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## Y8. SCHEME OF WORK (SOW)

This Y8 SOW has been mapped to the KS3 Northern Ireland Curriculum for KS3. Each lesson is linked to The Learning for Life and Work: Personal Development 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 gambling and gaming linked to the Learning for Life and Work: Personal Development. 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 and gambling related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. Through recognising signs and symptoms of harmful gaming and gambling 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 guidance and ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. 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><b>Games: What, When and How?</b></p> <p><b>Challenge 4.4: Why people game.</b> Build a survey, focussing on the games young people play. How much time do they spend on these? Do they pay to play? How do they play? Do they feel any peer pressure to buy items, play longer or play particular games? Present findings.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, Mathematics and Numeracy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L1)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L1)</li> <li>• Y8L1 Resource: Keep a Diary (Optional)</li> <li>• Pens / Paper</li> </ul>
2	<p><b>What are the risks?</b></p> <p><b>Challenge 6.2: Addiction and Mental Health</b> Choose 10 images you associate with gaming, mental health issues and social problems. Create a collage and share your thoughts, use key words to support your images.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L2)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L2)</li> <li>• Y8L2 Resource: Mood Board Images (Optional)</li> <li>• Access to internet/ICT suite and printer to print images OR</li> <li>• Newspaper articles/ magazines. (these will need to be collected in advance of the lesson)</li> </ul>

<p><b>3</b></p>	<p><b>Esports</b></p> <p><b>Challenge 4.10: The Gaming Industry. Is esports a positive career choice?</b> Investigate the opportunities presented by the industry and the potential risks associated with it and debate.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L3)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L3)</li> <li>• Internet access / ICT suite</li> <li>• We have provided links to newspaper and research articles which could be downloaded/printed in advance of lesson. NB we would advise checking these for suitability at time of print in case content or advertising has changed.</li> </ul>
<p><b>4</b></p>	<p><b>The Blurred Lines</b></p> <p><b>Challenge: Does gaming promote gambling?</b> Think about random in-game purchases/microtransactions/ advertising both within games you play and through esports and streaming platforms. How are these regulated/are they regulated?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L4)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L4)</li> <li>• Y8L4 Datasheet: Probability in games.</li> </ul>

<p><b>5</b></p>	<p><b>Probability and Luck</b></p> <p><b>Challenge 2.9: Probability and Luck</b> Do people understand the probability of certain events. Prepare a 5-minute talk to share with your class.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, Mathematics and Numeracy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L5)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L5)</li> <li>• Dictionaries</li> <li>• Y8L5 Resource: Game</li> <li>• Internet access/ ICT suite (optional)</li> </ul>
<p><b>6</b></p>	<p><b>Gaming: The Good, the Bad and the Ugly.</b></p> <p><b>Challenge 4.6: The Gaming Industry.</b> Produce a documentary or booklet on the different types of video games, exploring the consequences of spending too much time and money.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y8L6)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y8L6)</li> <li>• Access to IT and internet or newspaper/research articles. NB we have suggested articles for you use. (see lesson plan)</li> </ul>

# Y8L1: GAMES: WHAT, WHEN AND HOW??

**Challenge:** This lesson relates to challenge 4.4 from the ‘In the Know’ booklet: Why People Game. Build a survey, focussing on the games young people play. How much time do they spend on these? Do they pay to play? How do they play? Do they feel any peer pressure to buy items, play longer or play particular games? Present findings.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the emotions attached to gaming (positive and negative)</li> <li>• To understand the motivations of people who play video games</li> <li>• To explore the links between gaming and gambling</li> <li>• To be able to gather information and interpret data</li> <li>• To work as a team to agree options</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can discuss the emotions people may attach to gaming</li> <li>• I can recognise positive and negative emotions of gaming</li> <li>• I understand why people might want to play video games</li> <li>• I can discuss the links between gaming and gambling</li> <li>• I can gather information and draw conclusions by studying the data</li> <li>• I can work with others as part of a team</li> </ul>
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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L1 ‘Games: What, When and How’ PowerPoint</li> <li>• Pen and paper</li> <li>• Y8L1 Resource: Keep a Diary (optional)</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, Mathematics and Numeracy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>
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**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the Y8 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><b>Game Emotions.</b></p> <p><b>What emotions do you associate with gaming?</b> 60 second scribble. You have 1 minute to list all the things you associate with gaming.</p> <p><b>Do you play, how do you play and what games do you play?</b> In groups discuss the games you play, the method of play and which games are most popular in your group. Discuss the most appealing features.</p> <p><b>Feedback to the class</b></p>	<p><b>Games: What, when and how.</b></p> <p><b>Teacher: how can we find out the gaming habits of the class?</b> Students to work in groups to think of ten questions to ask their peers about gaming. Students may wish to consider - the length of time played, the method of play, e.g. mobile device, console, tablet, tv etc, the amount of money spent, online/offline, emotions whilst playing, have they ever experienced negative behaviour etc.</p> <p><b>Share your ideas:</b> Groups to feedback their questions. As a class agree on the chosen questions.</p> <p>Students to respond to questions. This can be done anonymously if preferred with students writing their answers on post it notes, folding and presenting to the teacher to record.</p> <p>Depending on group size the results could be shared in the plenary or follow up lesson.</p>	<p><b>OPTION 1: What do the results show us:</b> Explore the results from the survey. On average how much time do students game? Do we think this is balanced with other activities; how could we ascertain this? Are students paying to play? How might students be affording this? How could we measure the amount of money spent?</p> <p><b>OPTION 2: This could be developed in the plenary or given as a homework task. You could utilise the diary resource if given as a homework task.</b> Create a diary to record your activities at home over the next two weeks. You will want to measure the activities so you will need to consider the type of activity and the amount of time.</p> <p><b>OPTION 3: What would you do? (Pose the following scenario to the students)</b> You're playing a game in an online forum and the group begin bullying one of the players. How do you think you would respond? Can you think of five things you could try to stop this/assist the person being bullied?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff. (GamCare and Childline sign posting options)</b></p>

## Y8L1: KEEP A DIARY

Record how much time you spend on any form of social media and gaming. How does this compare to other activities? What conclusions can you draw?

Day/Date	Activity	Time spent



## Y8L2: WHAT ARE THE RISKS?

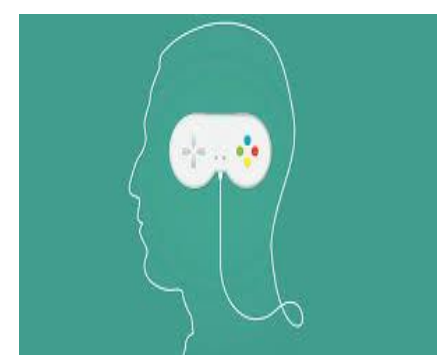
**Challenge:** This lesson relates to challenge 6.2. Addiction and Mental Health. Choose 10 images you associate with gaming and associated mental health issues. Create a collage and share your thoughts, use key words to support your images.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be able to identify and critique the benefits and risks associated with gaming</li> <li>• To attach ideas and feelings to images associated with risk and gaming related harm</li> <li>• To be able to offer an opinion on gaming benefits and risks</li> <li>• To be able to suggest ways to minimise risk</li> <li>• To be able to identify how and where to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can recognise the benefits and risks of gaming</li> <li>• I can research information effectively to investigate issues</li> <li>• I can use information to form an argument</li> <li>• I can share my opinions relating to the risks of gaming</li> <li>• I can suggest ways to minimise the risk</li> <li>• I know where to get help if I am worried about my own or someone else’s relationship with gambling or gaming.</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L2 ‘What are the risks?’ PowerPoint</li> <li>• Y8L2 Resource. Images for mood board</li> <li>• Access to internet/ICT suite and printer (optional)</li> <li>• Newspaper articles/magazines (optional - these will need to be collected in advance of the lesson)</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the Y8 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><b>Risks and benefits?</b></p> <p>Students to spend 5 minutes discussing the potential risks associated with gaming. Record responses and share.</p> <p>Students to spend 5 minutes discussing the benefits of gaming. Record responses and share.</p> <p><b>Teacher can guide students to explore:</b></p> <p><b>Risks:</b> Cyber bullying, links to gambling, privacy problems, webcam concerns, predators, hidden fees, malware, inappropriate advertising, health issues such as text neck, carpal tunnel, obesity, lack of vitamin D, sleep and concentration issues, eye strain, headaches</p> <p><b>Benefits:</b> Friendship, improved coordination, problem solving skills, enhanced memory and recall, multitasking skills, social skills, improved decision-making skills, a way to deal with stress, improved hand eye coordination.</p>	<p><b>Collage/Mood Board</b></p> <p>Choose 10 images (online/magazine/newspaper cuttings or Y8L2 resource: images for mood board) to demonstrate the potential risks of gaming.</p> <p>Create a collage/mood board, using key words and annotations to detail your thoughts and feelings on this topic. (this can be created digitally or can be created on paper)</p>	<p><b>Let's explore:</b></p> <p><b>OPTION 1:</b> Share your collage /mood board with a partner. Discuss your ideas and why you chose particular images.</p> <p><b>OPTION 2:</b> Students to move around the room and view their peers work. They could choose to comment on one or two things which stood out to them.</p> <p><b>OPTION 3:</b> Teacher could ask particular students to share their work.</p> <p><b>EXTENSION:</b> What five tips could we give to ensure people experience the benefits more than the risks?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff. (GamCare and Childline sign posting options).</b></p>

