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Y.11 SCHEME OF WORK (SOW)

This Y11 SOW has been mapped to the KS4 Northern Ireland Curriculum for KS4. Each lesson is linked to The Learning for Life and Work Curriculum: Entry Level and GCSE. 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. 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>Gambling Advertising and Marketing</p> <p>Challenge 3.3: The Gambling Industry - Advertising. How does gambling advertising work? Investigate and find out about the processes involved. How have things changed over time? Share your findings using photographs and/or diagrams</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L1) • YGAM_NI_KS4_Lesson_PowerPoint (Y11L1) • Y11L1 Resource Sheet • Optional: Computer suite/Internet access
2	<p>Safeguarding</p> <p>Challenge 3.4: The Gambling Industry: Safeguarding. Whose responsibility is it to safeguard people in relation to gambling and gambling related harms? Consider individual, family, media, marketing, gambling industry, financial institutions and any other organisations who may have a role to play. Create a presentation to share your findings/ideas.</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L2) • YGAM_NI_KS4_Lesson_PowerPoint (Y11L2) • Post-its • Article link (see lesson plan)
3	<p>Gambling: Motivation and Risk - Why do young people gamble? Part 1.</p> <p>Challenge 1.2: Consider the motivations of young people who gamble, and potential risks involved. Conduct a questionnaire to explore the motivations of your class/school/youth</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L3) • YGAM_NI_KS4_Lesson_PowerPoint (Y11L3) • Optional: Computer suite

	<p>group. Create learning materials to demonstrate your findings.</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>	
4	<p>Gambling Related Harm - Why do young people gamble? Part 2.</p> <p>Challenge 1.2: Building on from Part 1. Explore how young people can be supported to recognise the potential harm of gambling. Create resources to support them in recognising the potential harms.</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L4) • YGAM_NI_KS4_Lesson_PowerPoint (Y11L4) • Y11 Data Sheet • Y11L4 Resource Sheet
5	<p>Money and Debt:</p> <p>Challenge 5.3: Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.</p> <p>Area of Learning: Learning for Life and Work</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L5) • YGAM_NI_KS4_Lesson_PowerPoint (Y11L5) • Y11 Data Sheet • Optional: Computer suite/internet access

6	<p>Gambling Trends:</p> <p>Challenge 6.4: Conduct a brief survey among adults and find out which of these forms of gambling they have tried and why: lottery, scratch cards, bingo, horse racing, casino, fruit machine, online, other. Produce a graph or pie chart to show the percentages of each form of gambling.</p> <p>Area of Learning: Learning for Life and Work, language and Literacy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>	<ul style="list-style-type: none">• YGAM In the Know Workbook• YGAM_NI_KS4_SOW_and_Lesson_Plans (Y11L6)• YGAM_NI_KS4_Lesson_PowerPoint (Y11L6)• Optional: Computer suite/internet access
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Y11 DATA SHEET: GAMBLING HARM

Problem gambling: When someone’s habit compromises, disrupts, or damages family, personal or recreational pursuits.



<p>Spotting the signs of problem gambling:</p> <ul style="list-style-type: none"> • Spending too much time and/or money • Finding it hard to manage or stop • Arguing with family and friends and becoming defensive • Thinking or talking about it all the time • Chasing losses and suffering with debt issues • Gambling until you have nothing left • Feeling anxious or worried about gambling and/or money • Losing interest in hobbies and social interactions • Neglecting personal needs • Hiding or lying about gambling • Selling possessions or stealing to fund gambling 	<p>Gambling and personal finances:</p> <ul style="list-style-type: none"> • 11% of 11-16 year olds have spent money on gambling in the last 7 days • 35% of these 11- 16 year olds have spent more than £10 in the last 7 days • 49% of these 11-16 year olds have sent £5 or less on gambling in the last 7 days • 44% of 11-16 year olds have paid money to open loot boxes • 7% of 11-16 year olds have spent money gambling online <p>Young People and Gambling Survey 2019 Gambling Commission Survey: https://www.gamblingcommission.gov.uk/statistics-and-research/publication/young-people-and-gambling-2019</p>
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Support for gambling related harm: <https://www.bigdeal.org.uk/>

Y11L1: Gambling: Advertising and Marketing

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

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand how advertising works. • To identify and understand the processes used by different brands and companies. • To analyse and evaluate the changes in advertising over time. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand what advertising is. • I can identify different advertising strategies used by different brands. • I can explain how brands use advertising. • I can describe the changes in advertising over time. • I can present my findings using visual aids.
<p>Resources:</p> <ul style="list-style-type: none"> • Y11L1 'Gambling: Advertising and Marketing' PowerPoint • Y11L1 Resource Sheet • Pen and paper • Optional: computer suite/internet access 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

