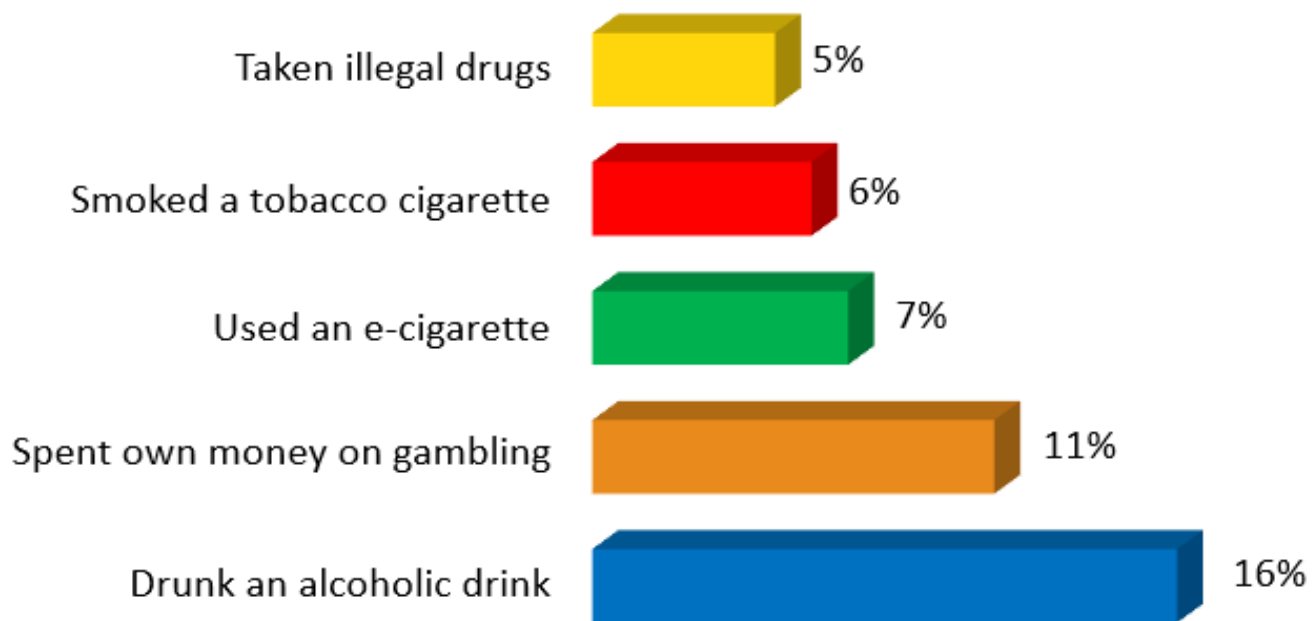
# Any Questions, Observations or Reflections?





# Recap

## Activities Participated in Past 7 Days



Gambling Commission - Young people and gambling | October 2019



# Recap



# Any Questions, Observations or Reflections?





## Recap

Gambling Commission 2019: Young people and Gambling report

52% of children  
knew what a  
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Our research suggests that either loot boxes cause problem gambling, or they exploit problem gambling amongst gamers to generate massive profits. (Dr Zendle)



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**“The Government must act immediately to bring loot boxes within the remit of gambling legislation and regulation”**

The House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry 2<sup>nd</sup> July 2020

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**YGAM**

resources



## Home to over 450 resources 70 specific Primary School resources



Long term,  
thematic  
spiral map



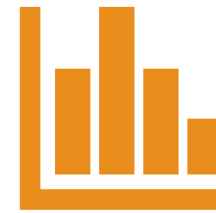
4 complete  
Schemes of  
Work



Mapped to the  
PSHE PoS and  
RSE



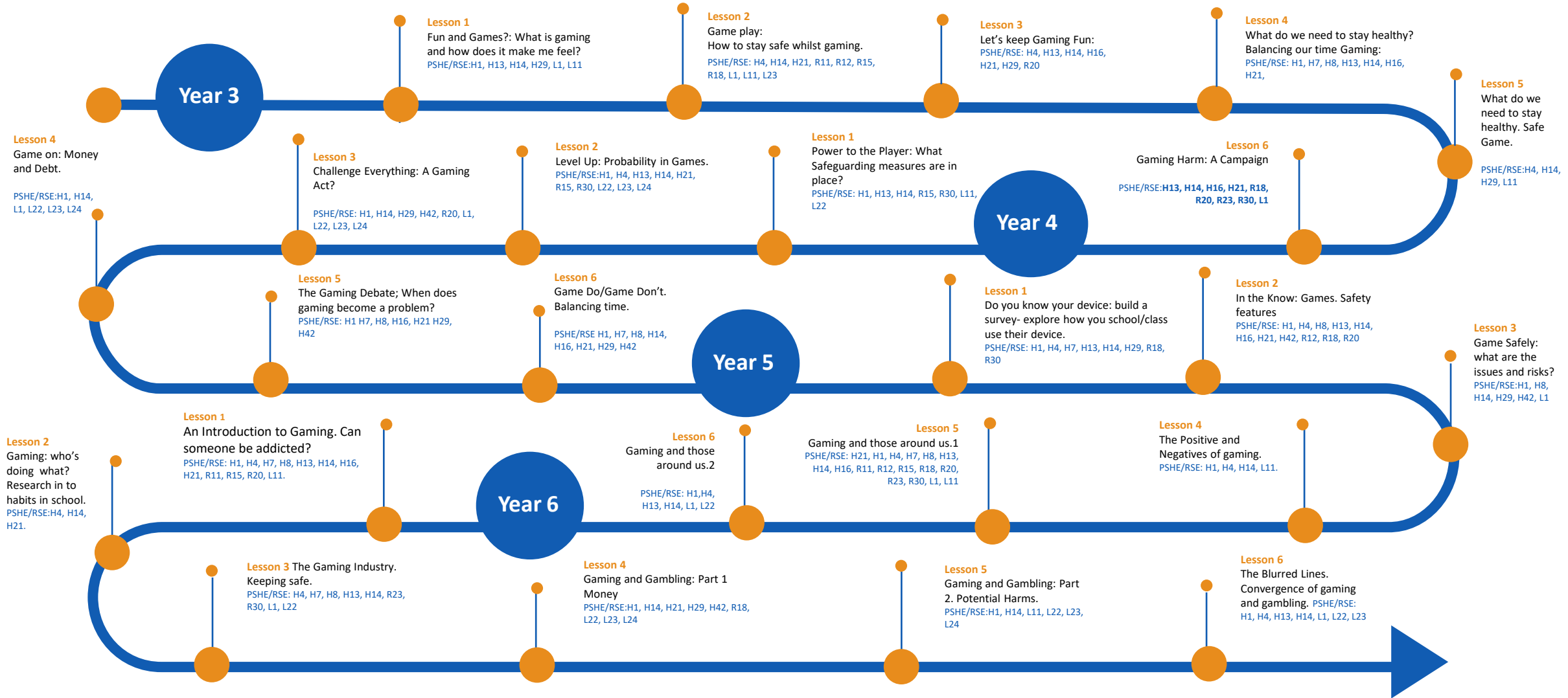
Interactive  
(editable)  
PowerPoint  
presentations



Data sheets  
and resources



Print and go



# PSHE KS2 Programme of Study Links



	Year 6						Year 5						Year 4						Year 3					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>CORE THEME 1: HEALTH AND WELLBEING</b>																								
<b>Healthy Lifestyles</b>																								
H1 How to make informed choices about lifestyle																								
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle																								
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle																								
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn																								
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online																								
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health																								
<b>Mental Health</b>																								
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing																								
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others																								
<b>Keeping Safe</b>																								
H29. to recognise risk in simple everyday situations and what action to take to minimise harm																								
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact																								
<b>CORE THEME 2: RELATIONSHIPS</b>																								
<b>Friendships</b>																								
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships																								
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face																								
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others																								
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary																								
<b>Managing hurtful behaviours and bullying</b>																								
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support																								
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns																								
<b>Respecting Self and Others</b>																								
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online																								
<b>CORE THEME 3: LIVING IN THE WIDER WORLD</b>																								
<b>Shared responsibilities</b>																								
L11 recognise ways in which the internet and social media can be used both positively and negatively																								
<b>Media literacy &amp; digital resilience</b>																								
L11 recognise ways in which the internet and social media can be used both positively and negatively																								
<b>Economic wellbeing: Money</b>																								
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe																								
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations																								
L24. to identify the ways that money can impact on people's feelings and emotions																								