# Y8L2: RESOURCES



# Y8L2: RESOURCES



## Y8L3: ESPORTS: A POSITIVE CAREER CHOICE?

**Challenge:** This lesson relates to challenge 4.10 from the 'In the Know' Workbook. The Gaming Industry: Is Esports a positive career choice? Investigate the opportunities presented by the industry and the potential risks associated with it and debate.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To be able to identify the risks and benefits of professional gaming</li> <li>To be able to research a topic and form an argument</li> <li>To be able to debate based on a specific argument or viewpoint</li> <li>To be able to recognise how to look after physical and mental wellbeing</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can recognise the benefits and risks of professional gaming</li> <li>I can research a given topic and use the information to form an argument</li> <li>I can work as a team and participate in a debate</li> <li>I can suggest options to support physical and mental well being</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Y8L3 'Esports' PowerPoint</li> </ul> <p><b>NB:</b> You will need newspaper articles/research to support young people's debates. We have the below suggested links, but you may wish to use your own or allow students to utilise search engines to find sources of information if you have access to IT. If utilising the links below we advise you double check advertising and content at the time of print.</p> <ul style="list-style-type: none"> <li><b>Pros &amp; Cons of Becoming a Professional Esports Gamer:</b> Available at: <a href="http://www.esportsbetting.co.uk/the-pros-and-cons-of-becoming-a-professional-esports-gamer">http://www.esportsbetting.co.uk/the-pros-and-cons-of-becoming-a-professional-esports-gamer</a></li> <li><b>Pros &amp; Cons of Video games:</b> Available at: <a href="https://netivist.org/debate/pros-and-cons-of-video-games">https://netivist.org/debate/pros-and-cons-of-video-games</a></li> <li><b>Is Esports a Viable Career Path? Yes — But It's Not Just Playing Games:</b> Available at:</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

<https://www.edsurge.com/news/2019-08-02-is-esports-a-viable-career-path-yes-but-it-s-not-just-playing-games>

- **Teens: Why becoming and Esports Athlete is a bad idea.**  
Available at: <https://nathandriskell.com/teens-becoming-esports-athlete-bad-idea/>
- **The Rise of Esports: are addiction and corruption the price of success?** Available at:  
<https://www.theguardian.com/sport/2018/jun/16/top-addiction-young-people-gaming-esports>
- **How do You Stay Healthy While Competing in Esports?**  
Available at: <https://readyesports.com/how-do-you-stay-healthy-while-competing-in-esports/>
- **Top 10 Negative Effects of Gaming & Esports.** Available at:  
<https://cyberathletiks.com/top-10-negative-effects-of-gaming-esports/>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y8 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><b>What is Esports?</b></p> <p><b>Students to provide responses to the following questions.</b></p> <ul style="list-style-type: none"> <li>• What is Esports?</li> <li>• How much do you think Esports is worth?</li> <li>• Do you know of any professional players?</li> <li>• How old do you think the best player is?</li> <li>• What do you think are the pros of being an Esports professional?</li> <li>• What are the negatives?</li> <li>• What do you think it takes to become a professional?</li> </ul> <p><b>Teacher to show Esports slide and invite comments.</b></p>	<p><b>Let's debate:</b></p> <p>Teacher to separate the students into groups to debate the topic:</p> <p><b>Esports is a good career choice. Agree/Disagree</b></p> <p>Students should be given time to discuss their argument and where possible some of the team could research facts and figures to support their side, whilst other coordinate the main points of the argument. They should prepare for a five-minute argument.</p> <p>(Research: You may wish to utilise the selected articles or online search engine)</p> <p>Students should then be brought back and given time to put their argument forward, allowing for any questions.</p>	<p><b>How could an Esports player look after their health?</b></p> <p>Think about the debate and the key points raised, what could an Esports player do to look after their physical and mental health.</p> <p><b>OPTION:</b></p> <p>Is there any bias in the documents/research you studied? Why might that be?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>GamCare and Childline sign posting options.</b></p>

## Y8L4: THE BLURRED LINES

**Challenge:** Does gaming promote gambling? Think about random in game purchases, advertising both within games you play and through Esports and streaming platforms. How are these regulated/are they regulated?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be able to recognise risks related to online gaming</li> <li>• To be able to analyse gambling style features within games</li> <li>• To be able to discuss regulation</li> <li>• To work as a team to present findings and consensus</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can recognise risks in online gaming</li> <li>• I can discuss and analyse the gambling style features within games</li> <li>• I can explore regulation and discuss my opinion</li> <li>• I can work in a team to research and present findings with a common consensus</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L4 'Blurred Lines' PowerPoint</li> <li>• Y8L4 Datasheet: Probability in games</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>


**NOTE:** This lesson can be completed as a stand-alone lesson or as part of the Y8 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><b>Video Games:</b></p> <p><b>Teacher to show slide without heading (featuring microtransactions)</b></p> <p><b>What does this slide show?</b></p> <p>Students will likely be able to identify that these are examples of loot boxes and recognise these are micro transactions within games. If not teacher can offer this information.</p> <p><b>Students:</b> in groups create a thought shower using the title LOOT BOXES and provide a definition for someone who might not know what these are.</p> <p><b>Teacher to share definition:</b></p> <p>Loot boxes are virtual treasure chests containing undisclosed items that can be used in games. These might be ways of customising characters or weapons ('skins'). These contents may affect progress through the game, or simply be designed to convey status.</p>	<p><b>What are the odds?</b></p> <p><b>What do you think is the likelihood of getting a player like Ronaldo?</b> You have a one in 150,000 chance of ever getting Ronaldo.</p> <p><b>Is this a surprise?</b></p> <p><b>Do you think people know this when they are buying these items?</b></p> <p>Explore the resources detailing the probability of buying the coveted items.</p> <p>Do you think children would be more/less likely to spend their money on these items if they knew the odds?</p> <p>You should prepare a five-minute presentation to share your responses.</p>	<p><b>Where's the regulation?</b></p> <p><b>OPTION 1:</b> (NB: From April 2020 Games that feature loot boxes / microtransactions must carry a warning label '<i>In-Game Purchases - includes random items.</i>' This guidance has come from ERSB and applies to UK and Europe. This information is true as of April 2020)</p> <p><b>Should there be regulations placed on loot boxes and what would that look like?</b></p> <p>Think: What could be done to help children and young people make informed decision about the items they're buying?</p> <p>Agree: Students to agree on three measures which could be taken.</p> <p><b>OPTION 2:</b></p> <p>What would be your top 3 tips for gamers?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship</b></p>


<p><b>How do you get them?</b> Students to discuss their experiences.</p> <p><b>Teacher:</b> they can be purchased using real money or gained through game play.</p>		<p>with gaming or gambling they can speak to a member of staff. Links for Childline and GamCare</p>
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# DATA SHEET Y8L4: PROBABILITY IN GAME


Fifa 20	Desired item/player: 88+ cards, Ronaldo, Messi, Ones to Watch players
(Info from Goal.com)	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.
	Probability: 2.4% chance of getting 90+ player in Gold Pack 6.5% chance of getting 88+ player in Rare Player Pack 8.9% chance of getting 82+ player in Gold Pack 3.4% chance of getting 84+ 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

Overwatch	Desired item/player: Epic and Legendary items from dropped Loot Boxes.
(Info from Mashable.com)	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.
	Probability: 18.2% chance of getting an Epic item dropped in a loot box. 8.4% chance of getting a Legendary item dropped in a loot box.

Roblox	Desired item/player: Rare hats, heads, eggs, ties
(Info from Goal.com)	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.
	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.

Animal Crossing: Pocket Camp	Desired item/player: Characters, rare animals such as bugs
(Info from Gamerant.com and animalcrossing.fandom.com)	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.
	Probability: 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.

Fortnite	Desired item/player: Skins, weapons
(Info from GameGuideHQ.com and InfoFortnite.com)	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.
	Probability: Weapons and other items: Chance of getting Legendary guided missile is 0.038%. Chance of getting Epic mini-gun is 1.35%. Chance of getting Blue burst rifle is 1.83%. Chance of getting Mythical golden fish is 0.0001%.

Apex Legends	Desired item/player: Characters, skins, Heirloom set
(Info from pcgamer.com and appuals.com)	Key info: Legend Tokens, Craft Metals and Apex coins are used to purchase items such as packs, weapons, characters and skins.
	Probability: 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%.

**NB- Data True at time of production: March 2020**

## Y8L5: PROBABILITY AND LUCK

This Lesson relates to Challenge 2.9 from the 'In the Know' workbook. Probability and Luck: Do people understand the probability of certain events. Prepare a 5-minute talk to share with your class.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand and define the terms probability and luck</li> <li>• To understand how you can lose money through gambling</li> <li>• To consider the motivations and understanding of those who may gamble</li> <li>• To be able to identify how to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can offer a definition of probability and luck</li> <li>• I understand how money can be lost due to gambling</li> <li>• I understand why people might gamble</li> <li>• I know where to get help if I am worried about my own or someone else's relationship with gambling</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L5 'Probability and Luck' PowerPoint</li> <li>• Dictionaries</li> <li>• Y8L5 Resource: Game</li> <li>• Internet access/ ICT suite (optional)</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, Mathematics and Numeracy</p> <p><b>Cross Curricular Skills:</b> 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 Y8 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><b>Agree/Disagree and rationale.</b></p> <p><b>Students: Order the statements (agree/disagree) and share your reasoning.</b></p> <ul style="list-style-type: none"> <li>• Some people are luckier than others</li> <li>• Gambling is immoral</li> <li>• You can improve your chances of winning by spending more</li> <li>• You're more likely to win the lottery by thinking positively</li> <li>• You need to lose a lot of money before you can be considered to be experiencing harm</li> <li>• Gambling is just a form of entertainment</li> <li>• Gambling adverts should be banned</li> <li>• Gambling is a waste of time and money</li> <li>• Gambling is a quick way to make a lot of money</li> <li>• Gambling should be banned</li> <li>• Gambling on a free internet site is harmless because no money is lost</li> </ul>	<p><b>What's the chances?</b></p> <p><b>Students you have 3 minutes:</b> Use dictionaries and provide a definition for both probability and luck. What role do these play in gambling?</p> <p><b>Resource: Y8L5 Events and odds game.</b> <b>Students:</b> in your groups order the events from most likely to least likely. <b>Teacher:</b> ask students to consider the odds for the most likely and the least likely. Give them the odds and ask them to match them. <b>Students:</b> now match the odds to the event.</p> <p><b>Discuss and share answers.</b></p> <ul style="list-style-type: none"> <li>• Are there any surprises?</li> <li>• How does this make you feel?</li> <li>• Would you be more/less likely to participate?</li> </ul> <p>Prepare a five-minute presentation for the plenary.</p> <p><b>The House always wins.</b></p> <ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• How does this impact those who participate?</li> <li>• Do people have a good understanding of this?</li> <li>• Why do you think people gamble, what are their motivations?</li> </ul>	<p><b>Time to present:</b></p> <p>Share your presentation.</p> <p><b>Discuss:</b> How can people be safeguarded?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

