

This is an example SOW. 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 (available in the Secondary school resources folder) which is thematic in its approach, covering key topics for gambling and gaming across the four Purposes of Welsh Education enabling all our children and young people to be: 1) Ambitious, capable learners 2) Enterprising, creative contributors 3) Ethical, informed citizens and 4) Healthy, confident individuals. 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.

Activities		Resources
1	<p><b>Gamblers Fallacy.</b></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><b>Curriculum for Wales links:</b> CW01-05, CW09-11, CW15-18, CW20-22, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y11 L 1</li> <li>• Y11 L1 PowerPoint</li> <li>• YouTube video: <a href="https://m.youtube.com/watch?v=K8SkCh-n4rw">https://m.youtube.com/watch?v=K8SkCh-n4rw</a></li> <li>• Access to ICT/Computing suite</li> </ul>
2	<p><b>Challenge 5.8. Money and Debt</b></p> <p>Should playing the stock market be classified as gambling? How does it compare to other forms of gambling?</p> <p><b>Curriculum for Wales links:</b> CW02, CW04, CW06, CW10, CW18, CW20-21, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y11 LP2</li> <li>• Y11 L2 PowerPoint</li> <li>• Y11 L2 Resource Sheet</li> <li>• Y11 Data Sheet</li> </ul>

<p><b>3</b></p>	<p><b>Why People Gamble:</b></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> <p><b>Curriculum for Wales links:</b> CW02-04, CW08-10, CW14-18, CW20, CW22, CW25, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>● YGAM In the Know Workbook</li> <li>● Y11 LP3</li> <li>● Y11 L3 PowerPoint</li> <li>● Y11 Data Sheet</li> </ul>
<p><b>4</b></p>	<p><b>Challenge 6.4: Addiction and Mental Health:</b></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 or resource to share your findings.</p> <p><b>Curriculum for Wales links:</b> CW01-06, CW08-11, CW15-18, CW20, CW22, CW24-25, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>● YGAM In the Know Workbook</li> <li>● Y11 LP4</li> <li>● Y11 L4 PowerPoint</li> <li>● Y11 L4 Resource: Cause and Effect</li> <li>● Y11 L4 Resource: Sorting Activity</li> <li>● Joe's Story: <a href="https://www.timeshighereducation.com/student/blogs/gambling-addiction-i-blew-80-cent-my-student-loan-and-overdraft#survey-answer">https://www.timeshighereducation.com/student/blogs/gambling-addiction-i-blew-80-cent-my-student-loan-and-overdraft#survey-answer</a></li> <li>● Sam's story <a href="https://samstarsmore.wordpress.com/2019/04/18/inside-the-mind-of-a-gambling-addict/">https://samstarsmore.wordpress.com/2019/04/18/inside-the-mind-of-a-gambling-addict/</a></li> <li>● GamCare article <a href="https://www.gamcare.org.uk/gambling-impacts/how-">https://www.gamcare.org.uk/gambling-impacts/how-</a></li> </ul>

		<p><a href="#">can-gambling-affect-your-life/?cn-reloaded=1</a></p> <ul style="list-style-type: none"> <li>• Pens and paper</li> <li>• Computer suite (optional)</li> </ul>
5	<p><b>The Gambling Industry - marketing</b></p> <p>Challenge 3.3: Explore gambling marketing and advertising: how much is too much?</p> <p><b>Curriculum for Wales links:</b> CW01-02, CW04-05, CW08-10, CW14-18, CW21, CW24, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y11 LP5</li> <li>• Y11 L5 PowerPoint</li> </ul>
6	<p><b>Gambling: removing the stigma.</b></p> <p><b>Curriculum for Wales links:</b> CW01-02, CW04-05, CW08-10, CW14-22, CW24-25, CW27, CW29, CW33</p> <p><b>Six Areas of Learning and Experience:</b> Health and Wellbeing Languages, Literacy and Communication</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y11 LP5</li> <li>• Y11 L5 PowerPoint</li> <li>• Y11 L5 Resource</li> <li>• Data Sheet</li> </ul>

# Y11: 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)



<https://www.gamblingcommission.gov.uk/for-the-public/What-is-gambling.aspx>

## 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

### Gaming:

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



# Y11L1: 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.

## Learning Objectives:

- To understand the meaning of 'the House always wins.'
- To present information on the gambler's fallacy.

