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Y5. SCHEME OF WORK (SOW)

This Y5 SOW has been mapped to the Northern Ireland Curriculum for KS2. Each lesson is linked to the Personal Development and Mutual Understanding Curriculum. Cross Curricular Skills and additional areas of Learning opportunities have been highlighted too. A long-term plan and curriculum map can be located in the NI resources sections.

This is an example Scheme of Work. You could create your own, using the workbook and online resources provided, supplemented by your own ideas and resources. This SOW follows a wider long-term plan which is thematic in its approach, covering key topics for gaming linked to the Personal Development and Mutual Understanding Curriculum. It is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope, and deepening students' thinking further through the key stages/year groups.

This SOW aligns with Children and Young People's Emotional Health and Wellbeing in Education Framework. It provides opportunities for children and young people to explore gaming related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. In recognising signs and symptoms of harmful gaming behaviour, children and young people will increase their resilience, and be better equipped to identify when support and early intervention may be needed, both for themselves, their peers and others.

Safeguarding: It's important to establish a safe learning environment with clear ground rules. Children and young people should feel able to seek support if necessary. You may wish to work with your safeguarding lead. 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.

	ACTIVITIES	RESOURCES
1	<p>Fun and Games?</p> <p>Begin with a discussion and PPT</p> <p>What is gaming? What are the best parts and what are the worst parts? How do you feel when you play and how do you feel when you have to stop?</p> <p>Activity: Graffiti board: When I game, I feel...</p> <p>This can be useful to draw out the feelings young people associate with gaming.</p> <ul style="list-style-type: none"> • Students to use post-it notes or similar, to record the emotions they associate with gaming. Stick on large sheet of paper. Leave up as display. Teacher to support students to look at the emotions listed. Are they all positive? Think about the negative emotions too and add these. <p>Students pick two things from the positive list and two things from the negative list and write recommendations on how to ensure your time gaming is enjoyable. Alternatively, they could draw a picture and annotate.</p>	<ul style="list-style-type: none"> • Y5L1 Lesson Plan • Y5L1 'Fun and Games' PowerPoint • Pen and paper • Post-it notes
2	<p>Game Play</p> <p>Opening activity: What games do you play?</p> <p>Students list the games they play and think about the devices they use to play.</p> <p>Activity: Together create a survey to answer the following questions:</p> <ul style="list-style-type: none"> • How old were you when you received your first device? • Are there any parent restrictions? • Do you play games with an unsuitable PEGI rating? • What's your top three favourite games to play? 	<ul style="list-style-type: none"> • Y5L2 Lesson Plan • Y5L2 'Game Play' PowerPoint • Post-it notes • Pen and paper • Craft materials for poster/computer for poster

	<ul style="list-style-type: none"> • Do you play online against friends? • Do you play online against strangers? • Do you spend money on in-game items? If so, who pays? • Who much money do you spend per month on games/in-game items? • How much time do you spend on gaming per month? <p>Task 1. Plot your findings - students to create graphs to show survey findings and illustrate to others.</p> <p>Task 2. Poster - students to create a poster on the title of Safe Gaming.</p> <p>Task 3. Leaflet - whose responsibility it is to ensure you game safely? They may think of game manufacturers, advertising standards, themselves, parents, government, teacher etc. They may recognise things such as PEGI and In-Game purchases highlighted on the games they play. Pull ideas together to create a leaflet to help people stay safe when gaming.</p>	
<p>3</p>	<p>Let's Keep Gaming Fun</p> <p>Opening Activity: Tips for parents, teachers, and children - Let's Keep Gaming Fun. Students to make a list for each category.</p> <p>Activity: Keep Gaming Fun. Produce a piece of art, write a play/poem or compose a piece of music inspired by the title 'Keep Gaming Fun'.</p>	<ul style="list-style-type: none"> • Y5L3 Lesson Plan • Y5L3 'Let's Keep Gaming Fun' PowerPoint • Pen and paper • Craft materials/musical instruments

<p>4</p>	<p>What do we need to stay healthy?</p> <p>Opening activity: How do we stay healthy?</p> <p>Students list ways to ensure a healthy lifestyle. Think of examples – physical and emotional.</p> <p>Activity:</p> <p>Categorise words in to physical and emotional needs. Think about how a professional gamer might stay healthy. What would they need to do to balance the time gaming with maintaining a healthy lifestyle? Create a schedule for a professional gamer to ensure they have a well-balanced lifestyle.</p> <p>Explain your ideas and reasoning.</p>	<ul style="list-style-type: none"> • Y5L4 Lesson Plan • Y5L4 ‘What do we need to stay healthy?’ PowerPoint • Pen and paper • Post-it notes • Computer suite (optional)
<p>5</p>	<p>What so we need to stay healthy?</p> <p>Opening activity: What’s the problem? Order the risky behaviours:</p> <ol style="list-style-type: none"> 1. Trouble sleeping because of gaming 2. Mood swings 3. Falling asleep at school due to gaming all night 4. Skipping meals so you can game for longer 5. Giving up sports/dance/hobbies to stay home and game 6. Using parents’ card to buy loot boxes/crates/FUT 7. Not wanting to be involved in family activities so you can game for longer 8. Playing games with your friends online once or twice a week 9. Lying about the time you spend gaming. 10. Sneaking your device to bed with you at night 11. Bullying other kids in forums because everyone else is 	<ul style="list-style-type: none"> • Y5L5 Lesson Plans • Y5L5 ‘What do we need to stay healthy’ PowerPoint • Y5L5 Resource • Pen and paper • Craft materials • Computer suite (optional)

	<p>Activity: Students to create a board game/quiz to show the ways to stay safe when gaming and the potential risks.</p>	
<p>6</p>	<p>A Campaign</p> <p>Activity: Design a campaign to educate parents/carers about spotting the signs of harmful gaming. Students may wish to create a poster, leaflet, or video.</p> <p>Ideas: How might you spot the signs? What can be done to help? How can you prevent risk? Give your campaign a title and a slogan.</p>	<ul style="list-style-type: none"> ● Y5L6 Lesson Plan ● Y5L6 'A Campaign' PowerPoint ● Y5 Data Sheet ● Pen and Paper ● Craft materials ● Computer suite (optional)

Y5 DATA SHEET: THE GAMING INDUSTRY

What is gaming?

Gaming refers to playing electronic games, whether through consoles, computers, mobile phones or another medium altogether. (Technopedia, 2018).

What types of games are there?

Here are some of the examples of games you may play:

- **Massively Multiplayer Online: (MMO)** These games are played via a local area network (LAN) or internet with players from all over the world.
- **Adventure:** Generally single player games set in a fantasy world, the player must figure out how to complete the mission.
- **Sports:** Playing real world sport mimicking real world athletes. The most popular games usually involved known popular games/players/participants.
- **Educational:** These games cover a range of subjects and can help to make learning fun and interactive.

Gaming in the UK

UKIE (2019) highlighted the UK as the **6th largest** video game market in 2018, after United States, China, Japan, South Korea and Germany. Approximately **37.3m people** in the UK play games. The UK consumer spend on games was valued at **a record £5.7bn in 2018**.

Gaming Participation

The World Health Organisation has recognised the growing concern of gaming on the wellbeing of young people. YGAM's 2019 research found 79% of students have played digital games, 17% have played every day and a further 18% played most days.

Why do young people participate in gaming? YGAM (2019)

- **74%** of young people said it was for entertainment
- **60%** stated gaming is a good way to pass the time

- **48%** felt that gaming reduced stress levels
- **45%** enjoyed the challenge / competition
- **21%** gamed due to peer pressure

In-game purchases:

The Gambling Commission (2019) said **44% of 11 – 16 year olds** have opened a loot box in a computer game or app. The money made from Loot Boxes in 2018 was **\$30 billion** and it is expected to rise to **\$50 billion** by **2022** according to tech analyst at Juniper Research.

What are the risks of gaming?

Whilst gaming is a fun way to interact with people, it has some risks.

- You may play with **people that you don't know**, and this can be dangerous
- You may hear **bad and offensive language** when you are playing online
- You may **be encouraged to buy** things within the game
- **Bullying** can take place online

Things we can do to stay safe

- Check **the PEGI/Age ratings** of a game and make sure they are appropriate
- **Link parent's email**, rather than your own
- Use **parental controls**
- Encourage **regular breaks**
- **Set time limits** to prevent bad habits
- Encourage a **range** of activities
(InternetMatters, 2020).



Gaming facts and figures:

- $\frac{3}{4}$ of children have played an online game between the ages of 4 and 5
- Boys spend more time gaming than girls
- Number of gamers in UK is 42% of women and 58% of men
- On average 11 – 64 year-old players spend approximately 8.2 hours per week gaming
- In June 2018, there were 2,261 active games companies in the UK (UKIE, 2019).