<ul style="list-style-type: none"> <li>• It's fine to borrow money to gamble</li> <li>• Playing bingo doesn't cause harm</li> <li>• The house always win</li> </ul> <p><b>NB: you may choose to edit these based on your group.</b></p> <p><b>Define gambling:</b> What does gambling mean to you?</p>	<ul style="list-style-type: none"> <li>• What might the outcome be?</li> <li>• Where can people go for help if they are worried about their/someone else's relationship with gambling?</li> </ul> <p>Prepare a five-minute talk or presentation on this topic.</p>	
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## Y8L5: RESOURCE

<b>Rolling a double 6 with two dice</b>	<b>Winning £30 on the National Lottery</b>	<b>Winning an Oscar</b>
<b>Being struck by lightning twice</b>	<b>Dying in a plane crash</b>	<b>Being attacked by a shark</b>
<b>Drawing an ace from a full deck of cards</b>	<b>Flipping 12 heads in a row with a coin</b>	<b>Having an accident on a UK Fairground ride</b>
<b>Finding a four-leaf clover on the first try</b>	<b>Winning an Olympic gold</b>	<b>Getting all 6 numbers on the National Lottery</b>

1:13	1:36	1:98	1: 662,000
1:9 million	1: 4,096	1: 10,000	1: 3,848
1:2million	1: 45million	1:11 million	1: 11,500



TEACHER ANSWER SHEET

Drawing an ace from a full deck of cards. <b>1:13</b>	Rolling a double 6 with two dice. <b>1:36</b>	Winning £30 on the National Lottery. <b>1:98</b>
Being attacked by a shark. <b>1: 3,848</b>	Flipping 12 heads in a row with a coin. <b>1:4,096</b>	Finding a four-leaf clover on the first try. <b>1: 10,000</b>
Winning an Oscar. <b>1: 11,500</b>	Winning and Olympic gold. <b>1:662,000</b>	Having an accident on a UK Fairground ride. <b>1: 2 million</b>
Being struck by lightning twice. <b>1:9 million</b>	Dying in a plane crash. <b>1:11 million</b>	Getting all 6 numbers on the National Lottery. <b>1:45 million</b>

## Y8L6: GAMING: THE GOOD THE BAD AND THE MISUNDERSTOOD

This lesson relates to challenge 4.6 from the YGAM 'In the Know workbook.' The Gaming Industry. Produce a documentary or booklet on the different types of video games, exploring the consequences of spending too much time and money.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the positive and negatives aspects of gaming</li> <li>• To be able to articulate the risks posed to players</li> <li>• To be able to use your knowledge to create a useful resource</li> <li>• To be able to identify how to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I understand the positives and negatives of playing video games</li> <li>• I can talk about the risks people may experience</li> <li>• I can use my knowledge to create a resource</li> <li>• I know where to get help if I am worried about my own or someone else's relationship with gaming</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L6 'Gaming: The Good, The Bad, The Misunderstood' PowerPoint</li> <li>• ICT and internet access (optional)</li> <li>• In lieu of ICT you may wish to provide newspaper articles and research documents to support the task. You could use the links below. Please check content and advertising at point of download/printing in case of any changes/amendments.</li> <li>• <b>'I spent £700 on loot boxes in a month'</b> Available at <a href="https://www.bbc.co.uk/news/business-48480182">https://www.bbc.co.uk/news/business-48480182</a></li> <li>• <b>Teenagers are now spending half of their pocket money on gambling, report finds.</b> Available at: <a href="https://www.telegraph.co.uk/news/2019/10/23/teenagers-now-spending-half-pocket-money-gambling-report-finds/">https://www.telegraph.co.uk/news/2019/10/23/teenagers-now-spending-half-pocket-money-gambling-report-finds/</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

- **NHS opens clinic to help child addicts of computer games.** Available at: <https://www.theguardian.com/society/2019/oct/08/nhs-opens-clinic-to-help-child-addicts-of-computer-games>
- **Calls for regulation of video game loot boxes based on University of York research.** Available at: <https://www.york.ac.uk/news-and-events/news/2019/research/call-regulate-video-game-loot-boxes/>
- **Pros & Cons of Video games:** Available at: <https://netivist.org/debate/pros-and-cons-of-video-games>
- **How to Protect Your Child from the Top 8 Dangers of Online Gaming.** Available at <https://www.kaspersky.co.uk/resource-center/threats/top-8-online-gaming-dangers-facing-kids>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y8 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><b>Let's play.</b></p> <p>In teams using the letters GAMING think of as many words linked to gaming as you can. You have 3 minutes.</p> <p><b>Examples:</b>            G: Game play, GG (good game)            A: Action, adds, aggro            M: macro, MMO (massively multiplayer online game)            I: influencer, item level, inventory            N: nerf, newbie, noob (mistakes made by a newbie)            G: goods</p> <p><b>This could be used to create a glossary.</b></p>	<p><b>Gaming resources</b></p> <p>Create a resource to present the risks of gaming. You will want to include both positives and negative aspects of gaming and how people can reduce the risk of harm.</p> <p>Students will need either ICT/internet access to research and create the resource or they can utilise the newspaper articles and studies provided.</p> <p>Students may wish to create:</p> <ul style="list-style-type: none"> <li>• A blog</li> <li>• A leaflet</li> <li>• A poster</li> <li>• A film (or film script/story board)</li> <li>• A documentary</li> </ul>	<p><b>I proudly present:</b></p> <p>Students to share their resources.</p> <p><b>Reflection:</b> What have you learned today?            How can you apply this to:</p> <ul style="list-style-type: none"> <li>• Your own gaming behaviour?</li> <li>• Your interaction with peers whilst gaming?</li> <li>• Understanding and acting upon risks whilst gaming?</li> </ul> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9. SCHEME OF WORK (SOW)

This Y9 SOW has been mapped to the KS3 Northern Ireland Curriculum for KS3. Each lesson is linked to The Learning for Life and Work: Personal Development 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 gambling and gaming linked to the Learning for Life and Work: Personal Development. 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 and gambling related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. Through recognising signs and symptoms of harmful gaming and gambling 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 guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. 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><b>Why do some young people gamble?</b></p> <p><b>Challenge 1.2: Why people gamble</b> Consider the motivations of young people who gamble and explore the potential risks involved. Explore the research and discuss why young people may gamble. Explore the research and create learning materials to inform young people about the risks.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L1)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L1)</li> <li>• Data Sheet: Y9L1</li> <li>• Pens/paper</li> <li>• Sticky notes (optional)</li> <li>• IT access (optional)</li> </ul>
2	<p><b>What are the risks?</b></p> <p><b>Challenge 6.2: Addiction and Mental Health</b> Choose 10 images you associate with gambling. Create a collage and share your thoughts, use key words to support your images.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L2)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L2)</li> <li>• Y9L2: Resource 1</li> <li>• Y9L2: Resource 2</li> <li>• Pens/paper</li> <li>• Magazines/ newspapers to cut out images/words</li> <li>• Selection of images from newspaper/magazines</li> <li>• Computer/Internet access (optional)</li> </ul>

<p><b>3</b></p>	<p><b>The Blurred Lines.</b></p> <p><b>Challenge 4.6: The Gaming Industry</b> Produce a booklet on the different types of video games, exploring the consequences of spending too much time and money. Explore the games you play. Do they encourage you to buy items or advertise gambling related products? How does this impact you? How do you think this would impact a child in KS2? Create an information resource for KS2 students and their parents to help inform them of the potential harms in some of the products. Do you have any tips to help them stay safe?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L3)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L3)</li> <li>• Y9L3 Data sheet</li> <li>• Pens/paper</li> <li>• Computer/Internet access (optional)</li> </ul>
<p><b>4</b></p>	<p><b>The House Edge:</b></p> <p><b>Challenge 2.3: Probability and Luck</b> Is there such a thing as luck in gambling and what is meant by the house always wins or the house edge? Design and carry out a coin toss or card game to test the rules of probability. Record the rules of play and analyse the odds of different outcomes within the game.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Mathematics and Numeracy</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L4)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L4)</li> <li>• Cards or Coins</li> <li>• Y9L4 Resource: Probability Game</li> </ul>

	<p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>	
<p><b>5</b></p>	<p><b>Gambling: Money and Debt.</b></p> <p><b>Challenge 3.2: The Gambling Industry.</b> How much money does the online gambling market make each year?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L5)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L5)</li> <li>• Access to IT or suggested articles. (See resources section of lesson plan)</li> <li>• Colour post-it notes</li> </ul>
<p><b>6</b></p>	<p><b>The Gambling Act.</b></p> <p><b>Challenge: Explore the Gambling Act.</b> What measures are put in place to protect young and vulnerable people. Should it include Microtransactions in online games?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development/Local and Global Citizenship, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y9L6)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y9L6)</li> <li>• Post-it notes</li> <li>• Internet access (optional)</li> <li>• Article links (see lesson plan)</li> </ul>



## Y9L1: WHY DO SOME YOUNG PEOPLE GAMBLE?

This lesson relates to Challenge 1.2 from the 'In the Know' booklet. Why people gamble: Consider the motivations of young people who gamble and explore the potential risks involved. Explore the research and discuss why young people may gamble. Explore the research and create learning materials to inform young people about the risks.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To recognise how gambling might impact health and wellbeing</li> <li>• To understand why some young people may gamble</li> <li>• To understand the risk associated with gambling</li> <li>• To be able to identify how to get help</li> <li>• To be able to research topics and share information in a suitable manner</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I know how gambling can impact on health and well being</li> <li>• I understand why some people choose to gamble</li> <li>• I understand the risks associated with gambling</li> <li>• I know where to get help if I am worried about my own or someone else's relationship with gambling</li> <li>• I can research topics and share information</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y9L1 'Why do some people gamble' PowerPoint</li> <li>• Data Sheet: Y9L1</li> <li>• Access to pens/paper</li> <li>• Sticky notes (optional)</li> <li>• Computer/Internet access (optional)</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson 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><b>Young people don't gamble; do they?</b></p> <p><b>Teacher:</b> How old do we need to be to gamble? How many children and young people 11-16 do you think gamble?</p> <p><b>Teacher:</b> share statistics from the Gambling commission (2019)</p> <p>11 percent of young people gambled in the last week. Doesn't sound like much but that equates to 350,000 young people aged 11-16.</p> <p>We also know that 55, 000 children are classified as problem gamblers.</p> <p><b>Students:</b> Use your post it notes to create a graffiti board. List as many reasons as you can think of as to why young people might gamble.</p>	<p><b>What's the risk?</b></p> <p><b>Teacher:</b> to share with students the Gambling Commission data which provides the reasons why young gamble. (PowerPoint)</p> <p><b>Students:</b> consider the risks young people may be exposed to. Make a list.</p> <p><b>Students:</b> Utilising the data sheets (can carry out further research online if students have access) create a resource to inform younger children about the risks of gambling.</p> <p>They may wish to create a story board for an advert, a flyer/poster, web page/blog, video or an app.</p>	<p><b>I proudly present:</b></p> <p>Students to share their resources and discuss their reasoning for their choices.</p> <p>Opportunity for questions and feedback.</p> <p>What are they key points raised?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