# RSE Links



	Year 6						Year 5						Year 4						Year 3					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>Healthy Lifestyles</b>																								
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.																								
<b>Respectful Relationships</b>																								
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.																								
<b>Being Safe</b>																								
how to recognise and report feelings of being unsafe or feeling bad																								
where to get advice e.g. family, school and/or other sources.																								
<b>Mental Wellbeing</b>																								
that mental wellbeing is a normal part of daily life, in the same way as physical health.																								
how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.																								
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.																								
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.																								
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.																								
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).																								
<b>Internet Safety and Harms</b>																								
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing																								
why social media, some computer games and online gaming, for example, are age restricted.																								
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.																								
where and how to report concerns and get support with issues online.																								
<b>Physical health and fitness</b>																								
the characteristics and mental and physical benefits of an active lifestyle.																								
the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.																								
the risks associated with an inactive lifestyle																								
how and when to seek support including which adults to speak to in school if they are worried about their health.																								

# Any Questions, Observations or Reflections?





# Examples

## Y4L2: LEVEL UP

This lesson relates to challenge 2.8 from the 'In the Know' booklet: Investigate a game that is popular within your class. Explore the probability of buying a particular item/player. How likely are you to get the 'dream item'? Create an information sheet to inform players on the probability of them gaining the coveted item.

### Learning Objectives:

- To understand how you and your classmates feel about in game purchases
- To be able to research and present information about specific games and the probability of obtaining items within play

### Learning Outcomes:

- I understand the options to buy/win items in games
- I understand probability in relation to particular games
- I can create an information sheet to inform and educate others
- I can make informed decisions about my own gaming

### Resources:

- Y4L2 PowerPoint - Level Up
- Y4L2 Resource: data sheet
- Pen and paper
- Computer suite
- Information sheets (if you do not have computer access)

### Cross Curricular Links: SMSC, Literacy and Numeracy

RSE and PSHE Programme of Study Links: H1, H4, H13, H14, H21, R15, R30, L22, L23, L24  
See PSHE/RSE Document for further information

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.


**NOTE:** This lesson can be completed as a standalone lesson or as part of the Y4 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for PSHE provision you may need to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.


Starter	Main	Plenary
<p><b>Activity: Time to talk - What games do you play?</b></p> <p>Ask students to list the games that they play. Do they pay to play online/ in forums etc? How do they progress in game play? Do they buy items to assist? Does the desire to level up make them want to buy items within games?</p> <p>What emotions do they experience when they game? 1-minute scribble.</p>	<p><b>Research activity: Investigate a popular game within your class.</b></p> <p>NB** you will need access to computing suite/tablets/laptops or teacher could print out data sheets for the top five/ten most popular games.</p> <p>Ask students to investigate a game of their choice. Explore the probability of buying an item/player. How likely are they to get the 'dream item'? Ask students to create an information sheet to inform players on the probability of them gaining the coveted item.</p>	<p><b>Activity: Think, Pair, Share</b></p> <p>Exploring the probability of gaining a certain item- are the students more or less likely to spend their money on these?</p> <p>Teacher to summarise homework activity.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>BigDeal and Childline sign posting options.</b></p>





# Examples


## DATA SHEET Y4L2: PROBABILITY IN GAMES


<b>Fifa 20</b>	<b>Desired item/player:</b> 87+ cards, Ronaldo, Messi, Ones to Watch players
	<b>Key info:</b> Bronze, Silver and Gold Packs are always available for purchase, but seasonal promotions release the rarer packs which give better chances at high-rated players.
(Info from Goal.com)	<b>Probability:</b> 2.4% chance of getting 90+ player in Gold Pack 6.5% chance of getting 87+ player in Rare Player Pack 7.9% chance of getting 82+ player in Gold Pack 3.4% chance of getting 74+ player in Silver Pack 12% chance of getting 64+ player in Bronze Pack 1 out of 150'000 chance of ever getting Ronaldo 1 out of 60'000 chance of ever getting Messi Less than 1% chance of getting 'Ones to Watch' Players

<b>Overwatch</b>	<b>Desired item/player:</b> Epic and Legendary items from dropped Loot Boxes
	<b>Key info:</b> Loot boxes drop a variety of items that include Common, Rare, Epic, and Legendary items. Players have to buy bulk packs, meaning that they end up with lots of items they already own, as well as perhaps a rarer item.
(Info from Mashable.com)	<b>Probability:</b> 18.2% chance of getting an Epic item dropped in a loot box. 7.4% chance of getting a Legendary item dropped in a loot box.

<b>Roblox</b>	<b>Desired item/player:</b> Rare hats, heads, eggs, ties
	<b>Key info:</b> Roblox is a platform that allows players to create their own games or play in other people's games. The game is free but you need to buy online currency or memberships to access items.
(Info from Goal.com)	<b>Probability:</b> The probability of getting rare items changes depending on the game/platform you play. It could be 20%, it could be 1%. There is no set probability, meaning that you often don't know whether it is likely or not.

<b>Fortnite</b>	<b>Desired item/player:</b> Skins, weapons
	<b>Key info:</b> Fortnite is a platform that allows players to play against other people in a battle for last one standing, but also allows smaller group play and allows an option to build and create worlds. The player can purchase items such as skins for real or virtual currency. Skins are rare in the game as they are only available for a limited amount of time and the rarity of the skin symbolises the experience and commitment of the player.
(Info from GameGuideHQ.com and InfoFortnite.com)	<b>Probability:</b> Weapons and other items: <ul style="list-style-type: none"> <li>• Chance of getting Legendary guided missile is 0.038%.</li> <li>• Chance of getting Epic <u>mini-gun</u> is 1.35%.</li> <li>• Chance of getting Blue burst rifle is 1.83%.</li> <li>• Chance of getting Mythical golden fish is 0.0001%.</li> </ul>

<b>Animal Crossing: Pocket Camp</b>	<b>Desired item/player:</b> Characters, rare animals such as bugs
	<b>Key info:</b> The game has a virtual currency called Leaf Tickets which can be earned through game play or purchased with real currency. This can be spent to unlock characters like Tom Nook and KK Slider. The game now has loot boxes in the form of fortune cookies, which unlock premium items.
(Info from Gamerant.com and animalcrossing-fandom.com)	<b>Probability:</b> <ul style="list-style-type: none"> <li>• Over 10% of the loot boxes contain common items and so are 'duds'.</li> <li>• Some loot boxes contain sayings or simply disappear.</li> <li>• Very few have special items in them.</li> <li>• Some rare items cost up to 5000 bells, as opposed to the more common price of 50 bells.</li> </ul>

<b>Apex Legends</b>	<b>Desired item/player:</b> Characters, skins, Heirloom set
	<b>Key info:</b> Legend Tokens, Craft Metals and Apex coins are used to purchase items such as packs, weapons, characters and skins.
(Info from pcgamer.com and appuals.com)	<b>Probability:</b> <ul style="list-style-type: none"> <li>• The chance of getting a rare heirloom set is &lt;1%.</li> <li>• The chance of getting the Wingman weapons is &lt;3%.</li> <li>• The chance of getting the Longbow weapon is &lt;1%.</li> </ul>

Click to add text  
Click to add text





# LEVEL UP

YEAR 4 / LESSON 2



# CHALLENGE

Investigate a game that is popular within your class. Explore the probability of buying a particular item/player. How likely are you to get the 'dream item'? Create an information sheet to inform players on the probability of them gaining the coveted item.

# LEARNING OBJECTIVES

- To understand how you and your classmates feel about in-game purchases.
- To be able to research and present information about specific games and the probability of obtaining items within play.