References:

- InternetMatters (2020). *Online Gaming*. Available at: <https://www.internetmatters.org/resources/online-gaming-advice> [Accessed March 2020].
- Technopedia (2018). *Gaming: What is gaming?* Available at: <https://www.techopedia.com/definition/1913/gaming> [Accessed March 2020].
- UKIE (2019). *The Games Industry in Numbers*. Available at: < <https://ukie.org.uk/research> > [Accessed March 2020].
- Juniper (2018) Loot Boxes and Skins Gambling to generate \$50 billion Industry by 2022 Available at: <https://www.juniperresearch.com/press/press-releases/loot-boxes-and-skins-gambling> [Accessed March 2020].
- The Gambling Commission (2019) Young People and Gambling. Available at: www.gamblingcommission.gov.uk [Accessed March 2020]

Y5L1: FUN AND GAMES

Challenge: Create a graffiti board based on the positive and negative emotions associated with gaming.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand feelings and emotions that people have when gaming • To understand the ways to make gaming fun and safe 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand how gaming can make myself and others feel • I can explain the emotions people have when they game • I can think of ways we can make gaming fun and safe
<p>Resources:</p> <ul style="list-style-type: none"> • Y5L1 'Fun and Games' PowerPoint • Pen and paper • Post-it notes 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy.</p> <p>Cross Curricular Skills: Communication, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y5 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: Let's talk Gaming</p> <p>Begin with a discussion and PPT.</p> <ul style="list-style-type: none"> • What is gaming? • What are the best parts and what are the worst parts? • How do you feel when you play and how do you feel when you have to stop? 	<p>Activity: Graffiti board - When I game, I feel...</p> <p>This can be useful to draw out the feelings young people associate with gaming.</p> <p>Task 1</p> <p>Students to use post-it notes or similar, to record the emotions they associate with gaming. Stick on large sheet of paper. Leave up as display. Teacher to support students to look at the emotions listed. Ask them if they're all positive/good? Ask them to think about the negative/bad emotions too and add these.</p> <p>Task 2</p> <p>Students to pick two things from the positive list and two things from the negative list and write recommendations on how to ensure your time gaming is enjoyable.</p> <p>OR</p> <p>Depending on ability you could ask them to draw a picture of their face to show how they feel when they game and write a sentence to match.</p>	<p>Activity: I Proudly present...</p> <p>Individual children or pairs to share their work.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y5L2: GAME PLAY

This lesson relates to challenge 4.4 of the *In the Know* booklet. Build a survey focussing on the games young people play. How much time do they spend on these? Do they pay to play? Present findings.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To explore gaming behaviour amongst peers • To understand how to ensure gaming remains a fun and safe activity • To understand what is meant by responsibility and safe game play 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can take part in a survey and present the findings to my peers • I can make suggestions on how to ensure gaming remains fun • I can define responsibility and safe game play
<p>Resources:</p> <ul style="list-style-type: none"> • Y5L2 'Game Play' PowerPoint • Post-it notes • Pen and paper • Craft materials for poster/computer for poster 	<p>Area of Learning: Personal Development and Mutual Understanding, Mathematics and Numeracy, Literacy and Language.</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y5 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Give me five: What games do you play? Students draw around their hand. They then list the games they play and think about the devices they use to play. They should add one answer to each digit.</p> <p>Survey: Together create a survey, recording answers to the following questions:</p> <ul style="list-style-type: none"> • How old were you when you received your first device? • Are there any parent restrictions? • Do you play games with an unsuitable PEGI rating? • What's your top three favourite games to play? • Do you play online against friends? • Do you play online against strangers? • Do you spend money on in-game items? If so, who pays? • Who much money do you spend per month on games/in-game items? • How much time do you spend on gaming per month? 	<p>Responsibility and Safety Brief discussion about what it means to be responsible. They may think of things they're responsible for, e.g. clearing away dishes, making their bed, feeding their pet or a special job at school.</p> <p>Ask them to consider the term safety and how they can stay safe and who should help them to be safe.</p> <p>The students can then be split into groups to work on mini projects- the tasks below. Alternatively, you can have students moving around like a carousel spending time on each activity. This would be part of a longer lesson.</p> <p>Task 1: Ask the students to create graphs to show findings and illustrate to others (from the survey).</p> <p>Task 2: Consider who's responsible for safe gaming? Students may think about manufacturer, themselves, parents, government, teacher, advertising standards, etc. Encourage students to draw all their ideas together to create an information leaflet about responsibility.</p> <p>Task 3: Ask students to create a poster on the title of safe gaming.</p>	<p>Post-it Students to list one NEW thing they will do/can recommend to stay safe when playing games. They should write it down on a post-it and bring it to the class board.</p> <p>Teacher to share responses.</p> <p>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.</p> <p>Childline and GamCare sign posting options.</p>

Y5L3: LET'S KEEP GAMING FUN

This lesson relates to challenge 4.8 of the *In the Know* booklet: Produce a piece of art, write a play/poem or compose a piece of music inspired by the title 'Keep Gaming Fun'.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> To understand the ways in which we can make sure gaming is a fun activity for all To think of ways to prevent harm when playing games 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> I understand how we can ensure gaming is a fun activity for everyone I can list top tips to prevent harm I can work as part of a team to discuss ideas and agree on the best options
<p>Resources:</p> <ul style="list-style-type: none"> Y5L3 'Let's Keep Gaming Fun' PowerPoint Pen and paper Craft materials / musical instruments 	<p>Area of Learning: Personal Development and Mutual Understanding, Literacy and Language, The Arts</p> <p>Cross Curricular Skills: Communication, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y5 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: Let's keep gaming fun</p> <p>PARENT/ TEACHERS/ CHILDREN</p> <p>Ask students to discuss and put forward tips for each of the categories above. What can each person do to ensure games are fun and safe?</p> <p>Depending on their ability you could provide suggestions and ask them to put them in the correct category/column.</p> <p>E.g. Set parental controls, report something that makes you feel worried, talk to children about ways to stay safe, ask before you accept requests from new people, ask before you buy items in games, play games together, find out what the child enjoys about the games, play games in the family room, spend time doing other activities too.</p>	<p>Activity: Let's get creative</p> <p>Produce a piece of art, write a play/poem or compose a piece of music inspired by the title 'Keep Gaming Fun'.</p> <p>Explain the inspiration behind their work.</p> <p>Teacher: you could give students the choice or assign groups to each task.</p> <p>Share a selection of work with the class.</p>	<p>Activity: Top tips</p> <p>Revisit the starter and get the students to pick their top 3 tips for each person. They must agree or have a majority.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y5L4: WHAT DO WE NEED TO STAY HEALTHY?

This lesson relates to challenge ‘Mixing it up’ from the Primary section of the In the Know booklet: What can we do instead of gaming to balance our time and promote a healthy lifestyle? Create a schedule that promotes a healthy balance.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand how to be healthy • To recognise the importance of balancing activities and hobbies • To recognise the importance of physical and emotional well being 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand how to stay healthy • I can think of ideas to help others stay healthy • I know that it’s important to look after physical health and emotional health
<p>Resources:</p> <ul style="list-style-type: none"> • Y5L4 ‘What do we need to stay healthy?’ PowerPoint • Pen and paper • Post-it notes • Computer suite (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding</p> <p>Cross Curricular Skills: Communication, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y5 SOW for which it is part 4 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Opening activity: How do we stay healthy?</p> <p>Students to list ways to ensure a healthy lifestyle. They could write these on to post-it notes or similar.</p> <p>Encourage them to think both of examples which are physical and emotional. You could also include social as this can also have an impact on wellbeing.</p> <p>Depending on ability students may need support to understand what relates to physical and emotional.</p>	<p>How do professional gamers stay healthy?</p> <p>Activity 1: Teacher to give each table a handful of words from those generated in the starter.</p> <p>Organise the words into physical and emotional needs.</p> <p>Activity 2: Students to think about how a professional gamer may stay healthy. What would they need to do to balance the time playing games with maintaining a healthy lifestyle?</p> <p>They could create a thought shower initially and then create a schedule for a professional gamer to ensure they have a well-balanced lifestyle or depending on ability write a few sentences to share on how to stay healthy.</p>	<p>Activity: Time for sharing</p> <p>A few students to share their schedules or sentences and explain their reasoning.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y5L5: WHAT DO WE NEED TO STAY HEALTHY?


This lesson relates to the ‘Gaming Safely’ challenge in the Primary section of the ‘In the Know’ booklet: Design a safe game for other students. Consider how gaming sites are designed and how we are kept safe. Think of a new, exciting game which also protects the people that play.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand what is meant by risk • To understand how risks can be reduced 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can define risk • I can suggest ways to reduce risks to myself and others
<p>Resources:</p> <ul style="list-style-type: none"> • Y5L5 ‘What do we need to stay healthy’ PowerPoint • Y5L5: Resource 1 • Pen / Paper • Craft materials • Computer suite (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y5 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: What's the problem?</p> <p>What is meant by risk? Two-minute class discussion. They may think about things like climbing trees, crossing road, talking to strangers, etc</p> <p>Teacher to place the risky behaviour statements on each table. Ask the students to order them from high to low.</p> <p>Order the risky behaviours</p> <ul style="list-style-type: none"> • Trouble sleeping because of gaming • Mood swings • Falling asleep at school • Skipping meals so you can game for longer • Giving up sports/dance/hobbies to stay home and game • Using parent's/carer's card to buy loot boxes/crates/FUT • Not wanting to be involved in family activities so you can game for longer • Playing games with your friends online once or twice a week • Lying about the time you spend gaming. Sneaking your device to bed with you at night • Bullying other kids in forums/online because everyone else is 	<p>Activity: Edu-game</p> <p>Students to create a game to teach people about staying safe when playing video/computer games.</p> <p>Ask them to think about the risks and how they could build this into the game - to teach people how to identify these.</p> <p>e.g. a stranger contacts you, should you a- reply, b- tell an adult, c- ignore?</p> <p>Alternatively, they could create a comic strip or top tips flyer.</p>	<p>Activity: Let's review</p> <p>Revisit the starter and ask students to identify the one they think is the riskiest and why.</p> <p>Write a sentence about it and state why. Find a suggestion of how you could make it less risky.</p> <p>Follow up:</p> <p>Students might like the opportunity to play each other's game/quiz.</p> <p>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. GamCare and Childline sign posting options.</p>