# DATA SHEET: Y9L1

## Gambling Commission: Young people Gambling Report 2019

<u>Reasons for Gambling.</u>	<u>How Young People Gamble.</u>
<ul style="list-style-type: none"> <li>• 55%= Because it's fun</li> <li>• 31%= To try and win money</li> <li>• 31%= It gives me something to do</li> <li>• 19% = To get a buzz</li> <li>• 13%= Because I like to take risks</li> <li>• 12%= Because I'm likely to win money</li> <li>• 11%= Because it's cool</li> <li>• 10%= Because my parents/guardians do it</li> <li>• 9%= Don't know</li> <li>• 7%= Because I will win more than I will lose</li> <li>• 6%= Helps me when I feel depressed</li> <li>• 6%= Because my friends do</li> <li>• 6%= Because my siblings do</li> <li>• 4%= Due to an occasion/event</li> </ul>	<ul style="list-style-type: none"> <li>• 5% Private bet</li> <li>• 4% Fruit/slot machines</li> <li>• 3% National Lottery (shop bought)</li> <li>• 3% Cards for money</li> <li>• 3% Personally placing a bet- in a betting shop</li> <li>• 2% Online Lottery- instant games</li> <li>• 2% Bingo- at bingo club</li> <li>• 2% Gambling machines in betting shops</li> <li>• 2% Personally visiting a casino</li> </ul>

**Gambling Related Harm as a Public Health Issue: Feb2018** <https://www.gamblingcommission.gov.uk/PDF/Gambling-related-harm-as-a-public-health-issue.pdf>

Department/Interaction	Cost range for England only	Cost range Great Britain
Health: Mental health primary care Secondary mental health services	£10 million-£20 million £20 million-£50 million	£10 million-£40 million
Welfare and employment: JSA claimant costs and lost labour tax receipts	£30 million-£80 million	£40 million-£160 million

Housing: Statutory homelessness applications	£10 million-£30 million	£10 million-£60 million
Criminal justice: Incarcerations	£30 million-£90 million	£40 million-£190 million

**Risks related to gambling harms:**

1. Financial harms
2. Relationship disruption, conflict or breakdown
3. Emotional or psychological distress
4. Decrements to health
5. Cultural harm
6. Reduced performance at work or study
7. Criminal activity

**Young people gambling and other risk-taking behaviours. (aged 11-16)**

Activities Participate in last 7 days.

- 5% Taken Illegal drugs
- 6% Smoked tobacco
- 7% used and e-cigarette
- 11% spent own money on gambling
- 14% Drunk and alcoholic drink

Co Morbidity	Gambler	Non-gambler
Drank Alcohol	41%	10%
Taken illegal drugs	21%	3%
Smoked tobacco	25%	4%
Used an e-cigarette	27%	4%

## Y9L2: WHAT ARE THE RISKS?

This lesson relates to Challenge 6.2: Addiction and Mental Health. Choose 10 images you associate with gambling. Create a collage and share your thoughts, use key words to support your images.

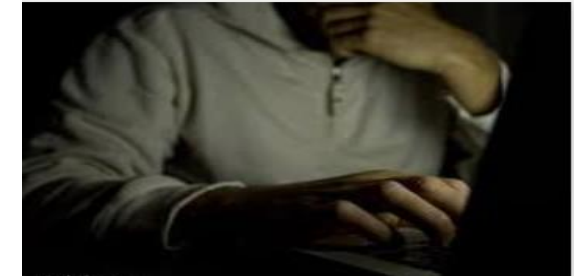
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To recognise how gambling might impact health and wellbeing</li> <li>• To understand why some young people may gamble</li> <li>• To understand the risk associated with gambling</li> <li>• To be able to identify how to get help</li> <li>• To be able to research topics and share information in a suitable manner</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I know how gambling can impact on health and well being</li> <li>• I understand why some people choose to gamble</li> <li>• I understand the risks associated with gambling</li> <li>• I know where to get help if I am worried about my own or someone else’s relationship with gambling</li> <li>• I can research topics and share information</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y9L2 ‘What are the risks?’ PowerPoint</li> <li>• Y9L2: Resource 1</li> <li>• Y9L2: Resource 2</li> <li>• Access to pens/paper</li> <li>• Computer/Internet access (optional)</li> <li>• Magazines/ newspapers to cut out images/words</li> </ul> <p>NB: you may wish to allow students to research information online. Alternatively, these are suggested reports/articles they could read/research to support their opinions. We advise that at the time of download/print that you check the articles for content and advertising in case of any additions/amendments.</p>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

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| <ul style="list-style-type: none"><li>• <a href="https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf">https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf</a></li><li>• <a href="https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Problem-gambling-vs-vs-gambling-related-Harms.aspx">https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Problem-gambling-vs-vs-gambling-related-Harms.aspx</a></li><li>• <a href="https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/">https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/</a></li><li>• <a href="https://www.bbc.co.uk/news/health-50828086">https://www.bbc.co.uk/news/health-50828086</a></li></ul> |  |
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**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson 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.**

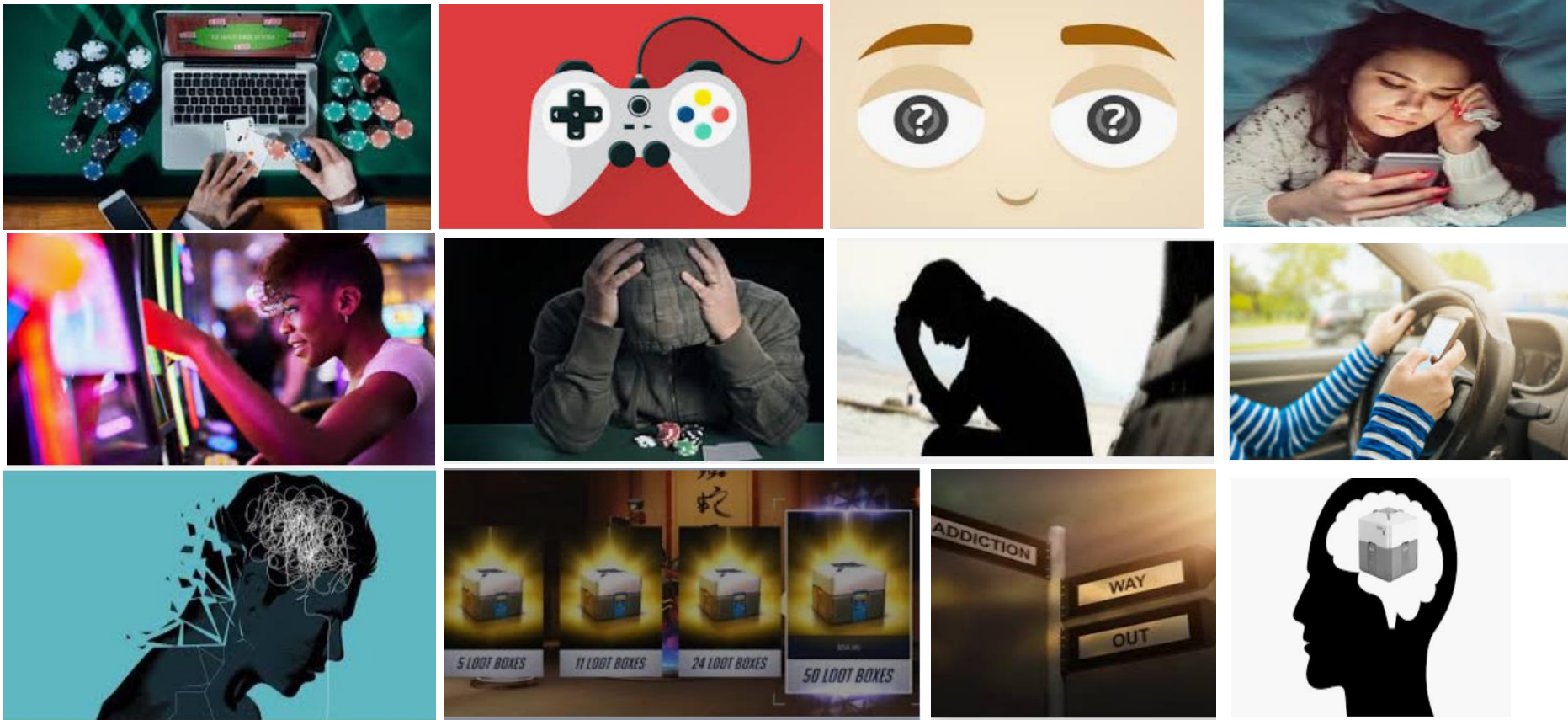
Starter	Main	Plenary
<p><b>Assess the Risk:</b></p> <p><b>Teacher:</b> Gambling: What is risk? What risks are you aware of?</p> <p><b>Definition of risk:</b> A situation involving exposure to danger. The possibility that something unpleasant or unwelcome will happen.</p> <p><b>Students:</b> In groups, explore the images and order from, highest risk to lowest risk.</p> <p>Discuss reasoning and agree ordering. Share with the rest of the class, make sure you discuss your thought process.</p>	<p><b>Gambling and Mental wellbeing.</b></p> <p><b>Teacher:</b> How might gambling affect someone’s mental wellbeing?</p> <p><b>Students:</b> discuss and share ideas.</p> <p><b>Task:</b> Use the internet/magazines/newspaper articles/and or the resource provided as well as your own drawings and annotations to create a collage of the things you associate with gambling related harm. Think about the motivations of people who gamble and what the risks are.</p> <p>The collage could be created digitally or on paper.</p> <p>It’s important to note many adults gamble without experiencing harm.</p>	<p><b>I proudly present:</b></p> <p><b>OPTION 1</b> Students to share their resources and discuss their choices.</p> <p><b>OPTION 2</b> Students go around the room and explore the work. They could leave a comment on post it notes for things that resonate with them.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L2: RESOURCE 1