# LEARNING OUTCOMES

- I understand the options to buy/win items in games
- I understand probability in relation to particular games
- I can create an information sheet to inform and educate others
- I can make informed decisions about my own gaming




## ACTIVITY: TIME TO TALK – WHAT GAMES DO YOU PLAY?

- List the games you play and let's discuss...



1 minute scribble...



*What emotions do you experience when you game?*

## ACTIVITY: INVESTIGATE A POPULAR GAME WITHIN YOUR CLASS

Investigate a game of your choice. Research the following things:

- Explore the probability of buying an item/player.
- How likely are you to get the 'dream item'?

Create an information sheet to inform players on the probability of them gaining the coveted item.



## ACTIVITY: THINK, PAIR, SHARE

- Let's think about the probability of gaining a certain item - are you more or less likely to spend your money on these?



Cosmetic in-game items that cost real world money to purchase



New armour that you can only get by buying loot boxes

## If you need help...

- If you are worried about any of the content today you can talk to a teacher or member of staff. For additional support relating to your own or someone else's relationship with gambling/gaming you can contact Childline or BigDeal.



**childline**

ONLINE, ON THE PHONE, ANYTIME

[childline.org.uk](https://www.childline.org.uk) | 0800 1111



Now time to look at the online YGAM resources



**YGAM**

**resources**



# Delivery

How might you deliver the resources?

PSHE Provision

Tutorial time

Cross-curricular opportunities

Drop down days/topic days

Campaign

1:1 s

# Any Questions, Observations or Reflections?





## What happens next?

- ✓ You will receive an email to provide you with log in details for our resources page
- ✓ You will receive a survey to find out how you enjoyed the session and what we can do to improve
- ✓ You will receive an electronic City and Guilds Certificate
- ✓ You will receive an email from your local Education Manager who will check-in to see if you require any support
- ✓ When you use our resources please do send us examples of the work and let us know how your students respond



## Opt In?



To receive support from your local education manager



To receive updates on our training and resources



To receive a follow up survey to check how you're getting on with the resources and if you need any further support.

# Final Questions?



How might you: inform, educate  
and safeguard young people?

Thank you  
Any Questions?

Follow us on our social media channels



[www.ygam.org](http://www.ygam.org) | [hello@ygam.org](mailto:hello@ygam.org) | 0203 837 4963



@YGAMuk



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/YGAM

# Young Gamers & Gamblers Education Trust



Providing the tools and information to build resilience, inform, educate and safeguard young people about the potential harm of gaming and gambling.

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# Secondary Follow-up Session





# Introductions



Name, role and organisation



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# Housekeeping





# Today's Aims

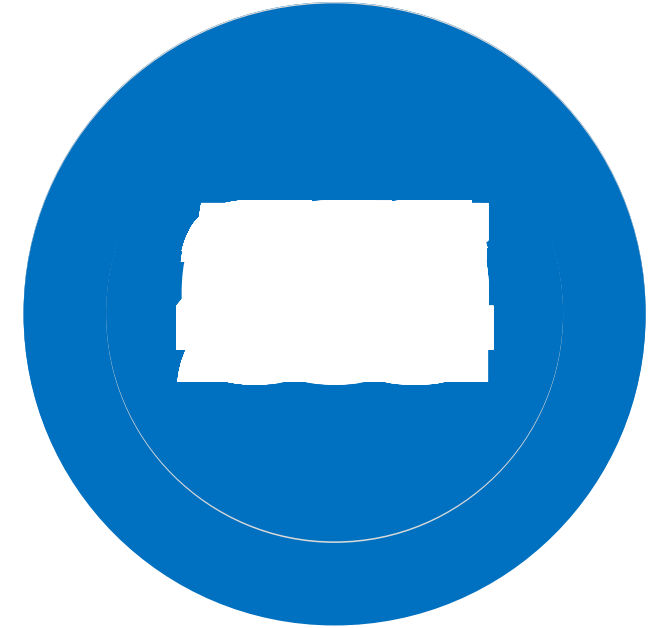
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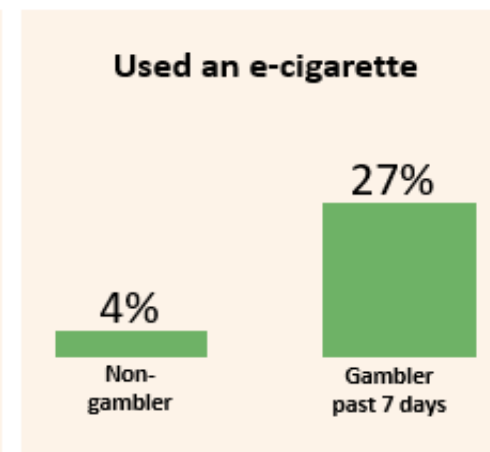
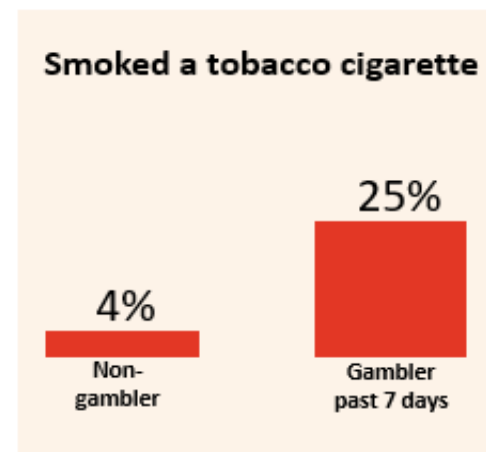
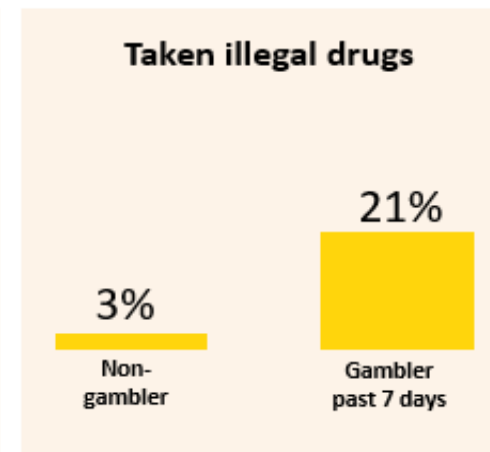
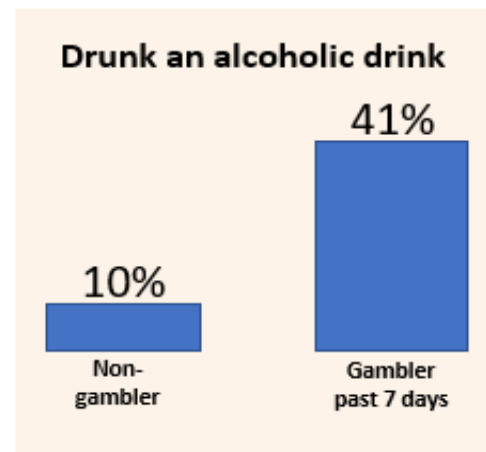
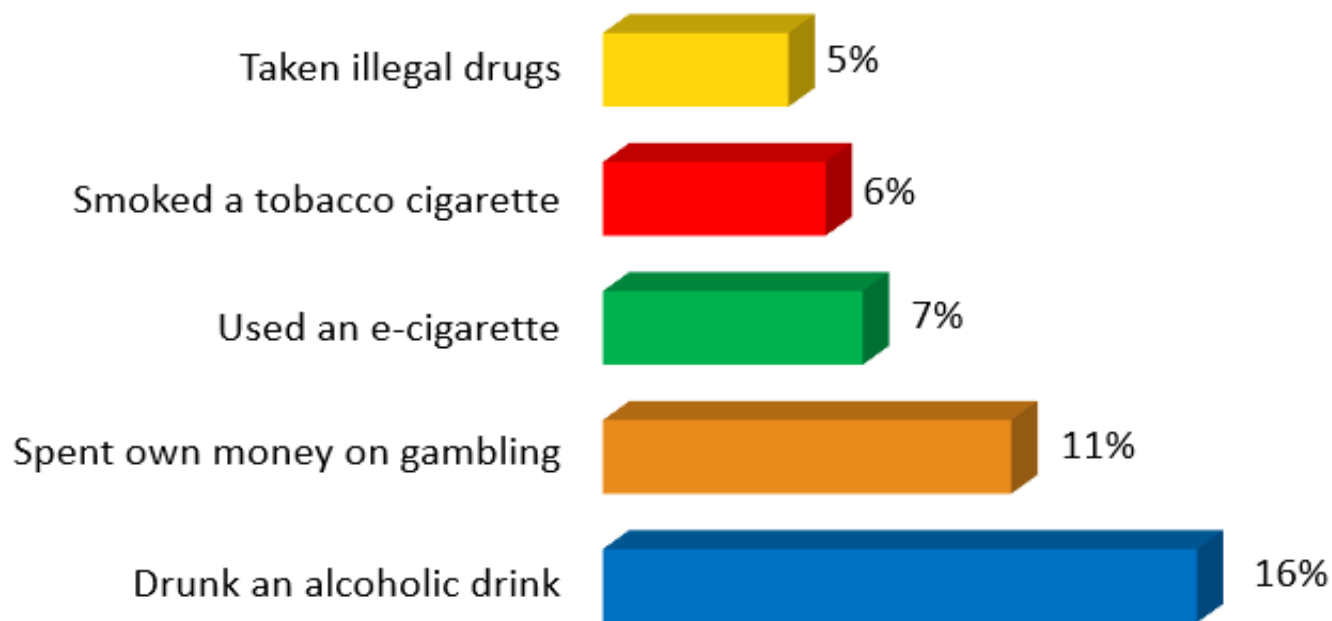