Y5L5: RESOURCES

Trouble sleeping because of gaming	Using parent's card to buy loot boxes/ crates/ FUT
Mood swings	Not wanting to be involved in family activities so you can game for longer
Falling asleep at school	Playing games with your friends online once or twice a week
 Skipping meals so you can game for longer	Lying about the time you spend gaming. Sneaking your device to bed with you at night
Giving up sports/dance/hobbies to stay home and game	Bullying other kids in forums because everyone else is

Y5L6: A CAMPAIGN

This lesson relates to challenge 6.3 of the ‘In the Know’ booklet: Design an awareness campaign on how to spot the signs of gaming harm. This could range from a simple poster to a more substantial booklet or presentation. Create a slogan, image and message which you think is most helpful.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To be able to identify what gaming harm might look like • To understand ways to deal with gaming harm and reduce risk 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can understand other people’s ideas and points of view • I can recognise what harm from gaming might look like • I can think of ways to reduce gaming harm
<p>Resources:</p> <ul style="list-style-type: none"> • Y5L6 ‘A Campaign’ PowerPoint • Y5 Data Sheet • Pen and Paper • Craft materials • Computer suite (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy, The Arts</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y5 SOW for which it is part 6 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: What make our parents/carers worry?</p> <p>Students to help create a thought shower about the things their parents/carers might worry about when they (children) play video games/online games.</p>	<p>Activity: Time to campaign</p> <p>Explain what is meant by a campaign. Focus on how they (the students) can help parents/carers understand why children enjoy gaming and how they can help them stay safe when doing so.</p> <p>Students to include signs to watch out for and tips for keeping children safe. They can utilise the data sheet to help or you could support with some online research/print off some further information for them.</p> <p>Depending on resources and ability students could make a video, poster, presentation (PPT or similar), a leaflet etc. or they could use role play to create an interview or tv commercial. Alternatively, you could do a hot seating activity.</p>	<p>Activity: Time to think</p> <p>Students write down three things they have learnt in the lesson or over the course of the topic that will remind them about safe gaming.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y6. SCHEME OF WORK (SOW)

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Safeguarding: It's important to establish a safe learning environment with clear ground rules. Children and young people should feel able to seek support if necessary. You may wish to work with your safeguarding lead. 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.

	ACTIVITIES	RESOURCES
1	<p>The Positives and Negatives of Gaming.</p> <p>Activity: Wall Display</p> <ul style="list-style-type: none"> • Poetry Acrostic poem: GAMING • Ask students to collect 10 images of gaming and add keywords associated. • Students to think of the positives and negatives of gaming, use internet to research. <p>Activity: Debate</p> <p>Students to debate the positives and negatives of gaming.</p>	<ul style="list-style-type: none"> • Y6L1 Lesson Plan • Y6L1 ‘Positives and Negatives of Gaming’ PowerPoint • Post-it notes • Pens and paper • Craft materials such as large card, colouring pencils, glue, usual wall display materials • Optional: computer suite for research and images
2	<p>Gaming: who is doing what?</p> <p>Activity: GAMING Word association</p> <p>E.g.</p> <p>A: Adrenaline, Action, attention, ability</p> <p>B: brilliant, battle pass, BM (bad manners) booster, bullying</p> <p>C: capture, cheat, console</p> <p>D: D pad, dynamic</p> <p>E: excited, energy, Esports</p> <p>F: Fun, fast, freemium</p> <p>Create a questionnaire to discover the gaming habits of the school.</p> <p>EXTENSION: Collate results, share with school in an assembly/newsletter for parents.</p>	<ul style="list-style-type: none"> • Y6L2 Lesson Plan • Y6L2 ‘Gaming: who is doing what?’ PowerPoint • Computer suite • Pen/paper

<p>3 GAME SAFELY</p> <p>Activity: Discussion Begin with a discussion and PPT</p> <p>Activity: TOP TEN GAMES (Print out resource - no PEGI ratings). Ask students to research the PEGI ratings for each game.</p> <ul style="list-style-type: none"> • Why do PEGI ratings exist? • What do they think are the other risks when playing online games? <p>Activity: Design an awareness campaign. Students to design a poster about how to stay safe when gaming.</p>	<ul style="list-style-type: none"> • Y6L3 Lesson plan • Y6L3 'Game Safely' PowerPoint • Y6L3 Resource • Pen and paper • Craft materials • Computer suite / internet access (optional)
<p>Homework Task</p> <p>Keep a diary of your gaming and online activities each day over a two-week period to monitor the time you spend on your electronic devices. How does the time spent on gaming/online compare to other activities? Is there a balance? What conclusions can you draw?</p>	
<p>4 Level Up</p> <p>Opening activity: What games do you play? Students to list the games they play. Do they pay to play? How do they progress in game play? Does levelling up make them want to buy items within games?</p> <p>Activity: Investigate a popular game within your class.</p>	<ul style="list-style-type: none"> • Y6L4 Lesson Plan • Y6L4 'Level Up' PowerPoint • Pen and paper • Computer suite • Y6L4 Resource (if you do not have computer access)

	<p>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.</p>	
<p>5</p>	<p>Gaming and those around us. Part 1: Opening Activity: What might be the issues of gaming on the rest of the family? Thinking of: Friendships, money, sleep problems, eating habits, hygiene habits, effect on school life. Activity: Create a presentation Students to create a presentation that informs their peers on the issues surrounding gaming.</p>	<ul style="list-style-type: none"> • Y6L5 Lesson Plan • Y6L5 PowerPoint 'Gaming and those around us. Part 1' • Pens and paper • Computer suite • Board or craft materials for a banner, poster, display etc. (If ICT isn't available)
<p>6</p>	<p>Gaming and those around us. Part 2: Opening Activity: Look back at the time students have identified as time gaming. Think about things they could do as an alternative to gaming. Students could create a thought shower or do as a whole class activity. Activity: Provide students with 10 alternative activities they could be doing instead of gaming and asks them to order and share with the class.</p>	<ul style="list-style-type: none"> • Y6L6 Lesson Plan • Y6L6: 'Gaming and those around us. Part 2' PowerPoint • Y6L6 Resource 1 • Y6L6 Resource 2 or post-it notes • Pens and paper • Computer suite (optional)

Y6 DATA SHEET

- Around 37 million people in the UK play games.
- The UK customer spend on games was around £5.7 billion pounds in 2018.
- Money made from loot boxes in 2018 was \$30 billion.
- 95% of children have played an online game.
- On average, children spend 2 hours per day on games during the week and 5 hours on games at the weekend.
- Boys generally spend more time on online games than girls.
- Children are twice as likely to talk to friends online, rather than strangers/ people they met through the game.
- 28% of children have bought something in a game without their parents/carers knowing about it.



References:

- InternetMatters (2020). *Online Gaming*. Available at: <https://www.internetmatters.org/resources/online-gaming-advice> [Accessed March 2020].
- UKIE (2019). *The Games Industry in Numbers*. Available at: < <https://ukie.org.uk/research> > [Accessed March 2020].

Y6L1: THE POSITIVES AND NEGATIVES OF GAMING

This lesson relates to the Primary Gaming Pros and Cons Challenge from the Activity Booklet: Collect images of gaming and the keywords associated with it. Create a wall display.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify the positive aspects of gaming • To identify the negative aspects of gaming • To create an informative wall display 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify key words associated with gaming • I can discuss the positive and negative aspects of gaming • I can listen to other people’s points of view and be respectful of their views • I can work as a group to create an informative wall display
<p>Resources:</p> <ul style="list-style-type: none"> • Y6L1 ‘Positives and Negatives of Gaming’ PowerPoint • Post-it notes • Pens and paper • Craft materials such as large card, colouring pencils, glue, usual wall display materials • Optional: computer suite for research and materials 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy, The Arts</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity – Post-it...</p> <p>Teacher gives out two post-its to each pair or group. Students write down the positive aspects of gaming on one note, and the negative aspects on another.</p> <p>Teacher splits the board in half (positive and negative) and asks students to stick their post-its up on the board in the correct columns.</p> <p>Teacher then reads out the notes to the class.</p>	<p>Activity – Create a Wall Display.</p> <p>This task is split into mini-sections. Teacher could have different groups work on different sections or could merge ideas from all groups.</p> <p>Task 1: Poetry Acrostic poem: GAMING</p> <p>Students are to create an acrostic poem for the wall display.</p> <p>Task 2: Image and key word collection.</p> <p>Students collect 10 images of gaming. Students to collect key words around gaming. This could be made into a wordwall or a Wordle.</p> <p>Task 3: Positives and negatives.</p> <p>Students to think of the positives and negatives of gaming. IT option: Students use the internet to research.</p> <p>Bring the tasks together to create a wall display for the classroom looking at the positives and negatives of gaming.</p>	<p>Activity – Let’s talk...</p> <p>Teacher to split the class in half. Students to debate the positive and negative aspects of gaming, using the wall display as their reference point.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y6L2: GAMING: WHO'S DOING WHAT?