## Y9L2: RESOURCE 2



## Y9L3: BLURRED LINES

This lesson relates to Challenge 4. 6: The Gaming Industry: Explore the games you play. Do they encourage you to buy items or advertise gambling related products? How does this impact you? How do you think this would impact a child in KS2? Produce a booklet on the different types of video games and information sheet for KS2 students and their parents to help inform them of the potential harms in some of the products. Do you have any tips to help them stay safe?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To recognise how gaming might impact health and wellbeing</li> <li>• To understand why some young people may game</li> <li>• To understand the risk associated with gaming and the blurred lines in to gambling</li> <li>• To be able to research topics and share information in a suitable manner</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I know how gaming and gambling can impact health and wellbeing</li> <li>• I understand the risks associated with gaming and the blurred lines with gambling</li> <li>• I can research topics and share information</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y9L3 'The Blurred Lines' PowerPoint</li> <li>• Y9L3: Data sheet</li> <li>• Access to pens/paper</li> <li>• Access to ICT/internet (optional)</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y8 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for each lesson 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><b>The A-Z of Gaming.</b></p> <p>List as many words as you can think of associated with gaming using letters from the alphabet e.g.</p> <p>A: adrenaline, action, anxiety</p> <p>B: battle pass, boredom</p> <p>C: Clash of clans, candy crush</p> <p>Etc.</p>	<p><b>Blurred lines:</b></p> <p><b>Teacher:</b></p> <p>Do you play video games?</p> <p>Do you buy items within the games?</p> <p>What games do you play?</p> <p>How do you play these? E.g. mobile device, console, tablet etc.</p> <p>What features do games have to keep you playing?</p> <p><b>Students to share responses. Teacher to record.</b></p> <p>Think about the games you play and the risks associated with them. Work in groups of 3-4 to create a resource to inform, educate and safeguard young people about the risks. This can be paper format or digital.</p> <p>You can use the data sheet to assist you and or the internet to support your research.</p>	<p><b>Key advice:</b></p> <p>What advice would you give to your younger self about staying safe when playing games?</p> <p><b>Choose 3 things to share with the class.</b></p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L3: DATA SHEET

Video games have become more and more immersive and they have carefully composed dreamscapes which offer an interesting contrast to the world outside of games/screens. Although games frequently put players in challenging situations, they continuously offer tutorials, eliminate real-world consequences of failure and essentially guarantee rewards in exchange for effort. Many games provide players with a sense of purpose and accomplishment which keeps them engaged

### Skinner's Box: Addictive Game Design:

In the 1950s, B.F. Skinner discovered you could control behaviour through the use of a reward. The rat in the cage learned to pull leavers to receive rewards. It is widely believed that this tactic is used within games. For Example, in Fortnite, the Battle Pass system costs roughly £8 for 10 weeks, which is the length of one season in Fortnite. This then gives you access to daily quests and objectives, which, when completed you're rewarded with extra skins and emotes (dances/gestures).

**A point to consider:** Would you rather pay £X to unlock everything or, a much lower £Y to unlock everything just through playing the game a lot? Many children would opt for option B. It tricks you into believing that you're gaining a huge amount of value from a relatively small investment. When in reality, you're trading large portions of your time just to make your character look a bit cooler.

### Changing the Rate of Reinforcement:

Reinforcement in video games is usually fast and frequent when you start playing, providing you with encouragement and rewards for your play. For example: "You levelled up! here is a reward!" Receiving a reward every time you level up is known as a 'fixed reinforcement ratio of one'.

### Lootboxes:

A loot box is a virtual item that can be opened, usually using real money, and contains a random virtual item with different levels of rarity. This allows for reinforcement but varies the options. Loot boxes have been compared to gambling as it's a chance reward. There have even been cases reported of people losing their entire life savings on virtual loot boxes. Currently gambling laws in the UK do not cover virtual goods. From April 2020 games that feature loot boxes /microtransactions must carry a warning label '*In-Game Purchases - includes random items.*' This guidance has come from ERSB and applies to UK and Europe. (This information is true as of April 2020)

### Punishment for Not Playing:

Some games 'punish you' for not playing the game. As an example, in Farmville if you are not playing, you cannot harvest your crops, so they die. You can avoid this by paying money for the tools or by logging in more frequently.

Source: Game Quitters: <https://gamequitters.com/are-video-games-addictive/>

Source: <https://www.nytimes.com/2019/10/22/magazine/can-you-really-be-addicted-to-video-games.html>

## Y9L4: THE HOUSE EDGE

This lesson relates to challenge 2.3 from the 'In the Know' Booklet. Probability and Luck: Is there such a thing as luck in gambling and what is meant by the house always wins or the house edge? Design and carry out a coin toss to test the rules of probability. Record the rules of play and analyse the odds of different outcomes within the game.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the rules of probability</li> <li>• To understand how probability relates to gambling</li> <li>• To be able to test the rules of probability and analyse findings</li> <li>• To identify gambling related harm</li> <li>• To be able to research topics and share information in a suitable manner</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I understand what is meant by probability and luck</li> <li>• I understand how probability relates to gambling</li> <li>• I can test the rules of probability and analyse my findings</li> <li>• I can identify gambling related harm</li> <li>• I can research topics and share information</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y8L4 'The House Edge' PowerPoint</li> <li>• Access to pens/paper</li> <li>• Coins or pack of cards</li> <li>• Y9L4 Resource: Probability Game.</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Mathematics and Numeracy</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y8 SOW for which it is part 4 of 6 lessons. Depending on the time allocated for each lesson 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><b>Stand up if:</b></p> <ul style="list-style-type: none"> <li>• If you have ever placed a bet</li> <li>• If you have played a game of cards or a board game for money</li> <li>• If there's a betting shop near your home</li> <li>• If you've ever chosen numbers for a family member on the lottery</li> <li>• If you've ever picked a horse on a horse racing event</li> <li>• If you can identify two examples of gambling related harm</li> <li>• If you can provide an example of how gambling might affect mental health</li> <li>• If you can give an example of where to get help</li> <li>• If you know what is meant by the house edge</li> <li>• If you know what is meant by luck</li> <li>• If you know what is meant by probability</li> <li>• Played a game such as penny up/coin toss</li> </ul> <p><b><i>NB Teacher can amend statements as appropriate.</i></b></p>	<p><b>House Edge:</b></p> <p>What is probability? Discuss.</p> <p><b>TASK 1: Probability sort</b></p> <p>Match the activity to the probability.</p> <p><b>Task 2:</b></p> <p>Work in groups of 3-4.</p> <p><b>Conduct a coin toss game or a card game</b> to test the rules of probability. Explore the likelihood of a variety of outcomes e.g., calling a head five times in a row, of getting head/tail consistently etc.</p>	<p><b>How does probability apply to gambling?</b></p> <p><b>Discussion.</b></p> <p>How do gambling companies make their money?</p> <p>Do you think young people are aware of the probability of them winning?</p> <p>If young people knew the odds of winning do you think this would impact the decision to take part/how much they spend?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L4: RESOURCE

<b>Getting Ronaldo from FUT 2020</b>	<b>Chance of throwing 8 heads in a row</b>	<b>Getting all 6 numbers on the National Lottery</b>
<b>Being struck by lightning</b>	<b>Drawing an ace from a full deck of cards</b>	<b>Finding a four-leaf clover on the first try</b>
<b>Living to 100</b>	<b>Getting a royal flush in poker in your first-hand</b>	<b>Being killed by flesh eating bacteria</b>

## Y9L4: RESOURCE

1:13	1:3	1:700,000
1:45million	1: 649,740	1: 10,000
1:128	1: 45million	1:1 million



TEACHER ANSWER SHEET

<p>Getting Ronaldo in FUT 2020 <b>1:150,000</b></p>	<p>8 heads in a row <b>1:128</b></p>	<p>Getting all 6 numbers on the National Lottery <b>1:45 Million</b></p>
<p>Being struck by lightning <b>1:700,000</b></p>	<p>Drawing an ace from a full deck of cards <b>1:13</b></p>	<p>Finding a four-leaf clover on the first try <b>1: 10,000</b></p>
<p>Living to 100 <b>1: 3</b></p>	<p>Getting a royal flush in poker in your first-hand <b>1: 649,740</b></p>	<p>Being killed by flesh eating bacteria: <b>1:1million</b></p>

## Y9L5: GAMBLING, MONEY AND DEBT

This Lesson relates to challenge 3.2 from the 'In the know Booklet': How much money does the online gambling market make each year?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand how the gambling industry works</li> <li>• To understand the financial risks of gambling</li> <li>• To be able to research topics and share information in a suitable manner</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I understand how the gambling industry works</li> <li>• I understand the financial risks of gambling</li> <li>• I can research topics and share information</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y9L5 'Gambling, Money and Debt' PowerPoint</li> <li>• Pens/paper/colour post-it notes</li> <li>• Access to IT and internet (optional)</li> <li>• Links to newspaper articles (if no access to internet). Teachers should check content for appropriateness/advertising etc in advance as content/advertising may have been amended.</li> <li>• <a href="https://www.gamblinginsider.com/news/8901/uk-gambling-consultant-80-chance-gambling-turns-into-the-new-tobacco">https://www.gamblinginsider.com/news/8901/uk-gambling-consultant-80-chance-gambling-turns-into-the-new-tobacco</a></li> <li>• <a href="https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Statistics/Industry-statistics.aspx">https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Statistics/Industry-statistics.aspx</a></li> <li>• <a href="https://www.statista.com/topics/3400/gambling-industry-in-the-united-kingdom-uk/">https://www.statista.com/topics/3400/gambling-industry-in-the-united-kingdom-uk/</a></li> <li>• <a href="http://www.gamblingcommission.gov.uk/for-gambling-businesses/Compliance/General-compliance/Social-">http://www.gamblingcommission.gov.uk/for-gambling-businesses/Compliance/General-compliance/Social-</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