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**YGAM**  
resources



# YGAM Resources

**Home to over 450 resources**  
**Over 100 specific Secondary School resources**



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Schemes  
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Mapped to  
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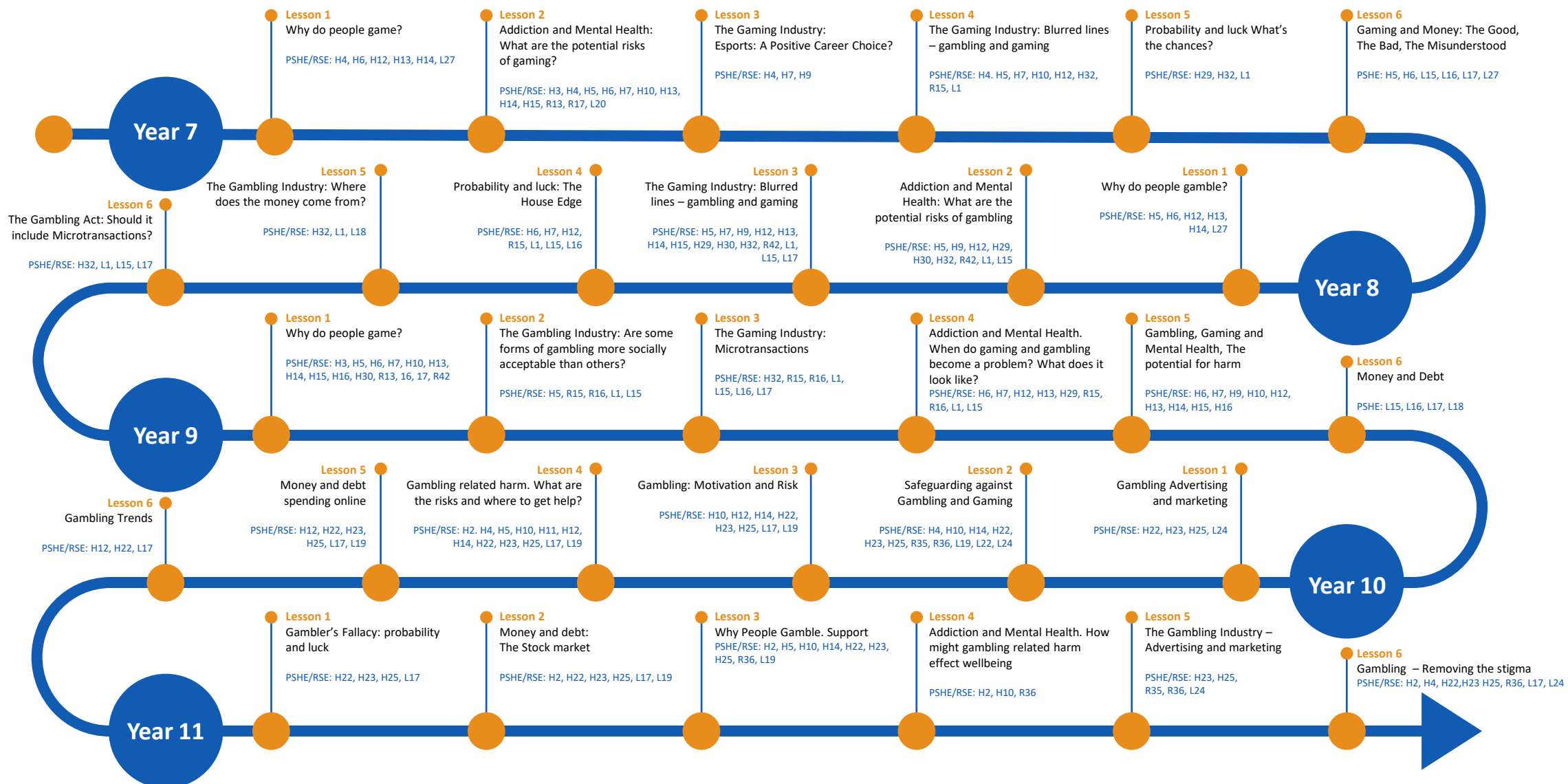


Data sheets  
and resources



Print and go





# PSHE KS3 Programme of Study Links 1 OF 2



	Year 7						Year 8						Year 9					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>CORE THEME 1: HEALTH AND WELLBEING</b>																		
<b>Self Concept</b>																		
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health																		
H4. simple strategies to help build resilience to negative opinions, judgements and comments																		
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing																		
<b>Mental Health and emotional well being</b>																		
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary																		
H7. the characteristics of mental and emotional health and strategies for managing these																		
H9. strategies to understand and build resilience																		
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support																		
H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need																		
<b>Healthy Lifestyles</b>																		
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities																		
H14. the benefits of physical activity and exercise for physical and mental health and wellbeing																		
H15. the importance of sleep and strategies to maintain good quality sleep																		
H16. to recognise and manage what influences their choices about physical activity																		
<b>Drugs and Alcohol and tobacco</b>																		
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions																		
<b>Managing risk and personal safety</b>																		
H30. how to identify risk and manage personal safety in increasingly independent situations, including online																		
H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling																		

# PSHE KS3 Programme of Study Links 2 OF 2



	Year 7						Year 8						Year 9					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>CORE THEME 2: Relationships</b>																		
<b>Forming and maintaining respectful relationships</b>																		
R13. how to safely and responsibly form, maintain and manage positive relationships, including online																		
R15. to further develop and rehearse the skills of team working																		
R16. to further develop the skills of active listening, clear communication, negotiation and compromise																		
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help																		
<b>Social Influences</b>																		
R42. to recognise peer influence and to develop strategies for managing it, including online																		
<b>CORE THEME 3: Living in the wider world</b>																		
<b>Living in the Wilder World: Skills</b>																		
L1. study, organisational, research and presentation skills																		
<b>Financial choices</b>																		
L15. to assess and manage risk in relation to financial decisions that young people might make																		
L16. about values and attitudes relating to finance, including debt																		
L17. to manage emotions in relation to money																		
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions																		
L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity																		
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them																		
L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms																		

# KS3 RSE Links



	Year 7						Year 8						Year 9					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>Respectful relationships, including friendships</b>																		
the characteristics of positive and healthy friendships (in all contexts, including online)																		
<b>Online and media</b>																		
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.																		
<b>Mental wellbeing</b>																		
how to talk about their emotions accurately and sensitively, using appropriate vocabulary.																		
that happiness is linked to being connected to others.																		
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.																		
<b>Internet safety and harms</b>																		
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.																		
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.																		
<b>Physical health and fitness</b>																		
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress																		