Challenge: Create a questionnaire to explore how your school games? What are the issues?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand the term 'gaming' and the feelings associated with it • Understand how to create a questionnaire to gather data and analyse results 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can describe the words and feelings associated with gaming • I know how to create a questionnaire to gather data • I can analyse and present my findings
<p>Resources:</p> <ul style="list-style-type: none"> • Y6L2 'Gaming: Who's doing what?' PowerPoint • Pens / Paper • Computer suite 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson within your school 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>Gaming A-Z: Students to make a list of words from A-Z that they associate with Gaming.</p> <p>Encourage them to think of the feelings it brings them as well as words directly associated with gaming.</p> <p>E.g. A: Adrenaline, Action, attention, ability B: brilliant, battle pass, BM (bad manners) booster, bullying C: capture, cheat, console D: D pad, dynamic E: excited, energy, Esports F: Fun, fast, freemium, Etc...</p> <p>Share and discuss ideas.</p>	<p>How does our school game? Students to create a questionnaire to discover the habits/likes/dislikes of their school around gaming.</p> <p>They may wish to do this using pen/paper, ICT or an online quiz.</p> <p>They will need to consider the questions they would like to ask, how they will collate the responses and how to showcase this information.</p> <p>**The students could work in groups and then share/test their questionnaires in the plenary - agreeing on a final questionnaire to share with the wider school.</p>	<p>Let's make a decision. As a class, agree on the questions for the questionnaire to share with the school.</p> <ul style="list-style-type: none"> • They could see which class spends the most time online. • Total time spent online for the whole school • Age of first console/tablet/phone • What motivates students to play • How many students pay to play • The average class/school spend on games / on in-game items <p>EXTENSION: Conduct questionnaire with each class in school. Collate the results and share with the school/parents/families.</p> <p>What do their findings show? Are there any concerning trends? What advice could you give to support students?</p> <p>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. GamCare and Childline sign posting options.</p>

Y6L3: GAME SAFELY

This lesson relates to the Primary Safer Gaming Campaign Challenge from the Activity Booklet: Run a campaign about how to stay safe when gaming. What are the main issues?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the meaning and use of PEGI ratings • To evaluate the risks involved in gaming • To create a safer gaming campaign 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can explain what a PEGI rating is and why they are important • I can research the PEGI ratings of different games • I can identify the risks associated with playing games • I can discuss ways to make playing games safer • I can work as a group to create a safer gaming campaign • I can use different strategies to engage my peers and a wider audience
<p>Resources:</p> <ul style="list-style-type: none"> • Y6L3 'Game Safely' PowerPoint • Y6L3 Resource • Pen / Paper • Craft materials • Computer suite / internet access (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which this is part 3 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

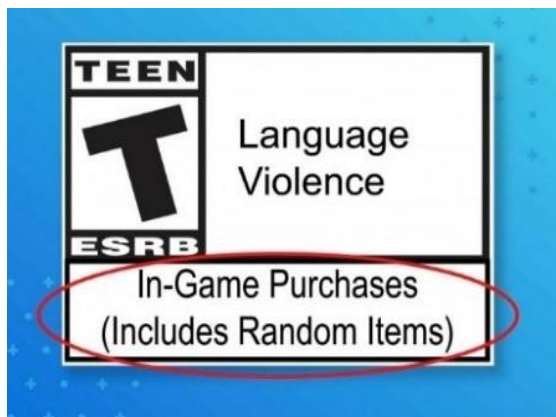
Starter	Main	Plenary
<p>Activity – Think, Pair, Share</p> <p>Teacher displays the 5 PEGI ratings on the board and asks students to think about what the pictures are, discuss it in pairs and share their thoughts as a class.</p> <p>Teacher to display the meaning of a PEGI rating and the criteria for each rating.</p> <p>Teacher to ask following questions:</p> <ul style="list-style-type: none"> • Where does your electronic device live at night? • Are in-app purchases enabled? • What is the PEGI rating of the games you play? • What could you do instead of gaming? <p>*For the purposes of primary age students’ descriptions of each rating have been kept to a minimum and sensitive language has been removed. *</p> <p>NB: From April 2020 games that feature loot boxes /microtransactions must carry a warning label <i>‘In-Game Purchases - includes</i></p>	<p>Activity Option 1: TOP TEN GAMES (non-IT option).</p> <p>Print out the games sheet and ask students to assign the PEGI ratings to the correct game. Could be used as card sort.</p> <p>Activity Option 2: TOP TEN GAMES (IT option).</p> <p>Print out the games sheet and ask students to research the PEGI ratings for each game.</p> <p>Answers:</p> <ul style="list-style-type: none"> • PEGI 3 – Animal Crossing, Fifa • PEGI 7 – Rayman, Lego Batman • PEGI 12 – Fortnite, Overwatch • PEGI 16 – Battlefield, Final Fantasy • PEGI 18 – GTA, Call of Duty <p>Activity: Let’s talk...</p> <ul style="list-style-type: none"> • Why do PEGI ratings exist? • Would they want their younger sibling/cousin/friend playing games with an older PEGI rating? • What do they think are the other risks when playing online games? 	<p>Activity: Be the teacher...</p> <p>Students take the place of the teacher and share and present their poster with the class in order to educate the class on the risks and safety measures needed when playing games.</p> <p>Wider school opportunity: Posters could be used to create a display and to lead assemblies or to send home, making the campaign whole school.</p> <p>HOMEWORK TASK: Gaming Diary</p> <p>As students to keep a diary/log of their gaming and online activities each day over a two-week period to monitor the time they spend on their electronic devices. How does the time spent on gaming/online compare to other activities? Is there a balance? What conclusions can they draw?</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with</p>

<p><i>random items.</i> This guidance has come from ERSB and applies to UK and Europe. (this information is true as of April 2020)</p>	<ul style="list-style-type: none"> • Think about in game purchases /loot boxes/crates/playing in forums and against others (known/unknown) <p>Activity: Safer Gaming Campaign Poster Students to design a poster explaining how to stay safe when gaming. Their target audience for the poster is other Primary School children.</p> <p>Thinking points:</p> <ul style="list-style-type: none"> • What are the main issues? • What will they need to do to get their point across? 	<p>gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>
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Y6L3: RESOURCE







NOTE: Games which features microtransactions such as loot boxes and in game purchasing must carry a warning label 'In-Game Purchases - includes random items.' This guidance has come from ERSB and applies to UK and Europe. This information is true as of April 2020

Y6L4: 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.


<p>Learning Objectives:</p> <ul style="list-style-type: none"> • 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 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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
<p>Resources:</p> <ul style="list-style-type: none"> • Y6L4 'Level Up' PowerPoint • Pen and paper • Computer suite • Y6L4 Resource (if you do not have computer access) 	<p>Area of Learning: Personal Development and Mutual Understanding, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using ICT, Using Mathematics, Thinking Skills and Personal Capabilities</p>


NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which it is part 4 of 6 lessons. Depending on the time allocated for each lesson within your school 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>Activity: Time to talk - What games do you play?</p> <p>Ask students to list the games that they play.</p> <ul style="list-style-type: none"> • 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>What emotions do they experience when they game? 1-minute scribble.</p>	<p>Research Activity: Investigate a popular game within your class.</p> <p>NB: You will need access to computing suite/tablets/laptops or teacher could print out the data sheet (Y6L4 Resource) listing some top games.</p> <p>Ask students to investigate a game of their choice.</p> <ul style="list-style-type: none"> • Explore the probability of buying an item/player. • How likely are they to get the 'dream item'? <p>Ask students to create an information sheet to inform players on the probability of them gaining the coveted item.</p>	<p>Activity: Think, Pair, Share</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 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.</p> <p>GamCare and Childline sign posting options.</p>


Y6L4: RESOURCES

<p>FIFA 20</p>	<p>Desired item/player: 87+ cards, Ronaldo, Messi, Ones to Watch players</p>
 <p>(Info from Goal.com)</p>	<p>Key info: 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.</p> <p>Probability:</p> <ul style="list-style-type: none"> • 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
<p>Overwatch</p>	<p>Desired item/player: Epic and Legendary items from dropped Loot Boxes.</p>
 <p>(Info from Mashable.com)</p>	<p>Key info: 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.</p> <p>Probability:</p> <ul style="list-style-type: none"> • 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.

Roblox	Desired item/player: Rare hats, heads, eggs, ties
 <p>(Info from Goal.com)</p>	<p>Key info: 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.</p> <p>Probability: 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.</p>

Fortnite	Desired item/player: Skins, weapons
 <p>(Info from GameGuideHQ.com and InfoFortnite.com)</p>	<p>Key info: 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.</p> <p>Probability: Weapons and other items:</p> <ul style="list-style-type: none"> • 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%.

Animal Crossing: Pocket Camp	Desired item/player: Characters, rare animals such as bugs
 <p>(Info from Gamerant.com and animal crossing.fandom.com)</p>	<p>Key info: 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.</p> <p>Probability:</p> <ul style="list-style-type: none"> • 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.