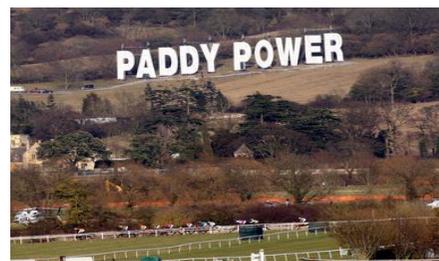
NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Give me five [Teacher draws a hand on the board]</p> <p>Activity: Give me five [Teacher draws a hand on the board] Students give five different ways that a gambling or gaming brand might use advertising.</p> <p>Teacher to collect answers from around the room and write them on the board.</p> <p>Ideas include TV, Radio, Social Media, Sports, Newspapers, Shop windows, lottery cards, Seaside slots, card packs etc.</p>	<p>Activity: Let's investigate Students can either research online or use the images (Y11L1 Resource) provide to investigate different gambling brands, such as Paddy Power, Bet 365 etc.</p> <p>Students to explore how these gambling brands use advertising and whether it has changed over time.</p> <p>Students to create a visual display of their findings such as a timeline or a mind-map, with annotations.</p> <p>Reflect: Students to consider how they are impacted by advertising and if they feel that young people are safeguarded.</p>	<p>Activity: Debate Students are asked to discuss which is the most/least effective form of advertising. This could be done via vote or via displaying a few options and asking students to stand near the option they think is most/least effective. Students should give their reasoning. You may wish to tease out viewpoints on the protections available for young people and the potential impact.</p> <p>Homework: Tally Students create a tally chart of how many times they see gambling being advertised throughout the week. They could split the chart into different types of gambling such as online, sports events, billboards etc.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y11L1: RESOURCES

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

PADDY POWER



WILLIAM HILL



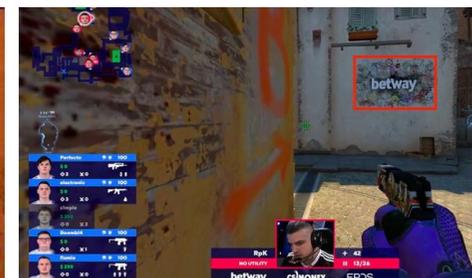
BET 365



SKY BET



GAMES AND ESPORTS



Y11L2: Safeguarding

Challenge: Whose responsibility is it to safeguard people in relation to gambling and gambling related harms?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify who is and should be responsible for safeguarding people in relation to gambling. • To consider whether there is enough safeguarding of people in relation to gambling. • To evaluate and present information on safeguarding in relation to gambling. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify and discuss safeguarding and responsibility in relation to gambling. • I can evaluate and present information on safeguarding in relation to gambling.
<p>Resources:</p> <ul style="list-style-type: none"> • Y11L2 ‘Safeguarding’ PowerPoint • Pen and paper • Post-its 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Post-it What does ‘safeguarding’ mean in relation to gambling?</p> <p>Students are given post-its and should write down what they think safeguarding means and stick it on the board at the front.</p> <p>Teacher to read out responses and the class to come up with an agreed definition.</p>	<p>Activity: Mind-map In groups, students are asked to draw a mind-map of the different people/organisations that they feel should be involved in safeguarding students against gambling.</p> <p>Teacher: To support you may suggest: The Gambling Commission The Operators themselves The Government Banks/financial institutions Individual responsibility/parents/family Community groups/organisations Faith leaders/groups The media (e.g. Ofcom), marketing (e.g. Advertising Standards Authority),</p> <p>Teacher to take in responses and groups to add any missing people/organisations to their mind-map.</p> <p>Students should then revisit the mind-map and circle the people that feel are currently involved in safeguarding.</p> <p>Activity: We proudly present... Students work as a group to create a short presentation on who they think should be responsible for safeguarding people in relation to gambling. They must explain their reasoning as part of their presentation.</p>	<p>Activity: voting stations! The students vote on which group gave the strongest presentation/ argument, giving reasons for their choice.</p> <p>Extension: What happens if the safeguards fail? Students to discuss why safeguarding is important and what would happen if there was no safeguarding in place.</p> <p>Students to explore the Northern Ireland 1985 Order and suggest further safeguarding measures.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own/or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y11L3: Gambling: Motivation and Risk. Why do young people gamble? Part 1