# PSHE KS4 Programme of Study Links



	Year 10						Year 11					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>CORE THEME 1: HEALTH AND WELLBEING</b>												
<b>Learning opportunities in Health and Wellbeing</b>												
H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this												
H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing												
<b>Mental health and emotional wellbeing</b>												
H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health												
H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help												
<b>Health-related decisions</b>												
H11. to make informed lifestyle choices regarding sleep, diet and exercise												
H12. the benefits of having a balanced approach to spending time online												
H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help												
<b>Managing risk and personal safety</b>												
H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online												
H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences												
H25. to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others												
<b>CORE THEME 2: RELATIONSHIPS</b>												
<b>Social influences</b>												
R35. evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs												
R36. skills to support younger peers when in positions of influence												
<b>CORE THEME 3: LIVING IN THE WIDER WORLD</b>												
<b>Financial choices</b>												
L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks												
L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer right												
<b>Media literacy and digital resilience</b>												
L22. That there are positive and safe ways to create and share content online and the opportunities this offers												
L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events												

# KS4 RSE Links



	Year 10						Year 11					
	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6
<b>Respectful relationships, including friendships</b>												
the characteristics of positive and healthy friendships (in all contexts, including online)												
<b>Online and media</b>												
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.												
<b>Mental wellbeing</b>												
how to talk about their emotions accurately and sensitively, using appropriate vocabulary.												
that happiness is linked to being connected to others.												
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.												
<b>Internet safety and harms</b>												
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.												
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.												
<b>Physical health and fitness</b>												
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress												

# Any Questions, Observations or Reflections?





# Examples

## Y10L1: Gambling: Advertising and Marketing

**Challenge:** This lesson relates to challenge 3.3 from the 'In the Know' booklet: The Gambling Industry: How does gambling advertising work? Investigate several leading brands and find out about the process involved. How have things changed over time? Share your findings using photographs and/or diagrams

### Learning Objectives:

- To understand how advertising works.
- To identify and understand the processes used by different brands and companies.
- To analyse and evaluate the changes in advertising over time.

### Learning Outcomes:

- I understand what advertising is;
- I can identify different advertising strategies used by different brands;
- I can explain how brands use advertising;
- I can describe the changes in advertising over time;
- I can present my findings using visual aids.

### Resources:

- Y10 L1 PowerPoint
- Y10 L1 Resource Sheet
- Pen and paper
- Optional: computer suite

**Cross Curricular Links** Mathematics, English, Business Studies

**RSE and PSHE Programme of Study Links:** H22, H23, H25, L24

See RSE and PSHE Programme of Study KS4 Document for further reference.

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for PSHE provision you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

## Y10L1: Gambling: Advertising and Marketing

Starter	Main	Plenary
<p><b>Activity: Give me five</b> [Teacher draws a hand on the board]</p> <p><b>Activity: Give me five</b> [Teacher draws a hand on the board] Students give five different ways that a gambling or gaming brand might use advertising.</p> <p>Teacher to collect answers from around the room and write them on the board.</p> <p>Ideas include TV, Radio, Social Media, Sports, Newspapers, Shop windows, lottery cards, Seaside slots, card packs etc.</p>	<p><b>Activity: Let's investigate</b></p> <p>Students are given a series of images (Y10 LP1 Resource) and should investigate different firms, such as Paddy Power, Bet 365 etc. Students research how they use advertising and whether it has changed over time. Students to create a visual display of their findings such as a timeline or a mind-map, with annotations.</p> <p><b>Reflect:</b> Consider how they are impacted by advertising and if they feel that young people are safeguarded.</p>	<p><b>Activity: Debate</b></p> <p>Students are asked to discuss which is the most/least effective form of advertising. This could be done via vote or via displaying a few options and asking students to stand near the option they think is most/least effective. Students should give their reasoning. You may wish to tease out viewpoints on the protections available for young people.</p> <p><b>Homework: Tally</b> Students create a tally chart of how many times they see gambling being advertised throughout the week. They could split the chart into different types of gambling such as online, sports events, billboards etc.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>BigDeal and Childline sign posting options.</b></p>

## Y10L1: RESOURCES

**DISCLAIMER AND NOTE FOR TEACHER:** this is an optional resource and just some examples from many that you could utilise. You may wish to bring in samples yourself- which may be more current or utilise the ICT suite so support with this. Alternatively, you could ask students to bring in samples of things they've seen.

### PADDY POWER



### WILLIAM HILL



### BET 365



### SKY BET









# CHALLENGE

How does gambling advertising work? Investigate the type of advertising and the processes involved. How have things changed over time? Share your findings using photographs and/or diagrams

# LEARNING OBJECTIVES

- To understand why companies use advertising
- To understand the different types of advertising
- To be able to reflect on how you feel about advertising
- To analyse and evaluate the changes in advertising over time

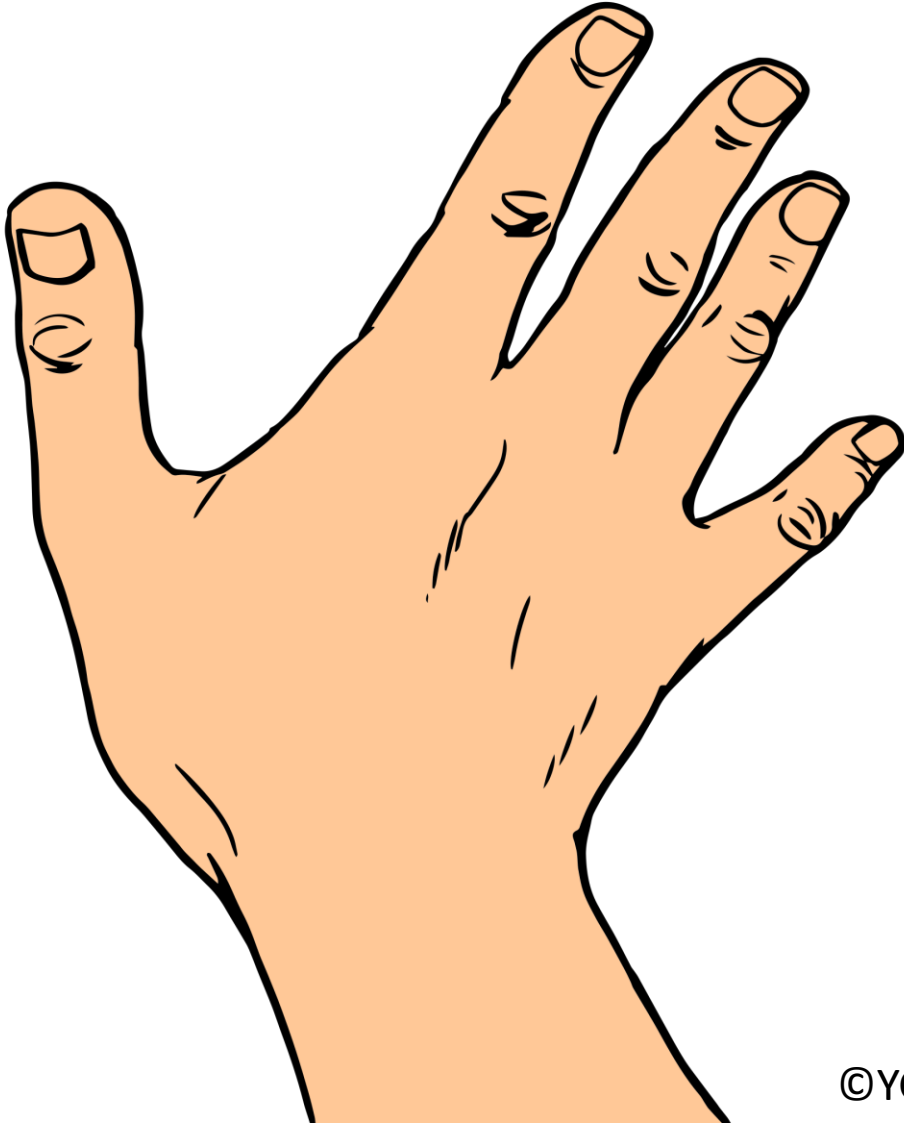


# LEARNING OUTCOMES

- I understand what advertising is and why companies use it
- I can identify different types of advertising
- I can explain how I feel about advertising and discuss how it impacts me
- I can describe the changes in advertising over time
- I can present my findings using visual aids



## ACTIVITY: GIVE ME FIVE



- List five different ways that a gambling or gaming brand might use advertising
- What do you think of the methods used?
- Are young people protected?
- How does advertising make you feel?
- Feedback your ideas to the rest of the class

## ACTIVITY: LET'S INVESTIGATE

- Let's find out how gambling and gaming brands use advertising, and how this has changed over time?
- Create a mind map or timeline to display your findings



## ACTIVITY: DEBATE

- Which is the most/least effective form of advertising, and why?