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

Y6L5: GAMING AND THOSE AROUND US. PART 1

This lesson relates to the **Primary Device Discussion Challenge from the Activity Booklet**: Prepare a PowerPoint or similar for a class or year group assembly, focussing on the issues surrounding electronic device usage and social gaming.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> To identify the issues of gaming and electronic device usage for the individual To identify the issues of gaming and electronic device usage for the family/community To educate your peers on the issues that gaming can cause within the family/community 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> I can identify the key issues caused by gaming and electronic device usage I can categorise issues into key themes such as money, friendships etc I can work as a group to create an informative PowerPoint (or similar) I can present information to a wider audience
<p>Resources:</p> <ul style="list-style-type: none"> Y6L5 PowerPoint 'Gaming and those around us Part 1' Pens and paper Computer suite Board or craft materials for a banner, poster, display etc. (If ICT isn't available) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which this is part 5 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: Give me five...</p> <p>What might be the issues of gaming on friendships, families and communities?</p> <p>Students draw around their hand then write down five issues surrounding gaming and electronic device usage, one issue per digit.</p> <p>Teacher to draw two big hands on the board. Teacher to take 10 issues from around the class and add them to the hands on the board.</p> <p>Teacher to go over the 10 issues, discussing why each issue may be a problem for individuals, families and communities.</p> <p>Thinking points: Friendships, money, sleep problems, eating habits, hygiene habits, effect on school life.</p>	<p>Activity: Create a PowerPoint, or similar.</p> <p>Students are split into groups. Ideally there should be 10 groups and each group can focus on one of the issues in detail.</p> <p>Students create slides that inform their peers on the issues surrounding gaming. Students can use their own knowledge as a basis and do further research online if appropriate.</p> <p>Extension: Students could offer solutions to their assigned issue. This would develop their problem-solving skills and would get them thinking about how to maintain positive family relationships.</p> <p>Teacher to collect slides together to create a Master PowerPoint that will be used for an assembly. The assembly could be class based or year group based.</p> <p>Non - IT option: If IT access is an issue, children could each create a large poster or banner for their assigned issue. This could then be presented in place of the PowerPoint on assembly.</p>	<p>Activity: I proudly present...</p> <p>Students present their findings to another group in order to gain feedback and develop their work. Two stars and wish or similar could be used here.</p> <p>Students then present their findings in assembly.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y6L6: GAMING AND THOSE AROUND US. PART 2

This lesson relates to the Primary Mixing Things Up Challenge from the Activity Booklet: What can we do instead of gaming to balance our time and money. What else could we do? Create a diary/ itinerary for how you could spend your time.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> To identify ways of balancing our time To consider and evaluate the different types of activities that could be an alternative to gaming. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> I can reflect upon my time spent gaming alongside other hobbies I can evaluate the different activities and prioritise activities that would interest me and my family/community. I can present an action plan I can record the time spent doing various activities and compare it to my previous diary record.
<p>Resources:</p> <ul style="list-style-type: none"> Y6L6: 'Gaming and those around us. Part 2' PowerPoint Y6L6 Resource 1 Y6L6 Resource 2 or post-it notes Pens and paper Computer suite (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y6 SOW for which this is part 6 of 6 lessons. Depending on the time allocated for each lesson within your school 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>Activity: Think, Pair, Share... Teacher asks students to think about and discuss any issues that may arise as a result of gaming.</p> <p>This task should recover information from the previous lesson and provide a base line for this lesson.</p> <p>Thinking points: Friendships, money, sleep problems, eating habits, hygiene habits, effect on school life.</p>	<p>Activity: Let's discuss... Teacher asks students to reflect on time they spend gaming</p> <p>NB: Students could bring in and use their two-week Gaming Diary as a guide if previous homework task was completed.</p> <p>Ask students to consider what they could do as an alternative to gaming. They could work in groups to create a thought shower or the class could create a mind-map as a whole class activity.</p> <p>The teacher could take a range of answers and write them on the board.</p> <p>Activity: Ordering task Teacher to cut up the resource sheet and provide a set to each group of students. Students are given 10 alternative activities they could be doing instead of gaming and are asked to order them and share with the class.</p>	<p>Activity: Exit tickets Teacher to provide a post-it or exit ticket (Resource 2) to each student and ask them to pick their top three activities that they will implement into their family life for the next week. Students to volunteer to present their plan to the class. This links to the homework set.</p> <p>Homework: Teacher to ask students to create a diary of a typical week to include a range of activities to balance time online/gaming. Students could also present their diary at the end of the week and reflect upon its success and any next steps.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y6L6: RESOURCE 1

<p>Read an exciting new book. Perhaps as a family you could take it in turns reading. If not, you could have some fantastic time solo reading.</p>	<p>Learn to bake or cook something. You could even provide the evening meal for those around you, or a delicious dessert!</p>
<p>Create an exercise class. You could get the whole family or friends involved, and you could lead the class!</p>	<p>Write a story or create a comic book. Focus on creating the main characters and create an adventure for them. You could make it into a book with a cover and bookmark.</p>
<p>Teach someone else in the family how to do something. Are you football mad? Are you a budding artist? What could you teach someone?</p>	<p>Go for a walk. Get out in the fresh air and explore somewhere new. You could even create a list of items to find and tick off as you walk around.</p>
<p>Play a team sport. Could you play football or rugby? Tennis or tag? You could even write up the rules so that nobody cheats!</p>	<p>Design a sports day competition. Create a series of events for people to take part in. You could even design certificates.</p>
<p>Could you learn a new skill? You could learn to play a musical instrument or learn a magic trick to perform.</p>	<p>Build a fort. Inside or outside, building a fort and camping base is exciting! You could even learn some survival skills.</p>

Y6L6: RESOURCE 2

<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3.
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<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Exit ticket.</p> <ol style="list-style-type: none"> 1. 2. 3.

Y7. SCHEME OF WORK (SOW)

This Y7 SOW has been mapped to the Northern Ireland Curriculum for KS2. Each lesson is linked to the Personal Development and Mutual Understanding Curriculum. Cross Curricular Skills and additional areas of Learning opportunities have been highlighted too. A long-term plan and curriculum map can be located in the NI resources sections.

This is an example Scheme of Work. You could create your own, using the workbook and online resources provided, supplemented by your own ideas and resources. This SOW follows a wider long-term plan which is thematic in its approach, covering key topics for gaming linked to the Personal Development and Mutual Understanding Curriculum. It is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope, and deepening students' thinking further through the key stages/year groups.

This SOW aligns with Children and Young People's Emotional Health and Wellbeing in Education Framework. It provides opportunities for children and young people to explore gaming related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. In recognising signs and symptoms of harmful gaming behaviour, children and young people will increase their resilience, and be better equipped to identify when support and early intervention may be needed, both for themselves, their peers and others.

Safeguarding: It's important to establish a safe learning environment with clear ground rules. Children and young people should feel able to seek support if necessary. You may wish to work with your safeguarding lead. 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.

	ACTIVITIES	RESOURCES
1	<p>An Introduction to Gaming: Fun and Games.</p> <p>Begin with a discussion and PPT</p> <p>What is gaming and what are the pros and cons?</p> <p>Activity: What is an addiction...</p> <p>Ask students to consider if you can be addicted to gaming? What might this look like and how will it differ to 'normal' game play?</p>	<ul style="list-style-type: none"> ● Y7L1 Lesson Plan ● Y7L1 'An Introduction to Gaming' PowerPoint ● Y7L1 Resource: Traffic Light ● Y7L1 Resource: Scenario Cards ● Pens and Paper
	<p>Homework Task</p> <p>Keep a diary of your online activity each day over a two-week period to monitor the time you spend on your electronic devices. Compare this to the time spent at school and the time taking part in games/sports clubs/other activities. Would you consider your time is well balanced?</p>	
2	<p>Game On</p> <p>Opening activity: What is debt?</p> <p>Students to think about debt and the consequences. What might happen if someone loses all their money?</p> <p>Activity:</p> <p>Create a game/quiz to explore money and debt in relation to gaming. What are the things to consider and how can you ensure you don't spend too much on and in games?</p>	<ul style="list-style-type: none"> ● Y7L2 Lesson Plan ● Y7L2 'Game On' PowerPoint ● Pen and paper

<p>3 Challenge Everything</p> <p>Opening Activity: Discussion</p> <p>What protection is there for people gaming online? Whose responsibility is it?</p> <p>Activity: Write a Gaming Act.</p> <p>What will you need to consider? Write a definition for responsible gaming.</p>	<ul style="list-style-type: none"> ● Y7L3 Lesson Plan ● Y7L3 'Challenge Everything' PowerPoint ● Pen and paper ● Computer suite (optional)
<p>4 Gaming or Gambling Part 1</p> <p>Opening activity: What is gambling?</p> <p>Ask students to create a thought shower.</p> <p>Activity: Can gaming ever be like gambling?</p> <p>Are there any similarities. Ask the students to think about the games they play. Explore how much money the students spend on games in game purchases and loot boxes/crates etc. How much money would that amount to over time? What else could that money be spent on?</p>	<ul style="list-style-type: none"> ● Y7L4 Lesson Plan ● Y7L4 'Gaming or Gambling Part 1' PowerPoint ● Y7L4 Data Sheet ● Pens/Paper
<p>5 Gaming or Gambling Part 2:</p> <p>Opening Activity: Agree/Disagree- statements.</p> <p>e.g.</p> <ul style="list-style-type: none"> ● Gambling should be banned/is immoral ● Gaming online is safe ● Loot boxes should be considered gambling and regulated 	<ul style="list-style-type: none"> ● Y7L5 Lesson Plan ● Y7L5 'Gaming or Gambling Part 2' PowerPoint ● Pens/Paper ● Craft materials ● Computer Suite/internet access

<p>Build a campaign: Teacher to split the students into groups to create a campaign to raise awareness about gaming and the blurred lines with gambling. NB you may wish for students to complete this over two lessons.</p>	
<p>6 The Blurred Lines: Opening Activity: Order risky behaviours cards (Resource 1) Activity: Debate Agree v disagree: Gaming is a sociable and inclusive activity that comes without risk.</p>	<ul style="list-style-type: none"> ● Y7L6 Lesson Plan ● Y7L6 'The Blurred Lines' PowerPoint ● Y7L6: Resource 1 ● Pens/Paper ● Internet access (optional)

Y7 DATA SHEET

What is gaming? 'Gaming refers to playing electronic games, whether through consoles, computers, mobile phones or another medium altogether. Gaming is a nuanced term that suggests regular gameplay, possibly as a hobby. Although traditionally a solitary form of relaxation, online multiplayer video games have made gaming a popular group activity as well.' Technopedia.com Accessed 09.08.2019

Different types of games:

- **Massively Multiplayer Online:** (MMO) These games are played via a local area network (LAN) or internet with players from all over the world.
- **Adventure:** Generally single player games set in a fantasy world, the player has to figure out how to complete the mission. Can play in teams
- **Sports:** Playing real world sport mimicking real world athletes. The most popular games usually involved known popular games/players/participants.
- **Educational:** These games cover a range of subjects and can help to make learning fun and interactive.