Challenge: Consider the motivations of young people who gamble, and the potential risks involved. Conduct a questionnaire to explore the motivations of your class/school/youth group. Create learning materials to demonstrate your findings. You should explore also, why young people do not gamble.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To consider the reasons why young people gamble • To consider the risks involved in gambling • To investigate and present findings on the motivations of gambling 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify the motivations of young people who gamble • I can identify the potential risks involved in gambling. • I understand that gambling can take place within games, such as the use of loot boxes. • I can create and conduct a questionnaire. • I can analyse the findings of an investigation. • I can present information to my peers.
<p>Resources:</p> <ul style="list-style-type: none"> • Y11L3 'Why do young people gamble? Part 1' PowerPoint • Pen and paper • Optional: Computer suite 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Mind Map In pairs, students mind-map the different motivations young people may have for gambling. Mention that some gambling could be through online games such as the use of loot boxes, or via 'games' with friends/family such as penny up, or wagering money on board games and card games for example.</p> <p>Ask students to list the reasons they think people don't gamble e.g., choice, think it's a waste of money, religious and cultural reasons, community impact etc.</p> <p>Teacher to collect responses and draw a mind-map of student answers on the board.</p> <p>Activity: Think Pair Share In pairs, students discuss the risks of gambling/gaming. Students then share with the class.</p>	<p>Activity: Let's investigate! Students create a questionnaire to find out the motivations for gambling within their class. Again, this could relate to gaming and in-app purchasing. Students should include questions about why people do not gamble.</p> <p>Students create a presentation/learning material of the information they have found. This could include graphs/pie charts etc.</p> <p>Some students could present their findings to the class if there is time in the lesson.</p> <p>If students have access to ICT this could be done via Excel or similar.</p>	<p>Activity: Exit ticket Students are given a ticket (post-it, piece of paper, printed ticket etc.) and are asked to write down one risk associated with gambling, and one way in which this risk can be overcome.</p> <p>For example - spending too much money could be a risk, one solution would be to ensure no card details are stored on devices.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y11L4: Gambling Harms. Why do young people gamble? Part 2

Challenge: Building on from Part 1. Explore how young people can be supported to recognise the potential harm of gambling. Create resources to support them in recognising the potential harms.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To consider the risks and potential harms involved in gambling • To identify key behaviours that suggest someone is experiencing harm • To raise awareness of the potential harms of gambling and signpost support 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify the potential risks involved in gambling • I can define gambling related harm • I can identify key behaviours linked to gambling related harm • I can create resources to raise awareness of the potential harms of gambling • I know where to get help if I am worried about my own or someone else's
<p>Resources:</p> <ul style="list-style-type: none"> • Y11L4 'Why do young people gamble? Part 2' PowerPoint • Y11L4 Resource Sheet • Y11 Data Sheet • Pen and paper • Optional: Computer suite 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 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>Activity: Think, Pair, Share Teacher asks students to define Gambling Related Harm. What does it look like?</p> <p>Teacher takes responses and then displays the Gambling Commission definition: “When someone’s habit compromises, disrupts or damages family, personal or recreational pursuits.”</p> <p>Activity: Let’s sort it! Students work in pairs or groups to sort cards into RED: (harmful) AMBER (at risk) GREEN (not harmful)</p>	<p>Activity: Are we aware? Students work in groups to create a resource to promote awareness of the potential harms of gambling. Students to signpost how and where to get help. This could take the form of a poster, leaflet, banner etc.</p> <p>This would be a great opportunity to create a display for other students to use.</p> <p>The Y11 Data Sheet will provide key information and links to support agencies; however students can carry out further research online if they have access.</p> <p>This lesson may be completed over more than one session due to the creative nature of the main activity.</p>	<p>Activity: We proudly present...</p> <p>Students present their work to the class. The class can then provide feedback and peer assess.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y11L4: RESOURCE

<p>I never complete my homework or chores because I don't have time. I spend my time on the slot machines and then I go straight to bed when I get in. I'm always in trouble at school for not doing my work and my grades are slipping a bit.</p>	<p>I don't gamble. Private bets don't count do they? We sometimes make bets on games like cards at home but that cant lead to problems; I don't think?</p>	<p>I spend £5 of my pocket money once a week on gambling but spend the other £10 on social activities like the cinema, bowling etc. with my friends. I'm not too upset if I lose.</p>
<p>I spend all my money online on loot boxes and games such as poker. I have had to steal money from my Dad's card before because I ran out of pocket money.</p>	<p>I go to the local arcade a few times a week with my friends. I spend most of my money there, but we have a good time. We also spend some of our money getting food and drinks.</p>	<p>I gamble a few times a week. I feel worried and anxious, and I can't really concentrate on much else unless I know that I've won the money back that I spent.</p>

<p>I don't have time to get a shower and make my breakfast and lunch. I need to make sure I can win the money back that I lost yesterday. That's more important!</p>	<p>I get pocket money once a month from my Gran. I always say that I'll save it to go out with my friends, but I always spend it straight away gambling. I try to stop but each month I can't seem to help it – I can't stop.</p>	<p>I used to spend the weekend with my cousins playing football and going to the arcades but now I play online games on my own and spend my time and money online. I don't see my cousins anymore. They don't get it.</p>
<p>I just turned 18, my friends and I go to the casino some weeks, just because we legally can now, and we all make an agreement to watch out for each other and not bet more than we can afford. To be honest, we don't really get what all the fuss is.</p>	<p>I play the National Lottery once a week. It's been a tradition in my family and I just continued it. I don't have lucky numbers- just have the random ones that way if I did ever stop doing it I wouldn't be worried about my special numbers being chosen.</p>	<p>I gamble on major sports events. Most the time it's organised through work and I just do it as its part of the culture, but I've never really gambled any other time than that.</p>
<p>I play games for money with friends and family, such as coin toss, cards and board games. I'm always lucky. I wonder if I could be this lucky with 'real' gambling.</p>	<p>I feel guilty all the time. My family thinks it's immoral to gamble and I've been doing it now and again with my friends to fit in. I don't really 'get it'.</p>	<p>I can't talk to my parents or friends because all they do is have a go at me for gambling. They don't understand that I need to do this every day; it's just fun.</p>

