

Using this document.

We recognise each school is different and the time allocated for PSHE delivery differs as well as the method of delivery.

This document has four options for delivery of Gaming and Gambling Education for KS3 and takes the form of optional drop-down activities. There is a 1 hour, 2 hours, half day and full day session available. The PowerPoint sessions to aid your delivery can be found in the KS3 folder. These are suggested activities, but you may wish to create your own.

You could also use these sessions to compliment the SOW we have for KS3

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Page 2: 1-hour activity notes to support PowerPoint

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Page 6: Half Day activity notes to support PowerPoint

Page 8: Full Day activity notes to support PowerPoint



1 HOUR SUGGESTED ACTIVITY:

Slide 1: TITLE PAGE: Does Gaming simulate Gambling?

Slide 2: Today's Aims

Explain the aim of today is to:

- Increase your awareness of gaming and gambling related harm
- To increase your understanding of how probability and luck are related to gaming and gambling

You should be able to:

- Recognise the subtle links between gaming and gambling
- Understand how probability and luck relate to gaming and gambling
- Know where to go for help

Slide 3: Activity: Stand up if...

Note: The PowerPoint is editable for your convenience and you may wish to edit the options below to suit your group.

Try to gain insight from young people as to why they agree/disagree.

- You have a lucky number
- You have ever been given a scratch card
- You ate breakfast before coming to school
- You know the name of a bookmakers
- You have a sister
- You play football
- You know what is meant by probability
- You've ever paid to open a loot box

Slide 4: Activity: 60 Second Scribble

Note: explain that students have 60 seconds to scribble down as many ideas related to each of the following:

- Some people are luckier than others
- Microtransaction in games are just like gambling

Note: ask them to share their ideas.

Slide 5: What is Gambling?

Betting, Gaming, or participating in a lottery. **Explain the definition comes from The Gambling Commission.**

Slide 6: What is Gaming?

Playing electronic games, whether through consoles, computers, mobile phones etc

Slide 7: Microtransactions

Anything you pay extra for in a video game outside the cost of the initial purchase.

Examples: loot boxes, Fifa Packs, skins and customisations etc.

Slide 8: what are your chances?

Did you know the probability of you ever getting Ronaldo are?

- 1 out of 150'000 (picture of Ronaldo)
- Source: Goal.com Information true as of April 2020.

NOTE: try to encourage discussion and critical thinking around this.

Slide 9: The Blurred Lines:

- Massay University did of 22 popular games that featured loot boxes and found that 10 of the games met a five point check criteria to be classified as gambling.
- The Gambling Commission report found 44% of children aged 11-16 had paid to open a loot box.
- Dr Zendle, York University said: Loot boxes either profit from problem gamblers or cause problem gambling and that they should be restricted to players of a legal age.

NOTE: encourage students to share their own thoughts about this, is this ok? Is it right?
What can be done?

Slide 10: Your Task Today

Design a leaflet for people receiving their first ever gaming console/tablet for gaming. The leaflet would be in the box and users could read it before they play.

What tips would you provide to help them stay safe?

Slide 11: Getting Help

Explain young people can talk to you and they can also,

- **Talk to a teacher**
- **Childline**
- **GamCare.org.uk**
- **NHS**

Slide 12: Reflections

Ask young people to consider:

- If they think there are any links between gaming and gambling?
- If they know where they can go for help?

2 HOUR SUGGESTED ACTIVITY:

Slide 2: Title: What's the risk?

Slide 3: Today's Aims

Explain the aims of the session:

- Increase your awareness of gambling related harm
- Help you to spot the signs
- Give you the tools and information to get help

Students should be able to:

- Recognise why some young people may gamble
- Understand what is meant by gambling related harm
- Know what signs to look for
- Know where to go for help

Slide 4: People Bingo: Find someone who:

Ask students to write down the statements and find one person in the room who has done each of the following. You could suggest they can only use one person once/twice and they can/cannot use themselves. Note- you may wish to change the statements to suit your group.

Slide 5: Why might young people gamble?

Split the group into pairs/small groups asking them to list the reasons young people might gamble? You could try and ask them to think about why people might not gamble as well. They may discuss things such as moral, cultural, and religious reasons and personal choice. They may also discuss the fact some people may abstain owing to previous problems with gambling.

Slide 6: Let's think about the risks?

Ask students to create a thought shower: What does gambling -related harm look like? Are there any physical signs?

Slide 7: What's the impact?

Split the students into groups of 3 to 4. Ask them to think about how gambling could impact on the following people/categories:

- The individual
- The Family
- The wider social network
- Their community

Ask students to share responses.

Slide 8: Your Task today

Put students into groups of 4-5 and ask them to discuss:

- 1) have you ever/do you gamble?
- 2) how much do you/have you spent?
- 3) work out the average spend per week in your group.

NOTE: You may need to challenge some of their perceptions of gambling. E.g., betting who will win FIFA or any other type of game, penny up (also known as pound up, coin toss, pitch, and toss) and other private bets count as gambling, as do lotteries, tombola's etc. If the students do not gamble, ask them to use the Gambling commission stat- £17.00

“Did you know in a 2019 Study by the Gambling commission they found the average amount of money spent in the last 7 days by children/young people age 11-16 was £17.00”

Ask students if they: Can you work out how much you/your group could save in:

- 1 month
- 1 year
- 5 years

They should consider how they would choose to spend that money? Option for individual response or a group response.

Slide 9: Let's share:

Ask students to share how they/their group might spend the money.

Slide 10: Where to get help

Explain, if students are worried about your own or someone else's relationship with gaming and or gambling they can:

- Talk to a teacher
- Childline
- GamCare
- NHS

Slide 10: Reflections

- Why do young people gamble?
- What are the risks?
- Where can you go for help?