UK Consumer Market: Ukie 2019 highlighted the UK as the **6th largest** video game market in 2018 in terms of consumer revenues, after USA, China, Japan, South Korea and Germany. Approximately **37.3m people** in the UK play games. The UK consumer spend on games was valued at **a record £5.7bn in 2018, up 10.0%** from 2017 (£5.18bn):

Gaming Participation: The World Health Organisation has recognised the growing concern of gaming on the wellbeing of young people. YGAM's 2019 research found 79% of students have played digital games, 17% have played every day and a further 18% played most days.

Why do students participate in gaming? (YGAM 2019)

- 74% of young people said it was for entertainment
- 60% stated gaming is a good way to pass the time
- 48% felt that gaming reduced stress levels
- 45% enjoyed the challenge / competition
- 21% due to peer pressure

In-game purchases:

31% of 11 – 16 year olds have opened a loot box in a computer game or app

Revenue from Loot Boxes in 2018 was \$30 billion

How much is the UK gaming industry worth?

Findings from the BFI's Economic Contribution report:

Overall in 2016, the UK games industry **provided 47,620 FTE jobs and contributed £2.87bn in GVA** to the UK economy.

The UK games industry **directly employs 20,430 FTEs** in development, publishing, and retail roles, which contribute **£1.52bn in direct GVA** to the economy.

Direct economic contribution of the UK Games Industry in 2016

Subsector	Employment (FTEs)	GVA (£m)
Development	13,840	826.0
Publishing	2,300	526.6
Digital Retail	310	31.7
Physical Retail	3,980	132.0
TOTAL	20,430	1.52

- The economic impact of the growing **UK Esports sector** was also assessed for the first time and was shown to have supported **470 FTE jobs** and contributed **£18.4m in GVA** in 2016.
- In 2016, the UK games industry **spent £1.25bn on game development**.
- In the period 2015-2017, there was at least **£1.75bn of inward investment** in the UK games industry.

What are Esports? A form of competitive gaming typically played by professional players in front of either a live and or online an audience.

Esports figures: The UK Esports sector is worth £5.7 billion, the diagram below shows the breakdown.

Value of the UK Games Industry:

Software: £4.01bn

Hardware: £1.57bn

Culture: £109.6m

(source: Ukie)

The largest prize pool event of \$1 million held in the UK to date was ESL One Birmingham, held at the Arena Birmingham in May 2018. The average age of the top five Esports players is 23.4

Gaming facts and figures:

- Number of gamers in UK is 42% of women and 58% of men
- The largest demographic within the player base is 15 - 24 year old males, making up 16% of players compared to 8% of similarly aged females (GameTrack, November 2016)
- On average 11 – 64 year old players spend approximately 8.2 hours per week
- In June 2018, there were **2,261 active games companies in the UK**
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Y7L1: FUN AND GAMES

Challenge: When does gaming become harmful?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Understand what is meant by the term ‘gaming’ • Understand that Gaming Disorder is a Disorder classified by the World Health organisation (WHO) • Understand how to stay safe when playing games online 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand and can define Gaming Disorder • I understand how to balance my time playing video games with other activities • I know how to stay safe online • I know how to get help if I am worried about my gaming or somebody else’s.
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L1 ‘An Introduction to Gaming’ PowerPoint • Y7L1 Resource: Traffic Light • Y7L1 Resource: Scenario Cards • Pens and Paper 	<p>Area of Learning: Personal Development and Mutual Understanding, Literacy and Language</p> <p>Cross Curricular Skills: Communication, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school 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>2-minute scribble (working in pairs)</p> <ul style="list-style-type: none"> • What is gaming? • What are the best things about computer games? • What are the worst things about computer games? • What are the different ways that we can play computer games. <p>Students to share their ideas with the class.</p>	<p>What is Addiction? Encourage open conversation and sharing of ideas.</p> <p>Ask students can you become addicted to video games? Encourage dialogue. Show the Students the World Health Organisation Definition. What do they think?</p> <p>For gaming disorder to be diagnosed, the behaviour pattern must be of sufficient severity to result in significant impairment in personal, family, social, educational, occupational or other important areas of functioning and would normally have been evident for at least 12 month (WHO).</p> <p>Traffic Lights: Use the scenario cards and ask students to list the examples under the headings of: Harmful, at risk and not a problem or use the traffic light system, red to indicate risk, amber moderate risk and green not at risk.</p>	<p>Make a class list of things they can do to ensure they stay safe while playing games/ to balance the time spent playing games. e.g. know who they're talking to/how to report anything that worries them balance game play with other activities Eat a balanced diet etc...</p> <p>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. GamCare and Childline sign posting options.</p> <p><u>EXTENSION ACTIVITY</u> Draw a picture of a human body. List the physical and psychological benefits and risks associated with gaming. e.g problem solving skill, chance to talk to friends, enjoyment. Headaches, Carpel tunnel syndrome, feelings of guilt/anxiety.</p>

Y7L1: RESOURCE 1

Josef is 13 and he spends 2 hours playing video games each night after school. He occasionally uses pocket money to buy loot boxes/prize crates. He also likes to play football for his local team. He doesn't play video games at weekends as he is often playing football or visiting friends and family. He has been playing video games a for a couple of years on and off.

Pippa (12) plays video games at weekends. Her parents allow her to use her tablet and or her console as much as she likes at weekends. She also does swimming club and often has swimming galas all weekend. She enjoys the break from her sports sometimes by playing games.

Courtney (10) plays video games every chance she gets. She enjoys talking to her friends online in the game and meets new people from around the world. A lot of her friends have better armour and skins because they're allowed to buy these in games. Courtney isn't allowed to. She is thinking of ways she can as sometimes the kids online tease her. She likes being online playing games more than any other activity. It helps her to detach and escape from issues at school.

Morgan spent £200 one weekend on loot crates and in game purchase. They didn't realise how much money they had spent. Their parents were furious when they realised what had happened and now Morgan has been banned from using the tablet. Morgan misses playing video games, but they only really used to play on weekends as they have gymnastics after school most evenings.

Kieran has to take a vitamin D tablet because the doctor said he doesn't get enough sunlight. His parents think it's because he prefers to stay in and play on his tablet than to play outside with his friends. His friends don't call for him anymore. Kieran has started to get headaches too. But he hasn't told his parents as they will 'get on his case' and just blame gaming.

Hassan (9) and his Dad play video games after school a few times a week and sometimes on a weekend. They also like to go on bike rides and to the cinema.

Zane is 10 and he thinks about video games all the time. He sometimes argues with his parents about the time he spends playing games. He often tries to sneak extra time online if his parent are downstairs or have gone to bed.

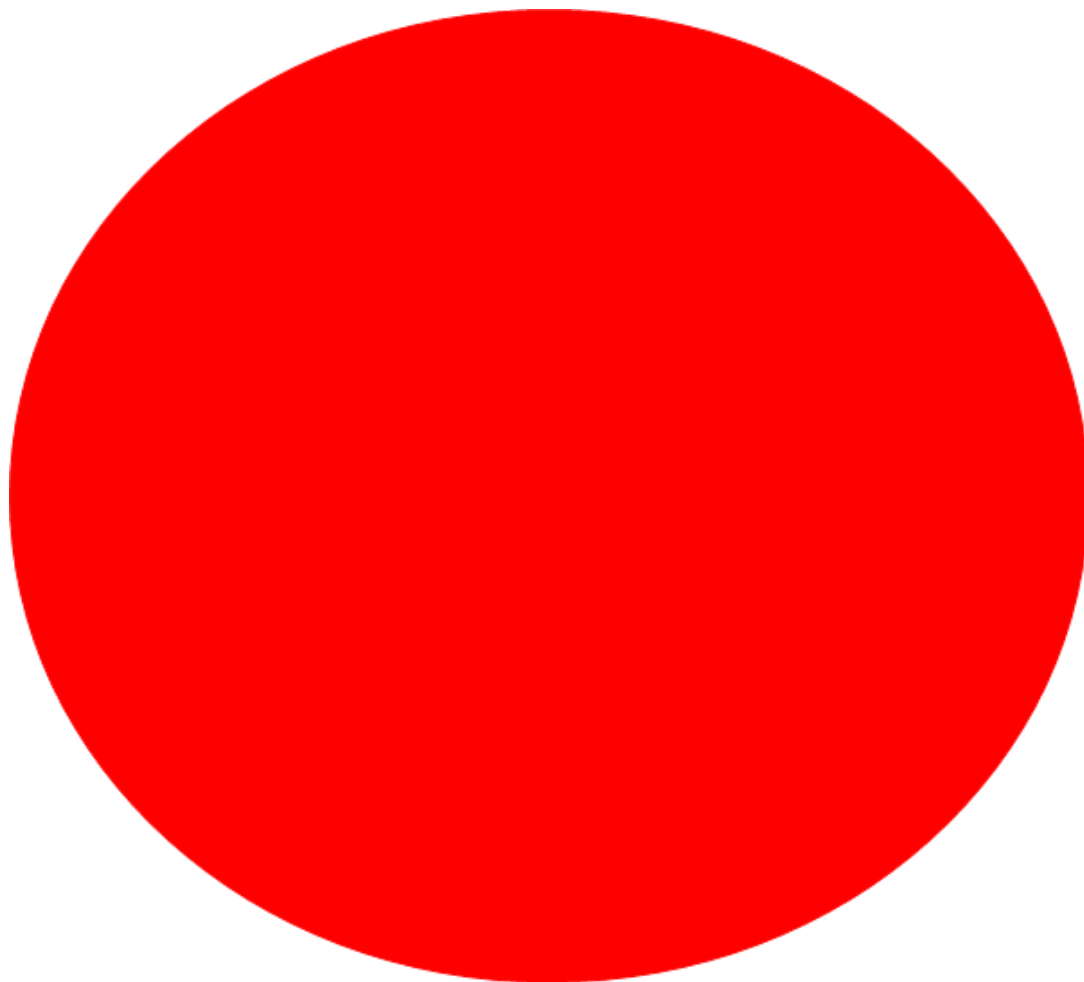
He plays video games recommended for all ages, including some games with a PEGI rating of 18. If he has pocket money, he uses it to but loot crates.