[responsibility/Research-education-and-treatment-contributions.aspx](#)

- <https://about.gambleaware.org/fundraising/>
- <https://www.onlinebetting.org.uk/betting-guides/biggest-bookies.html>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for each lesson 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><b>Do's and Don'ts Mind Map</b></p> <p><b>What can the individual do to safeguard themselves against gambling harms?</b></p> <p>Using the sticky notes write ideas for what the individual might do.</p> <p><b>What can the industry/operators do to safeguard consumers against gambling harms?</b></p> <p>Using different colour sticky notes what could the industry/operators do?</p> <p>Teacher and students to explore the responses and most popular ideas.</p> <p>Students to list what they feel are the top 3 ideas for both categories and explain their reasoning.</p>	<p><b>Where does all the money go?</b></p> <p><b>Research Activity:</b></p> <p>Use the newspaper articles/links or an internet search engine to help you think about and answer the following questions:</p> <p><b>How much money does the Gambling Industry make?</b></p> <p><b>Where does the money come from?</b></p> <p><b>Where does the money go?</b></p> <p>Discuss findings and thoughts.</p> <p><b>Cues for Teacher:</b> (salaries, marketing, rent-offices, government (TAX), fines from the GC, CSR and grants E.g. Lottery community fund/ CSR- RET)</p>	<p><b>Let's QUIZ:</b></p> <p><b>Interactive quiz (on slide)</b></p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1) no age limit</li> <li>2) 55,000</li> <li>3) 67 %</li> <li>4) £17</li> <li>5) 15 %</li> <li>6) 9</li> </ol> <p>Source: Young People Gambling report 2019 (Gambling Commission)</p> <p><b>Time to share:</b></p> <p>Share two things that surprised/ interested you?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y9L6: THE GAMBLING ACT

**Challenge:** Explore the Gambling Act. What measures are put in place to protect young and vulnerable people. Should it include Microtransactions in online games?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand how the gambling industry works</li> <li>• To understand the purpose of the Gambling Act and the legislation to protect young and vulnerable people</li> <li>• To understand what is meant by consumer protection and safeguarding</li> <li>• To use researching skills to find information and share findings and opinion</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I understand how the gambling industry works</li> <li>• I understand what is meant by consumer protection and safeguarding</li> <li>• I can define safeguarding</li> <li>• I can recognise key features of the Gambling Act</li> <li>• I can research a topic and share my opinion and findings</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y9L6 'The Gambling Act' PowerPoint</li> <li>• Post-it notes</li> <li>• Gambling Act 2005, Part Four: Protection of Children and Young Persons' <a href="https://www.legislation.gov.uk/ukpga/2005/19/notes/division/5/3/7/2">https://www.legislation.gov.uk/ukpga/2005/19/notes/division/5/3/7/2</a></li> <li>• Internet/IT suite if available. Alternatively, you could use the links below with related press and research articles. We advise you check the content at time of printing.</li> <li>• <a href="https://www.gamblingcommission.gov.uk/news-action-and-statistics/News/gambling-on-credit-cards-to-be-banned-from-april-2020">https://www.gamblingcommission.gov.uk/news-action-and-statistics/News/gambling-on-credit-cards-to-be-banned-from-april-2020</a></li> <li>• <b>Video game loot boxes should be classed as gambling, says Commons.</b> Available at: <a href="https://www.theguardian.com/games/2019/sep/12/video-game-loot-boxes-should-be-classed-as-gambling-says-commons">https://www.theguardian.com/games/2019/sep/12/video-game-loot-boxes-should-be-classed-as-gambling-says-commons</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development/Local and Global Citizenship, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

- **Online video games' loot boxes should be classified as gambling, warns Children's Commissioner.** Available at: <https://inews.co.uk/news/technology/children-online-games-gambling-loot-boxes-childrens-commissioner-817817>
- **Loot boxes should face gambling regulation.** Available at: <https://venturebeat.com/2018/02/20/loot-boxes-should-face-gambling-regulation/>
- **Calls for regulation of video game loot boxes based on University of York research.** Available at: <https://www.york.ac.uk/news-and-events/news/2019/research/call-regulate-video-game-loot-boxes/>
- **Loot boxes are 'not gambling' says UK authority – here's why that's a problem.** Available at: <https://www.techradar.com/uk/news/loot-boxes-are-not-gambling-says-uk-gambling-commission-heres-why-thats-a-problem-for-gamers>
- **EA games: Loot boxes aren't gambling, they're just like a Kinder Egg.** Available at: <https://www.bbc.co.uk/news/newsbeat-48701962>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y9 SOW for which it is part 6 of 6 lessons. Depending on the time allocated for each lesson 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><b>Consumer Protection Map</b></p> <p>Who holds responsibility for protecting the consumer?</p> <p><b>(ensure students understand term consumer)</b></p> <p>Think back to previous lessons and identify all the people involved in safeguarding consumers against harm. Use post it notes to record your ideas.</p> <p>Teacher to read responses and illicit information, discussing key themes.</p> <p>E.g. What role does the individual hold, the operators, banks, etc?</p> <p>Does Education play a part and what role does this play?</p>	<p><b>The Gambling Act: The Big Debate</b></p> <p>Explore the Gambling Act 2005, Part Four: Protection of Children and Young Persons’ What measures are in place to protect children and young people. Is this enough? Explain your answer? Is there any more that could be done? What do you suggest?</p> <p><b>NB – Make students aware that this is the Gambling Act for England, Wales and Scotland. The Northern Ireland 1985 Order is even more outdated but this will still allow students to understand what measures need to be put in place for young people.</b></p> <p>Now think about the ways children and young people are protected from harm relating to microtransactions in games, e.g. loot boxes. Are there measures in place?</p> <p><b>Teacher:</b> split the students into groups for and against.</p> <p><b>Students:</b> Prepare an argument for or against for the inclusion of loot boxes within the gambling act. You will have 5 minutes to put your point across and a further 1 minute to take any questions.</p> <p>You can use the suggested newspaper articles and research documents to support your argument.</p> <p>NB: From April 2020 games that feature loot boxes /microtransactions must carry a warning label ‘In-Game Purchases - includes random items.’ This guidance has come from ERSB and applies to UK and Europe. This information is true as of April 2020.</p>	<p><b>What more can be done?</b></p> <p>Use sticky notes to attach two additional things that could be done to protect consumers. You could attach it to one of those identified in the starter.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y10. SCHEME OF WORK (SOW)

This Y10 SOW has been mapped to the KS3 Northern Ireland Curriculum for KS3. Each lesson is linked to The Learning for Life and Work: Personal Development 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 gambling and gaming linked to the Learning for Life and Work: Personal Development. 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 and gambling related harm, allowing them to become empowered and better able to manage their emotional health and wellbeing. Through recognising signs and symptoms of harmful gaming and gambling 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 guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. 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><b>Why People Game</b></p> <p><b>Challenge 1.2: Consider the motivations of people who game.</b> Look at both the positive and negative aspects of gaming - how can we mitigate the risk?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L1)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L1)</li> <li>• Internet access for research</li> <li>• Article links (see lesson plan)</li> </ul>
2	<p><b>Social and Moral Viewpoints</b></p> <p><b>Challenge 3.10: The Gambling Industry</b> Some forms of gambling are more acceptable than others. Debate</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L2)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L2)</li> <li>• Computer/tablet with internet access for research or you can utilise the articles cited in the lesson plan.</li> </ul>
3	<p><b>Microtransactions.</b></p> <p><b>Challenge 4.9: The Gaming Industry</b></p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L3)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L3)</li> </ul>

	<p>What are the different types of microtransactions in games? Are there any risks associated with these? Do they make games more or less appealing? Present your findings.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• Computer/tablet with internet access or the articles cited in the resource section of the lesson plan could be utilised.</li> </ul>
<p><b>4</b></p>	<p><b>What's the Problem?</b></p> <p><b>Challenge 6.10: Addiction and Mental Health</b> When does gaming and gambling become a problem - how might it lead to harm and who is impacted?</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L4)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L4)</li> <li>• Y10L4: Resource 1</li> <li>• Y10L4: Resource 2</li> </ul>
<p><b>5</b></p>	<p><b>Gambling and Gaming; the potential for harm</b></p> <p><b>Challenge 6.7: Addiction and Mental Health</b> Learn about health issues associated with gambling and/or gaming by young people.</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L5)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L5)</li> <li>• Computer/tablet with internet access</li> <li>• Pens/paper for design</li> </ul>

	<p>Create a resource to help inform, educate, and safeguard people from harm. It's important to note that for many people these activities are participated in without harm.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>	
<p><b>6</b></p>	<p><b>Money and Debt</b></p> <p><b>Challenge 5.3: Money and Debt</b> Create a vocabulary list related to the risks of getting into debt.</p> <p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Mathematics and Numeracy, Language and Literacy,</p> <p><b>Cross Curricular Skills:</b> Communication, Using Mathematics, Using ICT, Thinking Skills and Personal Capabilities</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_NI_KS3_SOW_and_Lesson_Plans (Y10L6)</li> <li>• YGAM_NI_KS3_Lesson_PowerPoint (Y10L6)</li> <li>• Internet access (optional)</li> <li>• Dictionaries</li> </ul>