## ACTIVITY: REFLECT

**Consider the following comments:**

How does advertising make you feel?

How does it impact you?

Are there any safeguarding measures in place?

Are young people protected?





## ACTIVITY: SUGGESTION

**A recent study published by Ipsos MORI on behalf of GambleAware made the following suggestions regarding advertising:**

- Use technology to minimise risk to young and vulnerable people
- Make reference to risk and safer gambling within advertising
- Reduce volume of gambling advertising
- Consider whether ‘particular appeal’ remains a useful definition for protecting children and young people from the potentially harmful impacts of gambling advertising
- Maintain careful oversight over unlicensed operators online, particularly in relation to eSports. Consider the potential role and value of education initiatives

**What do you think? Do you have anything else that could be added to the list?**

Source: <https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-03/gambling-marketing-advertising-effect-young-people-final-report.pdf>



## HOMEWORK ACTIVITY: TALLY



- Create a tally chart so you can record how many times you see gambling being advertised throughout the week. Think about the different types of gambling you may see and where. How do these adverts make you feel? What impact do you think they have on young people?

## If you need help...

- If you are worried about any of the content today you can talk to a teacher or member of staff. For additional support relating to your own or someone else's relationship with gambling/gaming you can contact BigDeal or Childline.



**childline**

ONLINE, ON THE PHONE, ANYTIME

[childline.org.uk](https://www.childline.org.uk) | 0800 1111

Now time to look at the YGAM online resources



**YGAM**

resources

# Any Questions, Observations or Reflections?





# Delivery

How might you deliver the resources?

PSHE Provision

Tutorial time

Cross-curricular opportunities

Drop down days/topic days

Campaign

1:1 s



## What happens next?

- ✓ You will receive an email to provide you with log in details for our resources page
- ✓ You will receive a survey to find out how you enjoyed the session and what we can do to improve
- ✓ You will receive an electronic City and Guilds Certificate and digital credential
- ✓ You will receive an email from your local Education Manager who will check-in to see if you require any support
- ✓ When you use our resources please do send us examples of the work and let us know how your students respond



## Opt In?



To receive support from your local education manager



To receive updates on our training and resources



To receive a follow up survey to check how you're getting on with the resources and if you need any further support.



# Final Questions?



How might you: inform, educate  
and safeguard young people?

# Thank you

## Follow us on our social media and leave us a review?



[www.ygam.org](http://www.ygam.org) | [hello@ygam.org](mailto:hello@ygam.org) | 0203 837 4963



@YGAMuk



@YGAMuk



/YGAM



# Youth Work Follow-up Session





# Introductions

- ✓ Name, role and organisation.
- ✓ Have you delivered any sessions on the topic of gaming/gambling before?
- ✓ What are you hoping to gain from today?

# Housekeeping





# Today's Aims

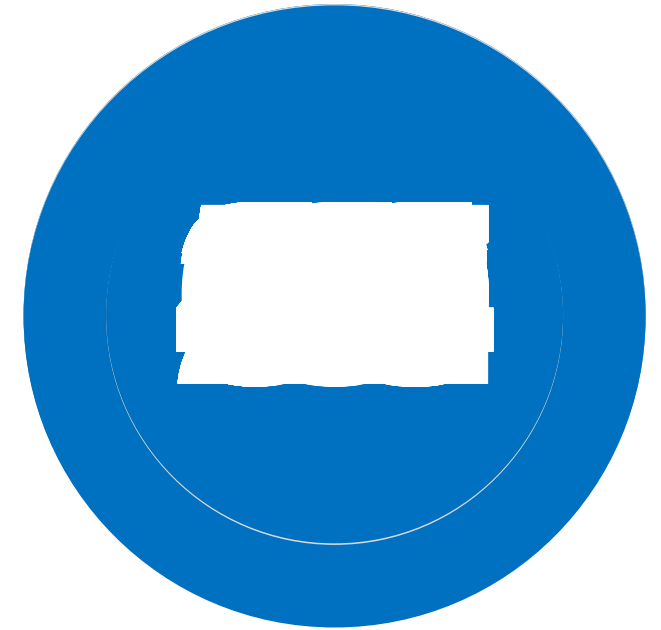
The aims of today are to:

- ✓ Increase your knowledge of gaming and gambling-related harm amongst children and young people.
- ✓ Provide you with the tools and information to inform, educate and safeguard children and young people.
- ✓ Give you access to our online resources which are suitable for your organisation and cohort of young people.



## 60-Second Type

- Why do young people gamble?
- Why do young people game?





# Why might Young People Gamble?

Because it's fun!

**55%**

Because I like to take risks

**13%**

It's cool!