HALF DAY SUGGESTED ACTIVITY:

Slide 1: Title and Challenge: Gaming and Your Health and Well-being.

Slide 2: Explain today's Aims

- Increase your awareness of the risks associated with gaming

Young People should be able to:

- Recognise why gaming is such a popular sport/hobby
- List the positive and negative aspects of gaming
- Recognise key aspects of health and well-being, including mental well being
- Know where to go for help

Slide 3: Agree /Disagree and reason.

- Adults biggest worry about kids gaming is the time they spend online
- Gaming can lead to gambling
- Gaming companies should always tell you the odds of winning items in microtransactions
- In-game purchases should not feature in games children play
- It must be great to be a professional gamer
- Adults biggest worry about kids gaming is strangers talking to young people online
- Gaming is a risk-free activity

Slide 4: Why do young people game?

Working in small teams create a thought shower listing all the reasons why young people might choose to game. You could use your own experiences of gaming if you do so.

Slide 5: Gaming is much safer than hanging around with friends on an evening.

In groups you should debate for or against: Gaming is a much safer than hanging around with friends on an evening.

NOTE: you may wish to assign for or against to particular groups or have them choose.

Explain to students: For each you will need to consider the risks. You should also consider what can be done to mitigate the risks.

Ask students to prepare for a 3-minute debate with 1 minute for questions. Explain that they will also be timed. (optional)

Slide 6: When does a hobby become an issue? What does gaming-related harm look like?

Students should list the signs of gaming related harm.

Slide 7: Spotting the Signs:

Discuss the signs with the students.

Slide 8: How can gaming be part of a healthy balanced lifestyle

Ask students to consider:

What measures could be put in place to safeguard physical and mental health?

In pairs look at the risks, how could you overcome these? Record your answers.

Slide 9: Work in small groups to create one of the following:

Ask students to:

1) a resource for parents to provide them with the pros and cons of gaming, the potential risks and what they can do to support their child.

2) a resource for children to help them think about the balancing gaming with other activities and hobbies

You may wish for students to complete both or one of the activities. You could assign students to a task or have them choose. Alternatively, you may wish to complete a different task.

Slide 10: Getting Help

Ensure students know that if they are worried about their own or someone else's relationship with gaming and or gambling, they can:

- Talk to a teacher
- Childline
- GamCare.org.uk
- NHS

Slide 11: Reflections

Ask students to consider:

- Why do people game?
- Can you list one positive and one negative?
- Can you list an example of a sign of gaming related harm?
- Do you know how and where to get help?

FULL DAY SUGGESTED ACTIVITY:

Slide 1: Gaming and Gambling and everything in between

Slide 2: Today's Aims

Explain the aims to the group.

The aim of today is to:

- Increase your understanding and awareness of gaming and gambling related harm
- empower you tools to recognise risk and know how to mitigate risk
- Enable you to get help if you are worried about your own or someone else's relationship with gaming and gambling

Explain that by the end of the session they should be able to:

- Recognise risk suggest ways to minimise or mitigate
- Recognise that gaming and gambling has the potential to cause harm
- Know how and where to get help if you are worried about gaming or gambling
- Recognise the signs of gaming disorder
- Know where to go for help

Slide 3: Gambling Name Game

Using their first initial E.g. A they should then say their first name (e.g., Anna) and then a gaming or gambling word beginning with that letter. E.g., A. Anna Apex Legends.

Slide 4: Human Bingo

Ask the students to find someone who knows the answers to the questions on the slide. They should write down their name and the answer. You may suggest they cannot use the same person twice and they can only answer one of the questions

Slide 5: The Answers:

What's the minimum age for buying a lottery ticket? 16	What is the minimum age to go into a casino? 18	How many clocks are there in total in Las Vegas Casinos? 0
What is a microtransaction? In a nutshell- any purchase made during a game	Can name 3 bookies PaddyPower/Ladbrookes Coral/ BetFred/ Wiliam Hill etc.	Can list a risk associated with gambling Relationships/family struggles Debts Mental ill health

KS3 DROP DOWN ACTIVITIES FOR PSHE DELIVERY

Can list somewhere to get help for gaming or gambling-related harm	Can name 3 gaming companies	Can list a risk associated with gaming
Teacher, childline, GamCare, NHS/GP	Nintendo Sony Microsoft Tencent Apple EA Nintendo Namco Ubisoft	mental ill health, carpal tunnel syndrome/ sleeping difficulties/ challenges with schoolwork

Slide 6: Risky Behaviour

Looking at images ask students to Identify the risk and then order the risks from least to most 'risky.' Sharing their thoughts, why have they put them in that order, etc?

Encourage them to think about something they could do to reduce the risk for each activity? Write down one suggestion for each activity. Does that change the ordering at all?

Slide 7: How would you feel.

You could read out the scenario or ask them to read it. (you may wish to print for the purpose of the next task)

Slide 8: Put yourself in their shoes

Ask the group to consider how they would feel in this situation.

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

Ask the students to share their responses.

Slide 9: Awareness Campaign

Explain that for the rest of the day they should design a campaign which will raise awareness of the potential harms of gaming and or gambling.

Work in teams they should consider how they will:

- Get their message out to your audience
- What key message they want to include
- What medium the campaign will be delivered in. E.g., Via social media, an educational film, podcast, posters/billboard

Slide 10: Share your campaign

Ask each group to come to the front and share their campaign.

Slide 11:

Remind students that if they are worried about their own or someone else's relationship with gaming and or gambling, they can:

- Talk to a teacher
- Childline
- GamCare.org.uk
- NHS

Slide 12: Reflections

- What are the potential risks of gaming and gambling?
- What are the signs of gambling/gaming related harm?
- Where can you go for help?
- EXIT TICKET- what has been the most useful thing that you have learned?