## Y10L1: WHY PEOPLE GAME

This Lesson relates to Challenge 1.2 from the 'In the Know' booklet. Consider the motivations of people who game. Look at both the positive and negative aspects of gaming - how can we mitigate the risk?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To understand the motivations for people participating in gaming</li> <li>To understand the positive and negatives of professional gaming e.g. esports</li> <li>To explore the potential risks of gaming and how to keep safe</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can list the reasons why people game</li> <li>I can identify positive and negative aspects of the gaming profession, exploring case studies</li> <li>I can use the internet or other relevant sources of information to research the gaming profession</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Y10L1 'Why People Game' PowerPoint</li> <li>Internet access for research</li> <li>If not internet access, you can utilise your own research/preselected newspaper articles, you can also use the suggested articles below. We advise you check at the time of download/print for suitability as some of the content/adverts may change</li> <li><a href="https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/">https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/</a></li> <li><a href="https://www.dailygame.net/gaming/what-are-the-risks-of-online-gaming">https://www.dailygame.net/gaming/what-are-the-risks-of-online-gaming</a></li> <li><a href="https://usa.kaspersky.com/resource-center/threats/top-7-online-gaming-dangers-facing-kids">https://usa.kaspersky.com/resource-center/threats/top-7-online-gaming-dangers-facing-kids</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for 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><b>What games do you play?</b></p> <p><b>Teacher to ask what games do you play and how do you play them?</b></p> <p>Teacher could record results using tally chart or via an interactive online quiz.</p> <p>Students discuss the games they play, the media they use (games console, smartphone etc) as well as how often and how long they play them for. Teacher to record responses and identify the top five games.</p> <p>Ask students to note which method of play is most popular.</p> <p><b>Teacher to ask students: Why do you play games?</b></p> <p>E.g. It's fun, my friends do it/ peer pressure, social and it's a good way to catch up with people, etc.</p>	<p><b>The good and the bad.</b></p> <p>Teacher to ask students to think of both positive and negative things that can be gained from gaming and why people may enjoy it.</p> <p><b>Task 1: Make a list of the good and bad points.</b> This could be completed by students discussing in groups and making a list under each heading or via a research opportunity whereby students utilise internet search engine to draw out their findings.</p> <p><b>Task 2: Esports: Health and Well-being</b></p> <p><b>What risks might an Esports Professional be exposed to and what could they do to look after their health.</b></p> <p>Students to utilise newspaper articles/research papers/internet search, to support them to explore the potential risks of gaming. For each risk, see if they can offer an opportunity to reduce the risk.</p>	<p><b>Let's debate:</b></p> <p>Gaming online is safer than hanging out with my friends in the park/ on the street at night?</p> <p>List opinions for and against and discuss.</p> <p>Create a class list exploring personal safety, both online and offline in response to the debate.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y10L2: SOCIAL AND MORAL VIEWPOINTS

This Lesson relates to Challenge 3.10 The Gambling Industry: Some forms of gambling are more acceptable than others. Debate.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the potential risks of gambling and how this applies to you</li> <li>• Understand why people might gamble</li> <li>• Understand what is meant by gambling related harm</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can list the reasons why people might gamble</li> <li>• I can identify the risks associated with gambling</li> <li>• I understand what is meant by gambling related harm</li> <li>• I know where to get help if I am worried about my own or someone else’s relationship with gambling.</li> <li>• I can use critical thinking skills to explore gambling and social norms</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y10L2 ‘Social and Moral Viewpoints’ PowerPoint</li> <li>• Computer/tablet with internet access for research or you can utilise the newspaper articles below. Content/advertising should be viewed and checked for suitability in advance of the lesson as updates/amendments may have taken place.</li> <li>• Children more likely to become gamblers due to high volume of betting ads. Available at: <a href="https://www.theguardian.com/society/2020/mar/27/children-more-likely-to-become-gamblers-due-to-high-volume-of-betting-ads">https://www.theguardian.com/society/2020/mar/27/children-more-likely-to-become-gamblers-due-to-high-volume-of-betting-ads</a></li> <li>• Children’s exposure to TV Ads for alcohol and gambling: 2020 update: <a href="https://www.asa.org.uk/news/children-s-exposure-to-tv-ads-for-alcohol-and-gambling-2020-update.html">https://www.asa.org.uk/news/children-s-exposure-to-tv-ads-for-alcohol-and-gambling-2020-update.html</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

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| <ul style="list-style-type: none"><li>• Leading doctors call for ban on gambling advertisements 'to protect people from financial harm' during coronavirus lockdown. Available at: <a href="https://www.dailymail.co.uk/news/coronavirus/article-8199827/Leading-doctors-call-ban-gambling-advertisements-coronavirus-lockdown.html">https://www.dailymail.co.uk/news/coronavirus/article-8199827/Leading-doctors-call-ban-gambling-advertisements-coronavirus-lockdown.html</a></li><li>• Which Types of Gambling Are the Most Addictive and Why? Available at: <a href="https://www.healthyplace.com/addictions/gambling-addiction/most-addictive-type-of-gambling">https://www.healthyplace.com/addictions/gambling-addiction/most-addictive-type-of-gambling</a></li></ul> |  |
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**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 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><b>Are some forms of gambling more acceptable than others?</b></p> <p>Take 2 minutes to discuss this on your table and share the main ideas?</p> <p>Teacher to illicit information and gauge reasoning and understanding.</p> <p>Teacher to show the types of gambling slide and ask Students if they think some forms are more acceptable than others? e.g. penny slots or bingo v poker/horse racing</p> <p>Why do we think that? Has gambling been normalised?</p>	<p><b>Let's debate:</b></p> <p><b>During lockdown 2020 Labour MP Carolyn Harris was quoted as saying.</b></p> <p>"Gambling has been normalised to such an extent that young people grow up thinking this is a harmless activity. Those who are targeted today will be the problem gamblers of tomorrow. It's time [gambling firms] realised the harm they're doing via this indoctrination."</p> <p>How far do you agree with this statement? Write your views on the matter. Consider the advertising around you. You can also use the articles/web search to help form your argument.</p> <p><b>Teacher:</b> depending on the group you may wish to illicit those borderline activities, e.g. encourage students to think about borderline activities, e.g. through video games, or within other games, such as cards, coin games: regionally the name differs but YP may refer to them as Pitch and Toss, Penny up for example, playing. They may also refer to arcade machines and grabbers for example.</p> <p><b>Let's share:</b> Students share responses.</p>	<p><b>Agree/Disagree</b></p> <p><b>1)Gambling should be illegal?</b></p> <p><b>2)All Gambling should be 18+, including seaside arcades?</b> For info: (Category D Machine e.g. penny slots- no age restriction) It's also important for students to understand that many adults will gamble without experiencing harm but there are some adults and children who may suffer from real harm.</p> <p><b>3)Gambling advertising on TV should be banned, just like tobacco adverts.</b> For info: Gambling adverts are banned before water shed but can be shown during programmes with low numbers of children in the audience. E.g. some daytime TV. We see lots of gambling advertising in Esports and in free games. <i>Information true Dec 2020.</i></p> <p><b>4)Gambling firms should pay money towards the prevention, treatment and research of gambling related harm?</b> For info: RET. Voluntary levy- gambling firms pay into this and money goes toward, research, education, and treatment.</p>



		<p><b>5)Random purchases in computer games should be regulated under the gambling act.</b></p> <p>For info: Currently (April 2020) these are not regulated.</p> <p>NB: From April 2020 games that feature loot boxes /microtransactions will carry a warning label 'In-Game Purchases - includes random items.' This guidance has come from ERSB and applies to UK and Europe.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>
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## Y10L3: MICROTRANSACTIONS

This Lesson relates to Challenge 4.9: What different types of micro transactions can we make in games? Are there any risks associated with these purchases? Do they make games more or less appealing? Present your findings.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the term and definition of microtransaction</li> <li>• To understand why games include micro transactions and the intent in these</li> <li>• To understand why people make microtransactions</li> <li>• Understand what is meant by gaming and gambling related harm</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can define microtransactions</li> <li>• I understand why microtransactions feature in games</li> <li>• I understand why people might make microtransactions</li> <li>• I understand what is meant by gaming and gambling related harm</li> <li>• Research and manage information effectively</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y10L3 ‘Microtransactions’ PowerPoint</li> <li>• Computer/tablet with internet access or the below articles could be utilised. Please be advised to check content/adverts etc at time of print.</li> <li>• Microtransactions, Explained: Here's What You Need To Know. Available at: <a href="https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/">https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/</a></li> <li>• Here’s How Microtransactions Made Fortnite \$300 Million in a Month. Available at <a href="https://www.finance-monthly.com/2018/06/heres-how-microtransactions-made-fortnite-300-million-in-a-month/">https://www.finance-monthly.com/2018/06/heres-how-microtransactions-made-fortnite-300-million-in-a-month/</a></li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

- Ultimate Team microtransactions now make more money than FIFA itself. Available at:  
<https://metro.co.uk/2019/07/25/ultimate-team-microtransactions-now-make-money-fifa-10461286/?ito=cbshare>
- Microtransactions in videogames. Available at:  
<https://www.intelligenteconomist.com/microtransactions/>
- The ongoing controversy of microtransactions: available at:  
<https://www.forbes.com/sites/kevinanderton/2018/03/07/the-on-going-controversy-of-microtransactions-in-gaming-infographic/#577e2c111d9c>
- Pros and cons of microtransactions. Available at:  
<https://www.gamezone.com/originals/the-pros-and-cons-of-microtransactions-in-a-major-release/>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 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><b>Thought shower: Microtransactions.</b></p> <p>Students to take 5 minutes to list/create a thought shower identifying the types of microtransactions they're aware of.</p> <p>Teacher to share definition of microtransaction.</p> <p><b>a microtransaction is anything you pay extra for in a video game outside of the initial purchase.</b></p> <p>(<a href="https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/">https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/</a>)</p> <p>Students to add any additional information at this point, perhaps certain games which they play that feature them.</p>	<p><b>Research and present:</b></p> <p><b>Ask students to explore the world of microtransactions within games.</b></p> <p><b>NB- use of IT/Computing suite is needed for this task. If no access to IT the articles cited in resource section could be utilised.</b></p> <p>Students: research the types of microtransactions.</p> <p>Why do gaming companies use them?          How much revenue do they bring in?          What are the pros and cons for the player/consumer?          What are the laws/regulations associated with these?          What's your opinion regarding microtransactions?</p> <p>NB: From April 2020 games that feature loot boxes / microtransactions must carry a warning label '<i>In-Game Purchases - includes random items.</i>' This guidance has come from ERSB and applies to UK and Europe. (This information is true as of April 2020)</p> <p><b>Share your findings</b></p> <p>Teacher to ask some of the students to present their findings.</p>	<p><b>What advice would you give?</b></p> <p>Teacher to ask students to think of five pieces of advice they could give to younger children about microtransactions.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y10L4: WHEN DOES GAMING AND GAMBLING BECOME A PROBLEM?

This lesson relates to challenge 6.10 Addiction and Mental Health: When does gaming and gambling become a problem? What does it look like?