**11%**

My parents/guardian do it

**10%**

Peer Pressure

**6%**

Gambling Commission 2019





## Why might Young People Game?

For entertainment

74%

Passes the time

60%

Reduces stress

48%

I enjoy the challenge

45%

Because my friends do

21%

Red Brick and YGAM 2019

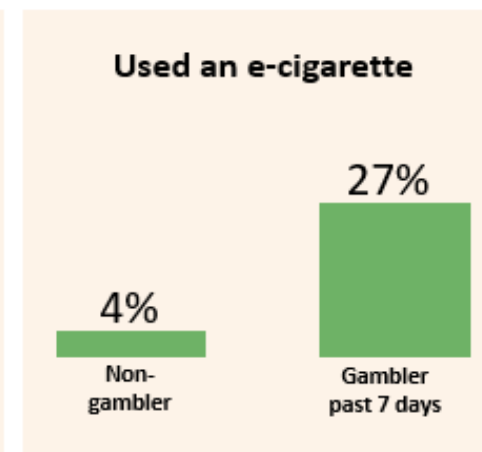
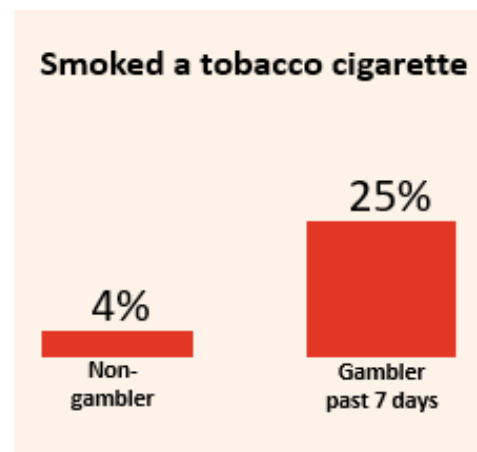
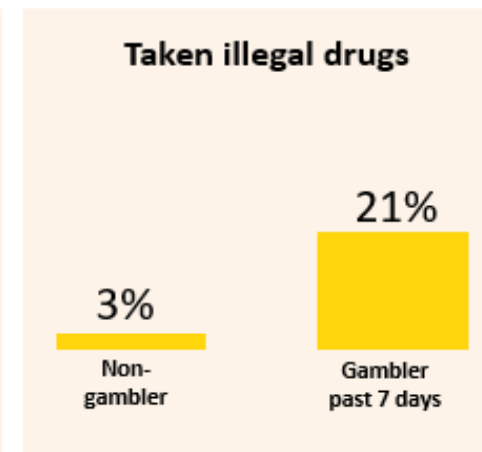
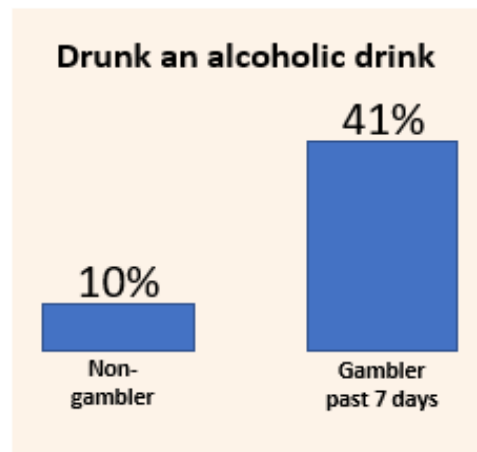
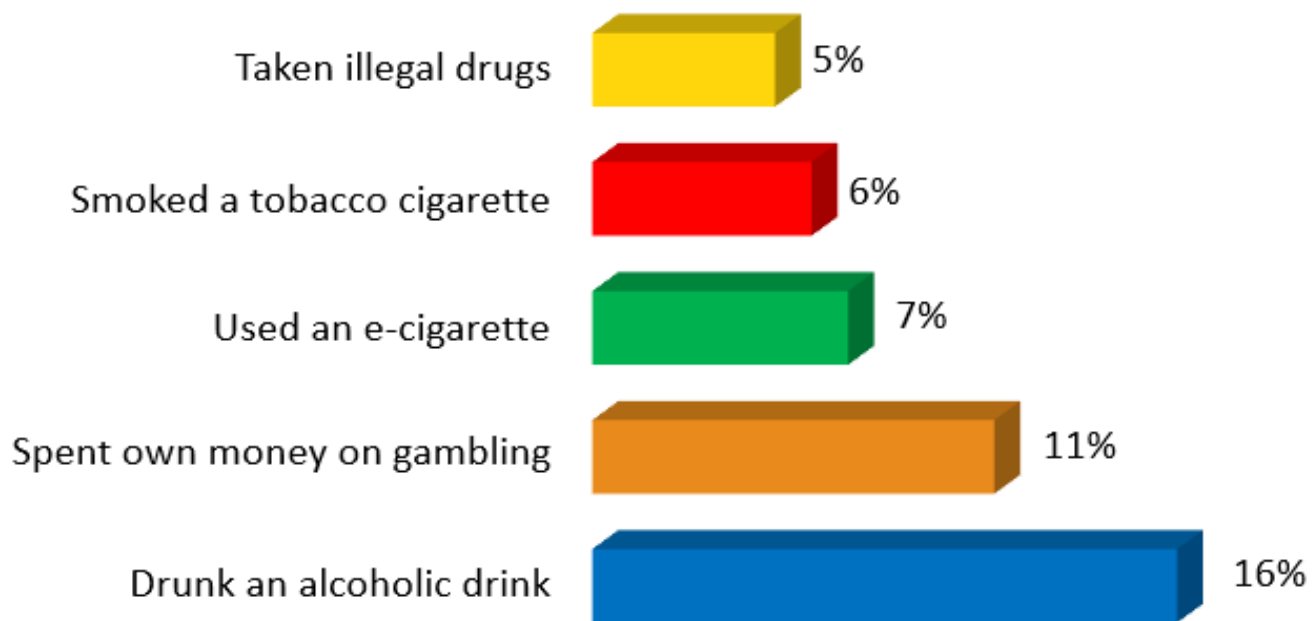
# Any Questions, Observations or Reflections?





# Recap

## Activities Participated in Past 7 Days



Gambling Commission - Young people and gambling | October 2019



# Recap



# Any Questions, Observations or Reflections?





## Recap

Gambling Commission 2019: Young People and Gambling Survey

52% of children  
knew what a  
loot box was

44% paid  
money to open  
a loot box

6% bet with  
in-game items

Our research suggests that either loot boxes cause problem gambling, or they exploit problem gambling amongst gamers to generate massive profits. (Dr Zendle)



## Recap

**“The Government must act immediately to bring loot boxes within the remit of gambling legislation and regulation”**

The House of Lords Select Committee on the Social and Economic Impact of the Gambling Industry 2<sup>nd</sup> July 2020

# Any Questions, Observations or Reflections?







**YGAM**  
resources



## Home to over 450 resources Over 100 specific Youth Work resources



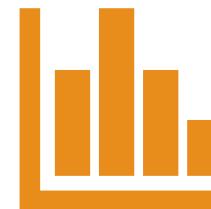
Age  
Appropriate  
resources



Variety for  
delivery



Mapped to  
the framework  
of outcomes  
for young  
people



Data sheets  
and resources



Print and go



# Examples

## 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 1-hour activities covering the topics available to you in the workbook. The activities and tasks are suitable for children and young people aged 13 and under.

- **Why People Gamble**
- **Why People Game**
- **Probability & Luck**
- **The Gambling Industry**
- **The Gaming Industry**
- **Money & Debt**
- **Addiction & Mental Health**



# Outcomes For Young People

✓ Communication

✓ Creativity

✓ Relationships and Leadership

✓ Resilience and determination



Pick and mix and develop

✓ Confidence and agency

✓ Planning and Problem Solving

✓ Managing Feelings





# 20 Minute Examples

## U13: 20 MINUTE ACTIVITIES

### Why do People Game? Option 1

#### Game Designer

Age: This activity is aimed at U13

#### Aims:

- To promote critical thinking skills
- Develop descriptive abilities and discussion skills in a group environment
- To promote creativity
- To develop literacy and presentation skills
- Business skills

#### Outcomes:

- Identify reasons why young people enjoy games
- To recognise the features that draw young people in

#### Resources:

- Flipchart paper/Presentation software (i.e. PowerPoint)
- Coloured pens/pencils
- Post it notes

#### Activities:

##### Let's map it out:

Once the groups have been split into teams get the group to mind map the types of games they are playing and to pick out elements of those games they enjoy.

##### Let's design:

The group is to then design a game concept for their age range, including a name and present a brief description to the room. This could be done on the computer or as a paper exercise.

##### Get the group to discuss:

- Game title
- Platform designed for (i.e. PC, PlayStation, Xbox, Nintendo, Mobile)
- Game description

##### Hook:

Get the group to explain why they made their choices, what "the catch" or "the hook" of their game is and why people would want to keep playing it.

## U16: 20 MINUTE ACTIVITIES

### Why do People Game? Option 1

#### Gaming: The Good, The Bad and The Misunderstood

Age: This activity is aimed at U16s

#### Aims:

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

#### Outcomes:

- Identify reasons why young people enjoy games
- To recognise the features that draw young people in

#### Resources:

- Pens/Paper

#### Activities:

##### Mind Map:

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

Note: they may think about time spent playing, grooming, strangers, health, wellbeing etc

What advice would you give to a parent whose child enjoys gaming?

##### Logic Lists:

In groups ask the young people to discuss the type of games they play, what features does it have? What makes it fun? Are there any cons?

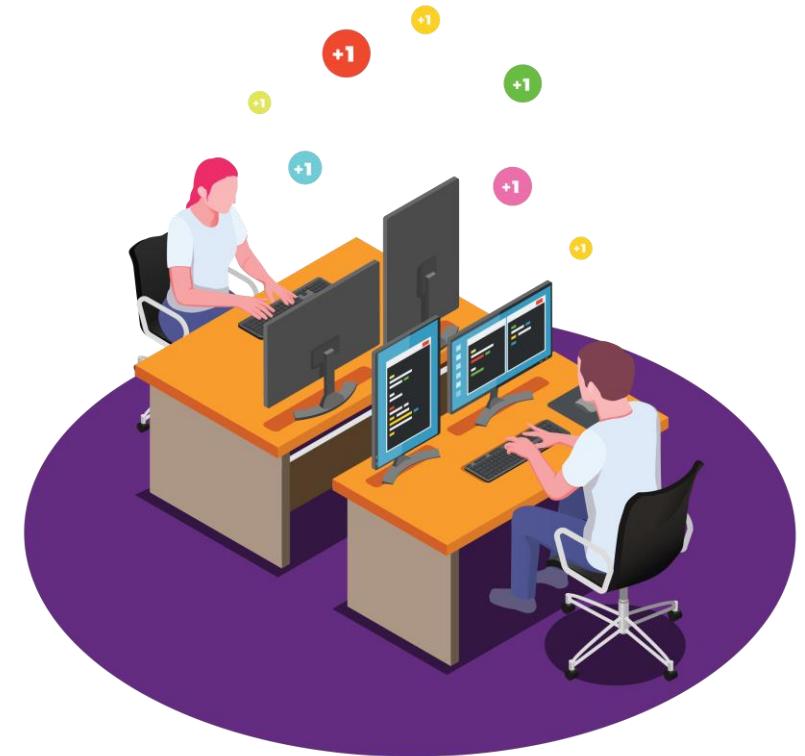
Ask them to make a list of the Pros and Cons to share. You could turn these into wall displays and/or resources in future sessions.