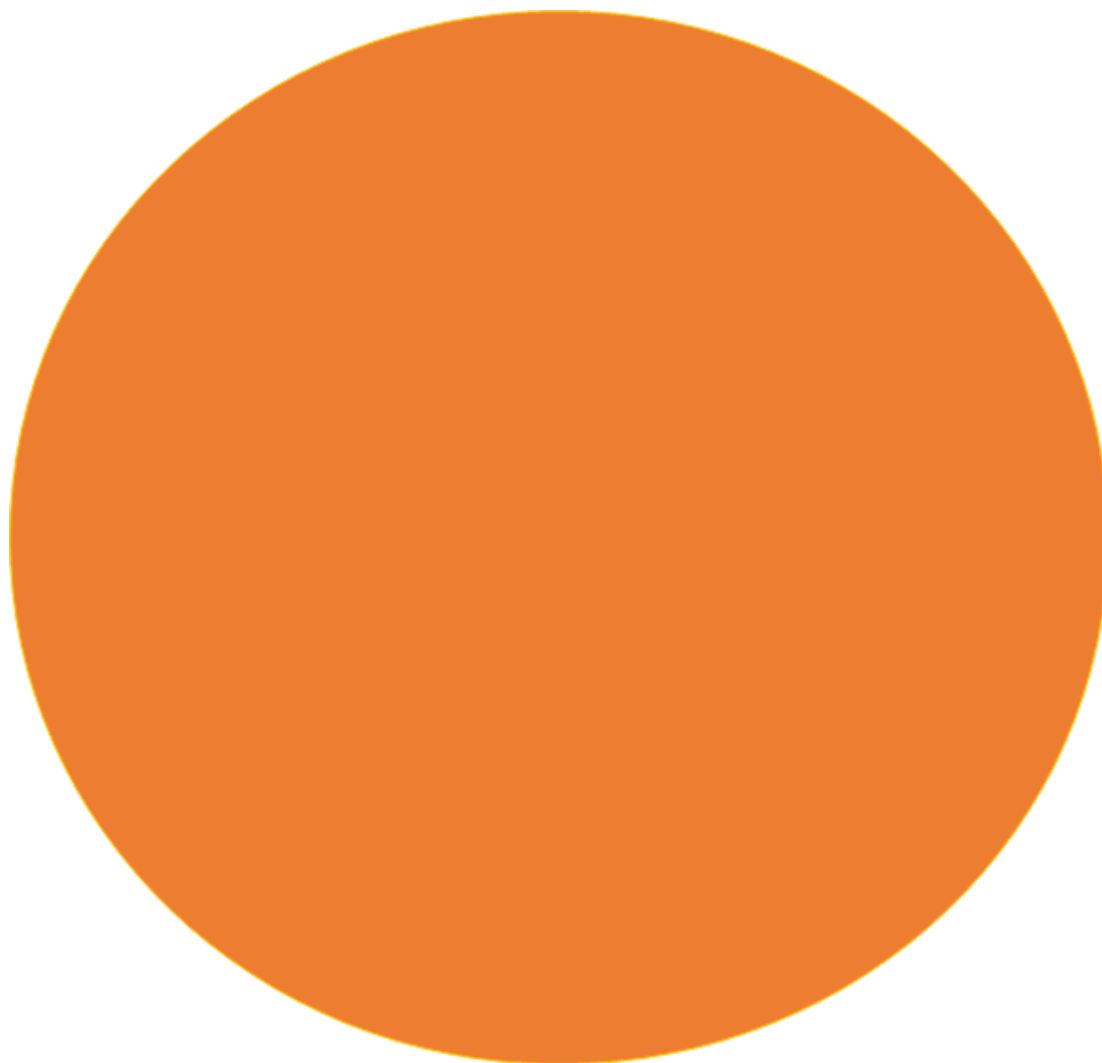
Aife (13) plays computer games every day. She often plays for an hour before school and an hour after school. She does not play online in forums and has never bought loot crates or other in app purchases.

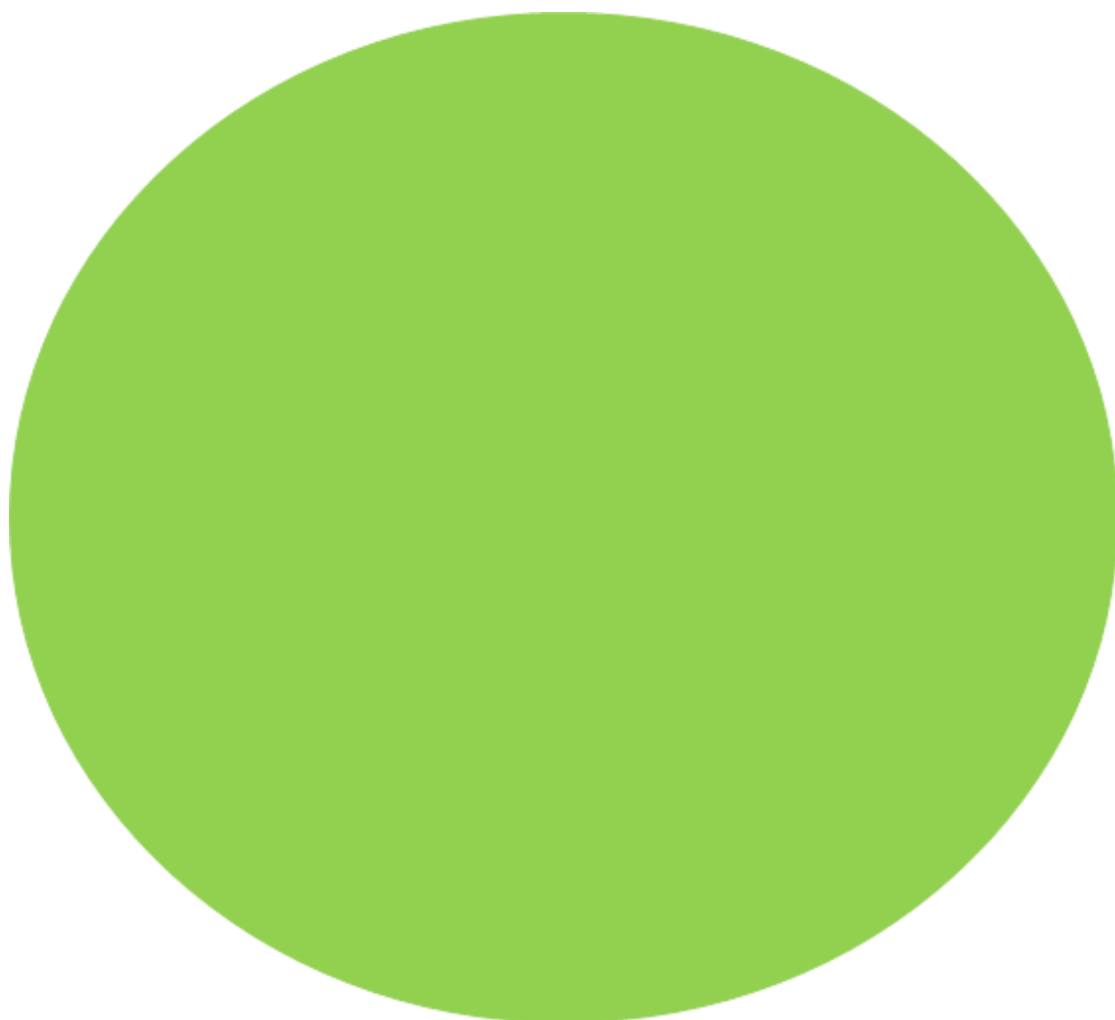
Alex plays online with their friends several times a week. They talk to new people a lot and often there's lots of swearing and shouting in the games. Alex often feels scared and anxious about the things people say in the games but doesn't want to stop playing as they think they may be bullied.

Alex keeps asking to buy loot crates/boxes to fit in with others in the game. Alex is struggling to concentrate at school and is often very tired from long sessions and is worried about the games they play.