Y11L5: Money and Debt

Challenge: Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand how gambling links to finances • To identify ways to manage personal finances • To evaluate your own personal finances 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can describe the link between gambling and finances for young people • I can explore other activities and ways to spend money • I can identify ways to manage my own finances • I can create a financial plan to ensure that I am able to manage my finances • I can reflect upon my current and future spending
<p>Resources:</p> <ul style="list-style-type: none"> • Y11L5 'Money and Debt' PowerPoint • Pen and paper • Post-its or paper tickets • Y11 Data Sheet • Optional: Computer suite/internet access 	<p>Area of Learning: Learning for Life and Work</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Give me five Teacher to draw hand on the board. Students to give five things that they think young people spend their money on (one per finger).</p> <p>Teacher to take responses and then link to spending on gaming and gambling. Teacher to present information on gambling spends (also found on data sheet):</p> <p>11% of 11-16 year olds have spent money on gambling in the last 7 days 35% of these 11- 16 year olds have spent more than £10 in the last 7 days 49% of these 11-16 year olds have sent £5 or less on gambling in the last 7 days 44% of 11-16 year olds have paid money to open loot boxes 7% of 11-16 year olds have spent money gambling online</p> <p>IT based option: Students could research information on young people’s average spend, as well as the spending on gambling.</p>	<p>Activity: Mind map In pairs or groups, students create a mind map of what alternative activities young people could spend their money on.</p> <p>Teacher to collect in a range of responses to support students with ideas.</p> <p>Extension: Students could work out how much they spend personally on different activities and could work this out as percentages.</p> <p>Activity: Financial plans Students to create a short-term and long-term financial plan.</p> <p>This could be adapted to post-16 financial plans and how they intend to manage money, as some students may not receive pocket money etc.</p>	<p>Activity: Exit ticket Students write down one way in which they will ensure that they manage their finances now or in the future.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y11L6: Gambling Trends

Challenge: Conduct a brief survey and find out more about gambling, risks and harm. Are there any key messages? You may wish to interview someone who has lived experience of gambling harm to understand further the potential risks.

Learning Objectives:

- To identify the different forms of gambling available within the UK.
- To investigate the types of gambling activities adult's have tried, and why
- To present information to your peers.

Learning Outcomes:

- I can identify different forms of gambling.
- I can create a survey to investigate gambling.
- I can analyse my findings and create a graph or chart to demonstrate my findings.
- I can present my findings to my peers.

Resources:

- Y11L6 'Gambling Trends' PowerPoint
- Pen and paper
- Post-its
- Optional: computer suite/internet access

Area of Learning: Learning for Life and Work, Language and Literacy

Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills

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Starter	Main	Plenary
<p>Activity: Post-it Teacher to ask students to write down the different types of gambling that take place. Examples could include: lottery, scratch cards, bingo, horse racing, casino etc.</p> <p>Teacher: try to illicit other forms of gambling, e.g. microtransactions within games, loot boxes, penny up/coin toss/pitch and toss, private bets, regular games where money/wagering is involved.</p> <p>Students stick the Post-its on the board to create a graffiti wall. The teacher can then read out a range of responses.</p> <p>NB: teacher to ensure students realise that not all those who gamble experience harm.</p>	<p>Activity: Let's investigate In pairs or groups, students create a survey to find out which forms of gambling people have tried and why, also why not? This could be completed as an anonymous survey utilising an online survey provider.</p> <p>Alternative options:</p> <ol style="list-style-type: none"> 1. Students could use ICT to research adult gambling trends. The Gambling Commission Report is a good starting point for IT based research. 2. You may wish to invite in a key speaker who has experienced gambling related harm for a Q&A session. NB: YGAM can support you with this, contact: training@ygam.org <p>NOTE: This could be done over two lessons. Students could create the survey this lesson, then take it home and bring it back completed for the following lesson.</p> <p>Activity: Let's investigate Students take the findings of their survey and create a graph or chart. Students then present their findings to the class.</p>	<p>Activity: 60 second scribble Students to write down the key things they have taken from the lesson. They have 60 seconds to write as much as they can.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y12. SCHEME OF WORK (SOW)