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand what is meant by gambling and gaming related harm</li> <li>• To understand the wider impact of gambling and gaming related harm</li> <li>• To recognise the signs of gaming and gambling related harm</li> <li>• To be able to identify how and where to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can define gambling and gaming related harm</li> <li>• I understand the impact of gambling and gaming related harm</li> <li>• I can recognise signs of gambling and gaming related harm</li> <li>• I know where to get help if I am worried about my own or someone else’s relationship with gambling or gaming.</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y10L4 ‘What’s the Problem?’ PowerPoint</li> <li>• Y10L4: Resource 1</li> <li>• Y10L4: Resource 2</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy</p> <p><b>Cross Curricular Skills:</b> Communication, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 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><b>Looking for signs:</b></p> <p><b>What does gambling and gaming related harm look like?</b></p> <p><b>Can you tell if someone is experiencing gambling or gaming related harm?</b></p> <p>Students to discuss in groups and decide if you can identify gambling and gaming related harm, identifying the signs or lack thereof.</p> <p>Students to look at the signs of gaming/gambling harm and sort into the correct heading. Gaming related harm Gambling related harm.</p> <p>What are the similarities /differences?</p>	<p><b>Spotting the signs.</b></p> <p><b>TASK1:</b> <b>Teacher to draw traffic lights on board.</b></p> <p>Students to work in pairs and read the scenario card and consider if this person is experiencing harm. Red- experiencing harm Amber- At risk Green- not experiencing harm and not at risk</p> <p>They should place them on the board as appropriate.</p> <p>Discuss reasoning.</p> <p><b>TASK2:</b></p> <p>What are the signs of harm from drugs/alcohol/tobacco?</p> <p>Do you think it is easier/more difficult to recognise the signs of gambling or gaming related harm compared to harm from drugs/alcohol/tobacco? Are there any similarities or differences?</p> <p><b>Explain your thoughts.</b></p>	<p><b>A helping hand</b></p> <p>Students to share work/ideas. Do they think they would spot the signs within friends? Is it easier/ more difficult than with other things that could cause harm, e.g. alcohol, tobacco, illegal drugs.</p> <p><b>Where could you get help?</b></p> <p>Teacher to ask students to think of five places they could go for help if they are worried about their own or someone else's relationship with gaming or gambling.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y10L4: RESOURCE 1

<b>Preoccupation with it</b>	<b>Headaches/ migraines</b>	<b>Unable to set time limits</b>	<b>Avoiding friends and family</b>	<b>Struggling to stop</b>
<b>Being overly defensive about it</b>	<b>Spending too much time and money on it</b>	<b>Downplaying time spent doing it</b>	<b>Arguing with family and friends</b>	<b>Neglecting hygiene to spend more time doing it</b>
<b>Thinking about it all the time</b>	<b>Chasing losses</b>	<b>Debt issues</b>	<b>Doing it until you having nothing left</b>	<b>Neglecting personal needs</b>
<b>Extreme fatigue</b>	<b>Selling possessions</b>	<b>Lying/hiding what you're doing</b>	<b>Being overly defensive about it</b>	<b>Carpel tunnel syndrome</b>

## Y10L4: TEACHERS' RESOURCE

### SPOTTING THE SIGNS: GAMBLING RELATED HARM:

- Spending too much time/money
- Finding it hard to manage or stop
- Arguing with family/friends
- Thinking/talking about it all the time
- Chasing losses/ experiencing debt
- Gambling until you have nothing left
- Feeling anxious, worried
- Losing interest in hobbies
- Neglecting personal needs
- Lying
- Selling possessions

### SPOTTING THE SIGNS: GAMING RELATED HARM:

- Preoccupation with gaming
- Downplaying time spend gaming
- Unable to set limits
- Avoiding family/friends
- Being overly defensive
- Headaches and or migraines
- Neglecting hygiene
- Extreme fatigue
- Carpel Tunnel syndrome



## Y10L4: RESOURCE 2

**Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.**

**Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.**

**Eloise spends all her pocket money on lootboxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometime uses her mother's card to buy lootboxes. She's surprised her mother hasn't realised.**

**When there's a big horse racing event on, Hassan and his family have a family bet on the outcome. They each stake £1.**

**Rina's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.**

**Zane stole money from Mum's purse to pay off a gambling debt.**

**Chris spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.**

**Amira gets £20 pocket money and quite often spends £5 or £10 on lootboxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.**

**Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops, so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and nothing more than £10.00. She's got to win big on the next one, right?**

**Whenever Mo gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA ultimate team and hopes to get Ronaldo. His mares say it's a waste of money, but Jack doesn't mind, it's his money and he doesn't have much else to spend it on anyway.**

**Lou inherited some money which was meant to be going towards driving lessons. all the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.**

**Eli and has family play cards for money. Their maximum stake is 50p.**

**Alisha's lost a lot of money playing penny up with kids at school. She doesn't know what to do. Maybe one more go and she can win back the money she lost? She feels incredibly guilty about losing the money.**

## Y10L5: GAMBLING AND GAMING: THE POTENTIAL FOR HARM

This lesson relates to Challenge 6.7 Addiction and Mental Health.: Learn about health issues associated with gambling and/or gaming by young people. Create a resource to help inform, educate and safeguard people from harm. It's important to note than for many people these activities are participated in without harm.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand what is meant by gambling and gaming related harm</li> <li>• To understand the health issues that may arise from gambling and gaming related harm</li> <li>• To develop a resource to educate others</li> <li>• To be able to identify how and where to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can define gambling and gaming related harm</li> <li>• I understand the health issues which may arise from gambling and gaming related harm</li> <li>• I can use my knowledge to create a resource for others</li> <li>• I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming.</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y10L5 'Gambling and Gaming, the Potential for Harm' PowerPoint</li> <li>• Computer/tablet with internet access (optional)</li> <li>• Pens/paper for design</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Language and Literacy, The Arts</p> <p><b>Cross Curricular Skills:</b> Communication, Using ICT, Thinking Skills and Personal Capabilities</p>

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 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><b>Staying healthy:</b></p> <p><b>Teacher to ask - How do you think gaming and gambling could affect your health?</b></p> <p>Students list as many for gaming in 2 minutes as they can think of. Then do the same for gambling. Teacher to use count down.</p> <p>Share and discuss thoughts.</p> <p>Examples:</p> <p><b>Gambling:</b> e.g. mental ill health, sleeping issues/difficulties co morbidity with other harmful activities, e.g. alcohol/drugs/</p> <p><b>Gaming:</b> Mental ill health, trouble sleeping, obesity due to lack of exercise or low weight due to lack of food, poor personal hygiene, text neck, carpal tunnel syndrome, eye strain. Lack of vitamin D</p>	<p><b>Time to teach:</b></p> <p><b>Teacher to split the students into groups. (you may wish to make several smaller groups)</b></p> <p>Students: In groups, create a resource to inform people about the potential health problems associated with gambling or gaming related harm.</p> <p>You can choose who your resource is to be targeted at e.g. adults/teachers/parents/your peers or a younger age group.</p> <p>You may wish to make a short film so you could write a script. You may wish to create an app, write a blog, design a leaflet/poster etc.</p> <p>Group 1: Gambling Related Harm</p> <p>Group 2: Gaming Related Harm</p> <p>Think about how can you prevent harm.</p> <p>ICT/internet access: Students may wish to carry out further research online and create a digital resource.</p>	<p><b>I am proud to present:</b></p> <p><b>OPTION 1:</b> Teacher to select students to share their work.</p> <p><b>OPTION 2:</b> The groups move around classroom to view one another's work.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y10L6: MONEY AND DEBT

This lesson relates to Challenge 5.3 Money and Debt: Create a vocabulary list related to the risks of getting into debt.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the term debt</li> <li>• To understand risks and consequences of getting into debt</li> <li>• To recognise that gambling and gaming could lead to debt problems</li> <li>• To be able to identify how and where to get help</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can define debt</li> <li>• I understand the risk and consequences of getting into debt</li> <li>• I understand that gambling and gaming can lead to debt problems</li> <li>• I know where to get help if I am worried about my own or someone else’s relationship with gambling or gaming.</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Y10L6 ‘Money and Debt’ PowerPoint</li> <li>• Computer/tablet with internet access</li> <li>• Dictionaries</li> </ul>	<p><b>Area of Learning:</b> Learning for Life and Work: Personal Development, Mathematics and Numeracy, Language and Literacy,</p> <p><b>Cross Curricular Skills:</b> 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 Y10 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><b>Agree/Disagree:</b></p> <p>On the PowerPoint statements will appear. Students to stand up/sit down if they agree/disagree.</p> <ul style="list-style-type: none"> <li>• Debt is part of life/being an adult</li> <li>• Borrowing money to gamble is okay</li> <li>• Saving money to spend on and in games is a responsible way to buy the items you want</li> <li>• Using your parents card to buy in-game items is fine.</li> <li>• Spending all your wages in one weekend on gaming or gambling is fine if you are careful the following month.</li> <li>• Taking out a loan to cover/consolidate your debt is a good idea.</li> <li>• You can have good and bad debt.</li> </ul> <p><b>Teacher to discuss the opinions with the class and individual students to explore thinking.</b></p>	<p><b>What's the consequence?</b></p> <p><b>Task 1: 2-minute scribble</b> List as many words/thoughts associated with the following questions. You have 2 minutes per question.</p> <ol style="list-style-type: none"> <li>1) How many words related to money and debt you can think of?</li> <li>2) What is debt?</li> <li>3) Is debt ever acceptable?</li> <li>4) What would you consider 'acceptable' debt?</li> <li>5) What would you consider to be unacceptable debt?</li> <li>6) What are the immediate consequences are debt?</li> </ol> <p><b>Task 2:</b> IT option or dictionary. Write a definition for each of your responses to Q1 above.</p> <p>Additional suggestions if needed: Loan, Debt, Finance, Arrears, Interest, Insolvency, Bankruptcy, Savings, Borrowing, Credit, Bills, Overdraft</p> <p><b>Task 3: What are the risks?</b> What are the risks of getting into debt? List five risks, explaining what the consequences are and the impact they may have on the individual and their family/friends /community, if applicable.</p> <p><b>Feedback and discuss ideas.</b></p>	<p><b>Healthy Financial habits.</b></p> <p>List 5 things you think you could do to keep your finances in control.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>