Y7L1: RESOURCE 2







Y7L2: GAME ON

Challenge: Create a quiz to teach people about the importance of understanding money and debt with relevance to gaming.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand what is meant debt • To understand how debt can affect people • To understand how children and young people pay for goods in games 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand the term debt and I can offer a definition • I understand how debt might affect people • I understand microtransactions in games
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L2 'Game On' PowerPoint • Pen and paper 	<p>Area of Learning: Personal Development and Mutual Understanding, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: 2 Minute Scribble - What is debt?</p> <p>What is debt? Students have 2 minutes to write down ideas of what debt is.</p> <p>Ask students to think about debt and the consequences. What might happen if someone loses all their money?</p>	<p>Activity: An interactive quiz</p> <p>Together with students: Discuss what people need to be aware of in relation to money and debt.</p> <ul style="list-style-type: none"> • What are the consequences of debt? • How might someone who games get into debt? • Are they always spending their own money - what are the consequences of spending someone else's money/without consent? <p>Ask students to work in groups to create a quiz to teach people about the importance of understanding money and debt with relevance to gaming. You may choose to do this as whole class activity.</p> <p>Alternatively, you could create a display. Provide children with post it notes/craft materials and ask them to write down ideas then post them on the display.</p> <p><i>What are the things to consider and how can you ensure you don't spend too much on and in games? Think about microtransactions/loot boxes etc.</i></p>	<p>Activity: I proudly present...</p> <p>Ask individual children or pairs to share their work. You could run a class quiz.</p> <p>Utilise some of the work in a classroom display.</p> <p>Extension: Students could give their quiz to someone else to complete such as another class member, a family member or a friend outside of class.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y7L3: CHALLENGE EVERYTHING

This lesson relates to the Primary Gaming Ownership Challenge in the 'In the Know' booklet: Create a Gaming Act that sets out the rules and regulations for safer gaming.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand what is meant by consumer • To understand what is meant by responsibility and whose responsibility it is to protect consumers • To be able to identify protection measures for consumers 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand what is meant by consumer • I can define responsibility • I can make suggestions to safeguard consumers • I can work with others to understand their point of view
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L3 'Challenge Everything' PowerPoint • Pen and paper • Computer suite (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for each lesson within your school 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.

Starter	Main	Plenary
<p>Activity: Who's job is it anyway?</p> <p>Whole class discussion: What protection is there for gaming online? You could record this as a thought shower or ask the students to write answers on post it notes.</p> <p>Ask students to work in pairs to discuss whose responsibility it is to protect gamers. Record thoughts and share with the class.</p>	<p>Activity: The Gaming Act</p> <p>Ask the students to write a Gaming Act (they could work in pairs or individually).</p> <p>Encourage the students to think about what they need to include and then write this as an official document. E.g.</p> <ul style="list-style-type: none"> ● Responsibility of manufacturer? ● Gaming platforms/streaming platforms? ● Age verifications? ● In game purchases? ● Probability of gaining certain items? ● Yes or no to loot boxes? ● Time spent? ● PEGI ratings? ● Consumer? <p>Students can research further online if needed.</p> <p>NB: Games that feature loot boxes /microtransactions must carry a warning label 'In-Game Purchases - includes random items.' This guidance has come from ERSB and applies to UK and Europe.</p> <p>This information is true as of April 2020</p>	<p>Activity: I proudly present...</p> <p>Ask individual children or pairs to share their work.</p> <p>Utilise some of the work in a classroom display.</p> <p>You could even vote on which Act will pass through parliament – this would provide an opportunity to talk about Government and democracy.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y7L4: GAMING OR GAMBLING. PART 1

Challenge – Calculate your spend. How much does our class spend on gaming?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand what gambling is • To understand how games can contain gambling- like features • To be able to calculate mode, mean, median and calculate average spend for their class. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can define gambling • I understand how gambling and games can be linked • I can calculate mode, mean and median spend
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L4 'Gaming or Gambling Part 1' PowerPoint • Y7 Data Sheet • Pens/Paper 	<p>Area of Learning: Personal Development and Mutual Understanding, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 4 of 6 lessons. Depending on the time allocated for each lesson within your school 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>What is Gambling? Teacher to ask students, what is gambling?</p> <p>They could create a thought shower and offer a definition.</p> <p>Ask students if they know of any types of gambling? e.g. bingo, fruit machines, lottery, sport betting, bookmakers etc.</p> <p>Teacher to share the Gambling Commission definition: 'Gambling is defined as betting, gaming or participating in a lottery'.</p>	<p>Teacher to ask students if games can be gambling? Provide them with a few minutes to share initial responses.</p> <p>Is gaming like gambling? Teacher to ask if any of the games they play have gambling style features within them. This is a chance for the teacher to illicit understanding and information from the students.</p> <p>Teacher to ask students if there's any dangers of this to young people?</p> <p>Students to list the games they play that have gambling style features. They could create an info sheet for each game.</p> <p>Teacher to ask students how much money they spend on the games they play per week. Record all the responses (note -not all children will spend money in games). Record the mean, mode and median.</p> <p>Using the mean, ask the student to calculate how much they spend per month, per year and how much in five years.</p>	<p>What else could I spend that money on? Students to think about what else they could spend their money on.</p> <p>Today I have learnt. Teacher to ask students to list one thing they have learnt today and something that they would like to understand better. This can help inform future sessions.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y7L5: GAMING OR GAMBLING. PART 2

This lesson relates to challenge 1.1 Why People Gamble or Game: As a group create and develop a short awareness project around the theme of ‘Why People Gamble’ and/or ‘Why People Game’ with a focus on your own centre, school or college. Create publicity materials or a short video to show your work.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the blurred lines between gaming and gambling • To recognise the signs of gaming and gambling harm • To create an awareness campaign 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can describe the blurred lines between gaming and gambling • I can recognise the signs of gaming and gambling harm • I can present information to create awareness
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L5 ‘Gaming or Gambling Part 2’ PowerPoint • Pens/Paper • Craft materials for campaign • Computer suite / internet access (optional for research/campaign) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy.</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for each lesson within your school 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>Agree/Disagree? Stand up/Sit down Teacher to read statements and ask students to stand up if they agree or remain seated if they disagree.</p> <ul style="list-style-type: none"> • Gambling is immoral? • Gaming should be banned? • Gaming online is completely safe? • Children should not be able to gamble? • Gambling is dangerous? • Loot boxes are just like gambling? • Gaming is dangerous 	<p>Signs of gaming/gambling related harm Provide students with the signs of problem gaming/gambling.</p> <p>Ask them to organise the signs of harm in to three categories. Gambling Harm/ Gaming Harm / Both</p> <p>Build a campaign: Teacher to split the students into groups to create a campaign to raise awareness about gaming and the blurred lines with gambling.</p> <p>Ask one group to do a campaign aimed at their peers.</p> <p>One group to do a campaign aimed at younger children.</p> <p>One group to do a campaign for parents.</p> <p>NB you may wish for students to complete this over two lessons.</p>	<p>Share your campaign. Students to share their campaigns.</p> <p>EXTENSION Students could deliver an assembly aimed specifically at parents or younger children.</p> <p>The school or setting may also wish to hold an info session for parents.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y7L6: BLURRED LINES

This lesson relates to challenge 4.5 from the Activity Booklet: Gaming is a sociable and inclusive activity that comes without risk. Debate.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To recognise and identify the positives and negatives of online gaming • To understand how you can stay safe whilst gaming online • To develop an argument <i>for</i> or <i>against</i> gaming being sociable and inclusive, without risk. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify positives and negatives of gaming online • I can explain how to stay safe when gaming online • I can develop an argument and participate in a debate
<p>Resources:</p> <ul style="list-style-type: none"> • Y7L6 'The Blurred Lines' PowerPoint • Y7L6: Resource 1 • Pens/Paper • Internet access (optional) 	<p>Area of Learning: Personal Development and Mutual Understanding, Language and Literacy.</p> <p>Cross Curricular Skills: Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

NOTE: This lesson can be completed as a standalone lesson or as part of the Y7 SOW for which it is part 6 of 6 lessons. Depending on the time allocated for each lesson within your school 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>Diamond 9 This activity will allow you to gauge the feelings students have towards gaming and reflect on what they have learnt (if they have completed this lesson as part of a series).</p> <p>Ask the students to work in small groups and work together to arrange the cards to reflect the amount of risk associated with the activity. Least risky activity at the bottom:</p> <ol style="list-style-type: none"> 1. Not wanting to be involved in family activities so you can game for longer 2. Trouble sleeping 3. Mood swings 4. Falling asleep at school 5. Losing track of time when gaming 6. Failing to complete homework 7. Skipping meals 8. Not wanting to spend time with friends 9. Secretly spending money on loot boxes/crates/FUT 	<p>The Great Debate Split the students into teams.</p> <p>Agree v disagree: Gaming is a sociable and inclusive activity that comes without risk. Debate.</p> <p>Ask students to create a thought shower for <i>agree</i> or <i>disagree</i> depending on their allocated team.</p> <p>Students should use the thought shower to create an argument <i>for</i> or <i>against</i> the fact that gaming is sociable and inclusive and without risk. Give them a time limit in which to stick to. E.g. 5 - 10 minutes. Students can use the internet for further research if appropriate.</p> <p>Students to participate in the debate.</p>	<p>Teacher to summarise learning.</p> <p>Was there a right or wrong answer?</p> <p>Pose the question - how can we keep gaming inclusive and sociable and minimise risk?</p> <p>Extension: Students to create an information leaflet for lower KS2 to help them stay safe when gaming.</p> <p>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.</p> <p>GamCare and Childline sign posting options.</p>

Y7L6: RESOURCE 1

Secretly spending money on loot boxes/crates/FUT	Not wanting to be involved in family activities so you can game for longer
Falling asleep at school	Trouble sleeping
Losing track of time when gaming	Mood swings
Not wanting to spend time with friends	Failing to complete homework
Skipping meals	