This Y12 SOW has been mapped to the KS4 Northern Ireland Curriculum for KS4. Each lesson is linked to The Learning for Life and Work Curriculum: Entry Level and GCSE. 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. 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
<p>1 Gamblers Fallacy.</p> <p>Challenge 2.4: Probability and Luck. It is often said that ‘the House always wins’ in gambling. But what does this actually mean? Create a digital presentation to share with the rest of your group.</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L1) • YGAM_NI_KS4_Lesson_PowerPoint (Y12L1) • YouTube video: https://m.youtube.com/watch?v=K8SkCh-n4rw • Access to ICT/Computer suite
<p>2 Money and Debt</p> <p>Challenge 5.8: Should playing the stock market be classified as gambling? How does it compare to other forms of gambling?</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L2) • YGAM_NI_KS4_Lesson_PowerPoint (Y12L2) • Y12L2 Resource Sheet • Y12 Data Sheet • Optional: Internet access
<p>3 Why People Gamble:</p> <p>Challenge 1.7: Produce a handbook with information on organisations which deal with the prevention of gambling and gaming-related harms and other organisations who help those already addicted. Use illustrations and photographs to convey your message.</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L3) • YGAM_NI_KS4_Lesson_PowerPoint (Y12L3) • Y12 Data Sheet • Optional: Computer suite/internet access

	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>	
4	<p>Challenge 6.4: Addiction and Mental Health</p> <p>Define addiction. Why might a young person develop addictive behaviours that are linked to gambling? How does it affect different health aspects? Research these areas and find a case study to support your findings. Create a podcast, blog or resource to share your findings.</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L4) • YGAM_NI_KS4_Lesson_PowerPoint (Y12L4) • Y12L4 Resource: Cause and Effect • Y12L4 Resource: Sorting Activity • Joe’s Story: https://www.timeshighereducation.com/student/blog/s/gambling-addiction-i-blew-80-cent-my-student-loan-and-overdraft#survey-answer • Sam’s Story: https://samstarsmore.wordpress.com/2019/04/18/inside-the-mind-of-a-gambling-addict/ • GamCare article https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/?cn-reloaded=1 • Pens and paper • Computer suite (optional)
5	<p>The Gambling Industry - Marketing</p> <p>Challenge 3.3: Explore gambling marketing and advertising: how much is too much?</p> <p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L5) • YGAM_NI_KS4_Lesson_PowerPoint (Y12L5) • Optional: Computer suite/internet access

6 Gambling: Removing the Stigma.

Create a campaign to raise awareness about the potential harms of gambling and remove the stigma.

Area of Learning: Learning for Life and Work, Language and Literacy, Religious Education

Cross Curricular Skills: Communication, Using ICT, Other Skills

- YGAM In the Know Workbook
- YGAM_NI_KS4_SOW_and_Lesson_Plans (Y12L6)
- YGAM_NI_KS4_Lesson_PowerPoint (Y12L6)
- Y12 Data Sheet
- Optional: Computer suite

Y12: DATA SHEET

What is Gambling?

The Gambling Act 2005 defines gambling as: betting, gaming or participating in a lottery. That definition distinguishes between activities which need to be **licensed** and other activities which do not.

The Gambling Commission categorises different gambling activities into what we call sectors:

- Arcades (those for adults and those for families)
- Betting (online, at an event or in a high street bookmakers)
- Bingo (online or in a bingo hall)
- Casino (online or in a casino)
- Lotteries (raffles, tombola's, sweepstakes etc)
- Gaming machines (fruit machines, fixed odds betting terminals etc)



Source: <https://www.gamblingcommission.gov.uk>

Gambling vs. the Stock Market

The Stock Markets is not classified as Gambling. There are similarities and differences between the stock market and gambling. Both allow people to obtain money, and both carry an element of risk. However, the stock market allows money to be invested into the economy, as well as allowing people to openly research into the different companies, meaning that the risk can be calculated. Gambling however is biased in favour of the betting agencies and there is a huge element of luck.

Gambling is typically short lived, while stock markets require investment, and it can last a lifetime and there is typically a positive expected return on investment.

Source: <https://www.investopedia.com/articles/basics/09/compare-investing-gambling.asp>

Key organisations

- Childline - a free counselling service for children and young people.
- GamCare - GamCare run BigDeal - a place for young people to find information and support related to gambling.
- National Gaming Clinic in London which offers Skype therapy sessions for gamers
- NHS - NHS Gambling Clinics are open in London, Leeds, Sunderland, and Manchester.
- Shout - a 24/7 crisis text service available for times when people feel they need immediate support.

Further information can be found on the Gambling Commission website.

2005 Gambling Act

The Gambling Act 2005 was brought in to regulate gambling, ensuring that it was an open and fair process. The Act aimed to prevent gambling being used as part of crime and aimed to protect young people and vulnerable people. The Act also removed advertising prohibitions, meaning that gambling operators had more freedom to advertise their products, for example through the radio, TV and online.