Share ideas with the group. Ask each group to choose the most appealing feature to them and the least appealing and explain why.

##### Staying Safe:

Ask the group to think of five safety tips to staying safe when gaming.

They may think of things such as knowing who you're talking with, managing time, budgeting money for games/microtransactions, balancing with other hobbies etc, getting enough sleep, eating well etc.





# 1 Hour Examples

## U16: 1 HOUR ACTIVITIES

### Probability and Luck? Option 3

#### Probability and games

Age: This activity is aimed at U16

#### Aims:

- To understand how probability and luck may impact the electronic games children and young people play

#### Outcomes:

- You understand probability and luck in relation to electronic games
- You can discuss how chance relates to gambling and gaming

#### Resources:

- Paper and pens (different colours)
- Resource 1: Probability and Luck Option 3

**Activities:**

**Where does probability and chance fit with gaming?**  
Facilitate a discussion about gaming, encouraging young people to explore the word chance. They could create a mind map/ thought shower. They may need prompting to discuss microtransactions and loot boxes in relation to gambling. Do they think there's a method to this, is it all based on luck? Explain some young people feel if they buy in bulk they have a better chance of winning the desired item(s). what do the YP think of this?

**What are your chances?**  
**TASK:** Exploring resource 1, ask young people to look at the chance of winning certain items in games. They should consider, is it fair that children and young people are spending money in games to receive items but the probability do not have a very good chance of winning.

**OPTION 1:**  
Create a resource to teach primary school aged children about probability in relation to loot boxes in the games they play. You could focus on a specific game or games more broadly.


**OPTION 2:** In china, a law stipulates gaming companies must disclose the odds of receiving different items in games. Some were as low as 0.1%. Do you think this is a good law? Should it be extended to all countries? Do you think people would be more or less likely to buy these items? Why might the gaming manufacturers oppose this?


**TASK 2: Agony Aunt:**  
Amar has spent all his savings on loot boxes. All of his pocket money is spent on loot boxes and he's even borrowed some money to try and win a weapon for his game. He




## U16: 1 HOUR ACTIVITIES

### Probability and Luck? Option 3: Resource 1 (1 of 2)

<b>FIFA 20</b>	<b>Desired item/player:</b> 87+ cards, Ronaldo, Messi, Ones to Watch players
	<b>Key info:</b> Bronze, Silver and Gold Packs are always available for purchase, but seasonal promotions release the rarer packs which give better chances at high-rated players.
(Info from Goal.com)	<b>Probability:</b> 2.4% chance of getting 90+ player in Gold Pack 6.5% chance of getting 87+ player in Rare Player Pack 7.9% chance of getting 82+ player in Gold Pack 3.4% chance of getting 74+ player in Silver Pack 12% chance of getting 64+ player in Bronze Pack 1 out of 150'000 chance of ever getting Ronaldo 1 out of 60'000 chance of ever getting Messi Less than 1% chance of getting 'Ones to Watch' Players


<b>Overwatch</b>	<b>Desired item/player:</b> Epic and Legendary items from dropped Loot Boxes.
	<b>Key info:</b> Loot boxes drop a variety of items that include Common, Rare, Epic, and Legendary items. Players have to buy bulk packs, meaning that they end up with lots of items they already own, as well as perhaps a rarer item.
(Info from Mashable.com)	<b>Probability:</b> 18.2% chance of getting an Epic item dropped in a loot box. 7.4% chance of getting a Legendary item dropped in a loot box.


<b>Roblox</b>	<b>Desired item/player:</b> Rare hats, heads, eggs, ties
	<b>Key info:</b> Roblox is a platform that allows players to create their own games or play in other people's games. The game is free but you need to buy online currency or memberships to access items.
(Info from Goal.com)	<b>Probability:</b> The probability of getting rare items changes depending on the game/platform you play. It could be 20%, it could be 1%. There is no set probability, meaning that you often don't know whether it is likely or not.

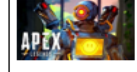


## U16: 1 HOUR ACTIVITIES

### Probability and Luck? Option 3: Resource 1 (2 of 2)

<b>Fortnite</b>	<b>Desired item/player:</b> Skins, weapons
	<b>Key info:</b> Fortnite is a platform that allows players to play against other people in a battle for last one standing, but also allows smaller group play and allows an option to build and create worlds. The player can purchase items such as skins for real or virtual currency. Skins are rare in the game as they are only available for a limited amount of time and the rarity of the skin symbolises the experience and commitment of the player.
(Info from GameGuideHQ.com and InfoFortnite.com)	<b>Probability:</b> Weapons and other items: • Chance of getting Legendary guided missile is 0.038%. • Chance of getting Epic mini-gun is 1.35%. • Chance of getting Blue burst rifle is 1.83%. • Chance of getting Mythical golden fish is 0.0001%.

<b>Animal Crossing: Pocket Camp</b>	<b>Desired item/player:</b> Characters, rare animals such as bugs
	<b>Key info:</b> The game has a virtual currency called Leaf Tickets which can be earned through game play or purchased with real currency. This can be spent to unlock characters like Tom Nook and KK Slider. The game now has loot boxes in the form of fortune cookies, which unlock premium items.
(Info from Gamerant.com and animalcrossing.fandom.com)	<b>Probability:</b> • Over 10% of the loot boxes contain common items and so are 'duds'. • Some loot boxes contain sayings or simply disappear. • Very few have special items in them. • Some rare items cost up to 5000 bells, as opposed to the more common price of 50 bells.

<b>Apex Legends</b>	<b>Desired item/player:</b> Characters, skins, Hairloom set
	<b>Key info:</b> Legend Tokens, Craft Metals and Apex coins are used to purchase items such as packs, weapons, skins and skins.
(Info from pcgamer.com and appuals.com)	<b>Probability:</b> • The chance of getting a rare hairloom set is <1%. • The chance of getting the Wingman weapons is <3%. • The chance of getting the Longbow weapon is <1%.

NB- Data True at time of production: March 2020





# 2 Hour Examples

## 16+: 2 HOUR ACTIVITIES

### Why do People Game? Option 2

#### The Gaming Community

Age: This activity is aimed at 16+

#### Aims:

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

#### Outcomes:

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

#### Resources:

- Computer and presentation software
- Flipchart and flipchart pens

#### Activities:

##### Knowledge is power:

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

8  
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## 16+: 2 HOUR ACTIVITIES

- 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 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=Jlx4Etp1Qs> and ask them for their impressions. Do they feel this is something they would like to help others achieve?

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

#### Gaming for all ages:

Facilitate a conversation about the devices older people may have. Encourage 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 would like to know more about.

9  
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# GAME ON

Now time to look at the YGAM online resources



**YGAM**

**resources**



# Any Questions, Observations or Reflections?





## What happens next?



**You will receive an email to provide you with log in details for our resources page**



**You will receive a survey to find out how you enjoyed the session and what we can do to improve**



**You will receive an electronic City and Guilds Certificate**



**You will receive an email from your local Education Manager who will check in to see if you require any support**



**Please do send us examples of the work and let us know how your students respond**



## Opt In?



To receive support from your local education manager



To receive updates on our training and resources



To receive a follow up survey to check how you're getting on with the resources and if you need any further support.

# Final Questions?



How might you: inform, educate  
and safeguard young people?

# Thank you

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