Current safeguarding for young people: Gambling

- No advertising on young people's sports kits
- Age restrictions e.g., 18plus for most gambling, 16 for lottery and category D- no age restrictions (e.g. penny slots/ max 10p stake)
- Betting adverts limited to watershed. There was no limit on advertising in and around sport until 2019 when the Whistle to Whistle ban was introduced. Now games shown before watershed must not contain any gambling adverts during, and 5 minutes before and after games. This does not include radio
- Advertising should not include limits e.g., not using child friendly characters, sports persons

Current safeguarding for young people: Gaming

- PEGI ratings for games
- ESRB warning: This Game contains in game purchases.

Y12L1: Probability and Luck: The Gambler's Fallacy.

Challenge: It is often said that 'the House always wins' in gambling. But what does this actually mean? Create a presentation to share with the rest of your group.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the meaning of 'the House always wins.' • To present information on the gambler's fallacy. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand the meaning of 'the House always wins.' • I understand the meaning of bias. • I understand the meaning of 'gambler's fallacy'. • I can present information to my peers.
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L1 'Probability and Luck: The Gambler's Fallacy' PowerPoint • YouTube video: https://m.youtube.com/watch?v=K8SkCh-n4rw • Pen and paper • Computer suite 	<p>Area of Learning: Learning for Life and Work, Language and Literacy, Mathematics and Numeracy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y12 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: 60 second scribble</p> <p>Students write answer to the following:</p> <p>What does the term ‘bias’ mean?</p> <p>Teacher to discuss meaning of bias and then ask... What do we mean by ‘the House always wins’?</p> <p>Teacher to show definition on next slide: The House always wins –it means that when you gamble in a casino, betting shop, online etc. the odds are stacked in favour of the establishment.</p> <p>Teacher to ask – why may this cause harm in relation to gambling?</p>	<p>Activity: Video</p> <p>Play the video for students. Come up with a class definition of ‘Gambler’s fallacy’.</p> <p>Activity: Let’s investigate</p> <p>ICT option: Students choose a form of gambling such as loot boxes, races etc. and research the odds of winning.</p> <p>Students create a digital presentation based on their research to show that ‘the House always wins’.</p> <p>Non-ICT option: Ask students to investigate probability and odds using activities like a coin toss, the likelihood of a colour or suit in a pack of cards, the next colour to come out of a Smarties tube etc.</p>	<p>Activity: We proudly present...</p> <p>Students present their work to the class and receive feedback from their peers.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y12L2: The Stock Market: Money and Debt

Challenge: Should the stock market be classified as gambling? How does it compare to other forms of gambling?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand what the stock market is and how it works. • To understand the difference between investing and gambling. • To evaluate the different forms of gambling. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand what the stock market is and how it works. • I understand the meaning of investment. • I can compare the stock market to other forms of gambling. • I can put forward arguments to my peers.
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L2 'The Stock Market: Money and Debt' PowerPoint • Y12L2 Resource Sheet • Y12 Data Sheet • Post-it or exit ticket • Pen and paper • Optional: Internet access 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using Mathematics, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y12 SOW for which it is part 2 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Let's sort it!</p> <p>Students are given a card sort and must put the statements in either the gambling column or the stock market column. (Make sure cards are cut up and shuffled beforehand – keep one copy for the answers).</p> <p>Discuss what the similarities and differences are between the stock market and other forms of gambling e.g. casino.</p> <p>Class to come up with a joint definition for the stock market and investment.</p>	<p>Activity: Let's debate</p> <p>Students are split into teams and must argue for or against the following statement: 'Stock markets should be classified as a form of gambling.'</p> <p>Students should spend time developing their arguments and discussing how they will respond to the arguments of their opposing team.</p> <p>Students can research online, if they have internet access, to further research and form their arguments.</p> <p>Consider the impact on the economy and individuals.</p>	<p>Activity: Exit ticket</p> <p>Students write down their viewpoint on stock markets as a form of gambling.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y12L2: RESOURCE

Stock market	Gambling e.g. casino
<p>Studying behaviour You study patterns in stock charts to predict a stock's price in the future. Information is easy to find and readily available online.</p>	<p>Studying behaviour You study behaviour and patterns, as well as the behaviour and patterns of your opponents. This influences your betting strategy.</p>
<p>Risk The risk you take allows you to potentially get more money. There is always a chance of losing.</p>	<p>Risk The risk you take allows you to potentially get more money. There is always a chance of losing.</p>
<p>Losses There may be winners and losers. You may lose some money, but you can back out if you start to lose money.</p>	<p>Losses There are always winners and losers. It is likely that you will lose more than you will win. You can't back out.</p>
<p>Where the money goes Your money may help to support companies in developing new products. Your money can directly impact on the economy.</p>	<p>Where the money goes Your money transfers to a different person.</p>
<p>Impact Losing can have a huge impact on your finances and therefore on your wellbeing and the wellbeing of those around you.</p>	<p>Impact Losing can have a huge impact on your finances and therefore on your wellbeing and the wellbeing of those around you.</p>

Y12L3: Why People Gamble

Challenge: Produce a handbook with information on organisations which deal with the prevention of gambling and gaming-related harms and other organisations who help those already addicted. Use illustrations and photographs to convey your message.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify organisations that deal with the prevention of gambling and gaming-related harms. • To identify organisations that support people that are already addicted. • To create a support tool for young people. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can describe the key indicators that suggest gambling or gaming may be causing harm. • I can identify organisations that prevent gambling or gaming-related harm. • I can identify organisations that support people who are already addicted. • I can create a support tool for young people and present this to my peers.
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L3 'Why people gamble' PowerPoint • Y12 Data Sheet • Pen and paper • Craft materials / Post-its • Computer suite (optional) 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y12 SOW for which it is part 3 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Give me five!</p> <p>Teacher draws hand on board and students draw around their own hand.</p> <p>Students to write down five signs or behaviours indicating gambling or gaming-related harm e.g. socially reclusive, debt issues etc. There should be one idea for each finger.</p> <p>Teacher to take a range of responses.</p>	<p>Activity: Let's create!</p> <p>Students are split into groups and must prepare a handbook with information such as the signs of gambling or gaming-related harm, as well as the organisations which deal with the prevention of or support people experiencing gambling and gaming-related harms.</p> <p>The data sheet provided can support with this task if there is no access to ICT for research purposes, and students can use photographs or illustrations.</p>	<p>Activity: Tweet</p> <p>On a post-it, students write a Tweet advertising one of the organisations that they have researched. They then bring their Tweet to the front of the class and stick it to the board.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y12L4: Addiction and Mental Health

Challenge: 6.4 Define addiction. Why might a young person develop addictive behaviours that are linked to gambling? How does it affect different health aspects? Research these areas and find a case study to support your findings. Create a podcast, blog or resource to share your findings.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify the signs of gambling related harm • To understand what is meant by addiction • To identify how addiction may affect people and impact on various aspects of their life • To understand cause and effect 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify the signs of gambling related harm • I can identify how gambling can impact on various aspects of an individual's health • I understand cause and effect • I know where to get help if I am worried about my own or someone else's relationship with gambling.
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L4 'Addition and Mental Health' PowerPoint • Y12L4 Resource: Cause and Effect • Y12L4 Resource: Sorting Activity • Joe's Story: https://www.timeshighereducation.com/student/blogs/gambling-addiction-i-blew-80-cent-my-student-loan-and-overdraft#survey-answer • Sam's story: https://samstarsmore.wordpress.com/2019/04/18/inside-the-mind-of-a-gambling-addict/ • GamCare article https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/?cn-reloaded=1 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

- Pens and paper
- Computer suite (optional)

Note: You may wish to choose alternative case studies for your setting. The above are suggestions only. Please also be advised to check print and advertising at the time of downloading to ensure content, including advertising is appropriate.

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y12 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>Activity: Cause and Effect</p> <p>What is meant by addiction?</p> <p>Two-minute discussion. Depending on responses ask students to think about gambling. How does gambling related harm/addiction differ to other harms, e.g. tobacco/illegal drugs/ alcohol. Can they see it?</p> <p>Cause and effect tree</p> <p>Teacher: provide students with cause-and-effect tree. (Y11L4 Resource 1: Cause and Effect)</p> <p>Students to think of the causes of gambling related harm and what the effect may be.</p> <p>Share your thoughts with the person next to you.</p>	<p>Activity: Gambling - Health and Wellbeing</p> <p>Activity 1: Think, Pair, Share Y11L4 Resource 2 – match the reasons young people gamble to the result given in the gambling survey 2019.</p> <p>Activity 2: Option 1: Use of IT/Internet Options 2: Use the links: Joe’s Story/Sam’s Story/GamCare article.</p> <p>Research the reasons why young people gamble and the impact on their health and wellbeing. In small groups, use the material to help create an educational podcast, blog or resource.</p>	<p>Activity: I’m proud to present</p> <p>Students to share work.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>

Y12L4: CAUSE AND EFFECT



Write the cause(s) next to the tree trunk and the effects on the leaves.

Y12L4: RESOURCE

Because it's fun	Something to do	My friends do it
To win Money	To get a buzz	My siblings do it
I like to take risks	I'm likely to win money	An occasion
It's cool	My parents/ guardians do it	Don't know
I'll win more than I'll lose	It helps me when I'm depressed or in a bad mood	

10%	31%	8%
11%	31%	55%
12%	19%	4%
6%	13%	6%
6%	7%	

TEACHER ANSWER SHEET

<p>Because it's fun 55%</p>	<p>Something to do 31%</p>	<p>My friends do it 6%</p>
<p>To win Money 31%</p>	<p>To get a buzz 19%</p>	<p>My siblings do it 6%</p>
<p>I like to take risks 13%</p>	<p>I'm likely to win money 12%</p>	<p>An occasion 4%</p>
<p>It's cool 11%</p>	<p>My parents/ guardians do it 10%</p>	<p>Don't know 8%</p>
<p>I'll win more than I'll lose 7%</p>	<p>It helps me when I'm depressed or in a bad mood 6%</p>	

Y12L5: The Gambling Industry - Marketing

Challenge: Explore gambling marketing and advertising: how much is too much?

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To identify the different types of advertising and how companies market their product • To explore the frequency and types of marketing, evaluating the impact • To use information and knowledge to create a presentation 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I can identify types of advertising and methods of marketing • I can explore the frequency of advertisements, and make informed opinions and decisions • I can analyse information and present my ideas and arguments to my peers
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L5 'The Gambling Industry – Marketing' PowerPoint • Pen and paper • Computer suite/internet access (optional) 	<p>Area of Learning: Learning for Life and Work, Language and Literacy</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y12 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: 60 second scribble</p> <p>Students write down the different ways that gambling is marketed. Teacher to take a range of answers from students.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • What do you think would be most effective in promoting the product? • Do you see lots of advertising? How does that make you feel? • How are gambling adverts perceived in your community? • Does gambling advertising normalise the activity? 	<p>Activity: The Gambling Industry – marketing</p> <p>Discuss the information on the slide in relation to adverts.</p> <p>Source: https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-03/gambling-marketing-advertising-effect-young-people-final-report.pdf</p> <p>In pairs or small groups, students respond to the stats.</p> <p>NB – No substantial research available for Northern Ireland. The above Ipsos Mori report relates to England, Wales & Scotland.</p> <p>OPTION 1: Gambling Ads: How much is too much? Students to create a presentation. Explore the types of adverts, the places they're seen, if they're seen by young people etc. consideration around the water shed should also be made.</p> <p>OPTION 2: Debate: All gambling advertising should be restricted until after the watershed. Prepare an argument for or against.</p> <p>Students can use ICT/the internet to research and prepare their argument/presentation if available.</p> <p>Activity: We proudly present... Students present their work to their peers and receive feedback.</p>	<p>Activity: Post-it</p> <p>EXIT ticket: Students: On a post it note- write down how gambling advertising affects you personally.</p> <p>Teacher: this can be collated anonymously and read out in this session or a future session. Or students could read their responses.</p> <p>Homework: Students to keep a record of how many forms of marketing they see for gambling and gaming over the space of a week.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff. GamCare and Childline sign posting options.</p>

Y12L6: Gambling: Removing the Stigma

Challenge: Create a campaign to raise awareness about the potential harms of gambling and remove the stigma.

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the potential risks of gambling • To understand how gambling may be perceived by others • To be able to develop a campaign and respectfully share your ideas and consider the viewpoint of others 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • I understand the potential risks of gambling • I understand how gambling may be viewed by others • I can work as a team to create an awareness campaign • I can think critically and consider differing viewpoints • I can develop my thoughts and present them to my peers • I can listen to others and respond respectfully
<p>Resources:</p> <ul style="list-style-type: none"> • Y12L6 'Gambling: Removing the Stigma' PowerPoint • Pen and paper • Computer suite (optional) • Y12 Data Sheet 	<p>Area of Learning: Learning for Life and Work, Language and Literacy, Religious Education</p> <p>Cross Curricular Skills: Communication, Using ICT, Other Skills</p>

NOTE: This lesson will require students to have participated in all previous sessions relating to the Y12 SOW. They will require appropriate understanding and learning to allow them the opportunity to consolidate knowledge and skills. Depending on the time allocated for each lesson within your school you may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

Starter	Main	Plenary
<p>Activity: Think, Pair, Share</p> <p>Question: Is there a stigma around gambling and someone who is experiencing harm?</p> <p>Students to:</p> <ul style="list-style-type: none"> • Explore from your own perspective. • Explore from community perspectives, does it differ from one community to another? • How do religious and cultural beliefs impact this? <p>Try to encourage students to explore from the viewpoint of others, taking in to account communities, religion, and culture as well as how previous experiences may inform someone’s viewpoint.</p> <p>Ensure students recognise all forms of gambling from private bets on computer games, cards, with coins etc through to tombola’s, lotteries and through to online and physical gambling sites and products.</p>	<p>Activity: Campaign.</p> <p>Students should design and run a campaign to raise awareness around the potential harm of gambling with the intent of removing stigma. They will be required to call upon knowledge from previous sessions; you could allow time for use of ICT to further support their work. They may find it useful to use the data sheet also.</p> <p>Activity: Deliver your campaign.</p> <p>Students to present their campaign. Depending on the time you have available to you, you may wish to deliver this over two sessions.</p>	<p>Activity: Exit ticket</p> <p>Students write down one key thing that they will take from either today’s lesson or from the series of lessons. Students may share their responses with the class.</p> <p>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</p> <p>GamCare and Childline sign posting options.</p>