## Learning Outcomes:

- 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.

## Resources:

- Y11 L1 PowerPoint
- YouTube video: <https://m.youtube.com/watch?v=K8SkCh-n4rw>
- Pen and paper
- Computer suite

## Curriculum for Wales links:

CW01-05, CW09-11, CW15-18, CW20-22, CW27, CW29, CW33

## Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

**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 DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 1 of 6 lessons. 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>Activity: 60 second scribble</b></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><b>Activity: Video</b></p> <p>Play the video for students. Come up with a class definition of 'Gambler's fallacy'.</p> <p><b>Activity: Let's investigate</b></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><b>Activity: We proudly present...</b></p> <p>Students present their work to the class and receive feedback from their peers.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>BigDeal and Childline sign posting options.</b></p>

## Y11L2: The Stock Market: Money and Debt

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

### Learning Objectives:

- 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.

### Learning Outcomes:

- 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.

### Resources:

- Y11 L2 PowerPoint
- Y11 L2 Resource Sheet
- Y11 Data sheet
- Post-it or exit ticket
- Pen and paper
- Computer suite (optional)

### Curriculum for Wales links:

CW02, CW04, CW06, CW10, CW18, CW20-21, CW27, CW29, CW33

### Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

**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 DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.



**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 2 of 6 lessons. 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>Activity: Let's sort it!</b></p> <p>Students are given a card sort and must put the statements in either the gambling – casino 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><b>Activity: Let's debate</b></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><b>Activity: Exit ticket</b></p> <p>Students write down their viewpoint on stock markets as a form of 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>BigDeal and Childline sign posting options.</b></p>

## Y11L2: RESOURCE

<b>Stock market</b>	<b>Gambling e.g. casino</b>
<p><u>Studying behaviour</u> 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><u>Studying behaviour</u> You study behaviour and patterns, as well as the behaviour and patterns of your opponents. This influences your betting strategy.</p>
<p><u>Risk</u> The risk you take allows you to potentially get more money. There is always a chance of losing.</p>	<p><u>Risk</u> The risk you take allows you to potentially get more money. There is always a chance of losing.</p>
<p><u>Losses</u> There may be winners and losers. You may lose some money, but you can back out if you start to lose money.</p>	<p><u>Losses</u> 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><u>Where the money goes</u> Your money may help to support companies in developing new products. Your money can directly impact on the economy.</p>	<p><u>Where the money goes</u> Your money transfers to a different person.</p>
<p><u>Impact</u> Losing can have a huge impact on your finances and therefore on your wellbeing and the wellbeing of those around you.</p>	<p><u>Impact</u> Losing can have a huge impact on your finances and therefore on your wellbeing and the wellbeing of those around you.</p>

## Y11L3: 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.

### Learning Objectives:

- 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.

### Learning Outcomes:

- I can describe the key indicators that suggest that 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.

### Resources:

- Y11 L3 PowerPoint
- Y11 Data Sheet
- Pen and paper
- Craft materials
- Post-its
- Computer suite (optional)

### Curriculum for Wales links:

CW02-04, CW08-10, CW14-18, CW20, CW22, CW25, CW27, CW29, CW33

### Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

**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 DSL. This topic may lead to some children sharing sensitive information and

personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y11 SOW for which it is part 3 of 6 lessons. 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>Activity: Give me five!</b></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><b>Activity: Let's create!</b></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 prevention of or support with gambling and gaming-related harms.</p> <p>The data sheet provided can support with this task if there is no access to ICT and students can use photographs or illustrations.</p>	<p><b>Activity: Tweet</b></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><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>BigDeal and Childline sign posting options.</b></p>

## Y11L4: Addiction and Mental Health

**Challenge:** 6.4 Define addiction from the YGAM In The Know workbook. 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 or resource to share your findings.**

### Learning Objectives:

- 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
- To know where to get help

### Learning Outcomes:

- 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.

### Resources:

- Y11 L4 PowerPoint
- Y11 L4 Resource: Cause and Effect
- Y11 L4 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>
- 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.

### Curriculum for Wales links:

CW01-06, CW08-11, CW15-18, CW20, CW22, CW24-25, CW27, CW29, CW33

### Six Areas of Learning and Experience:

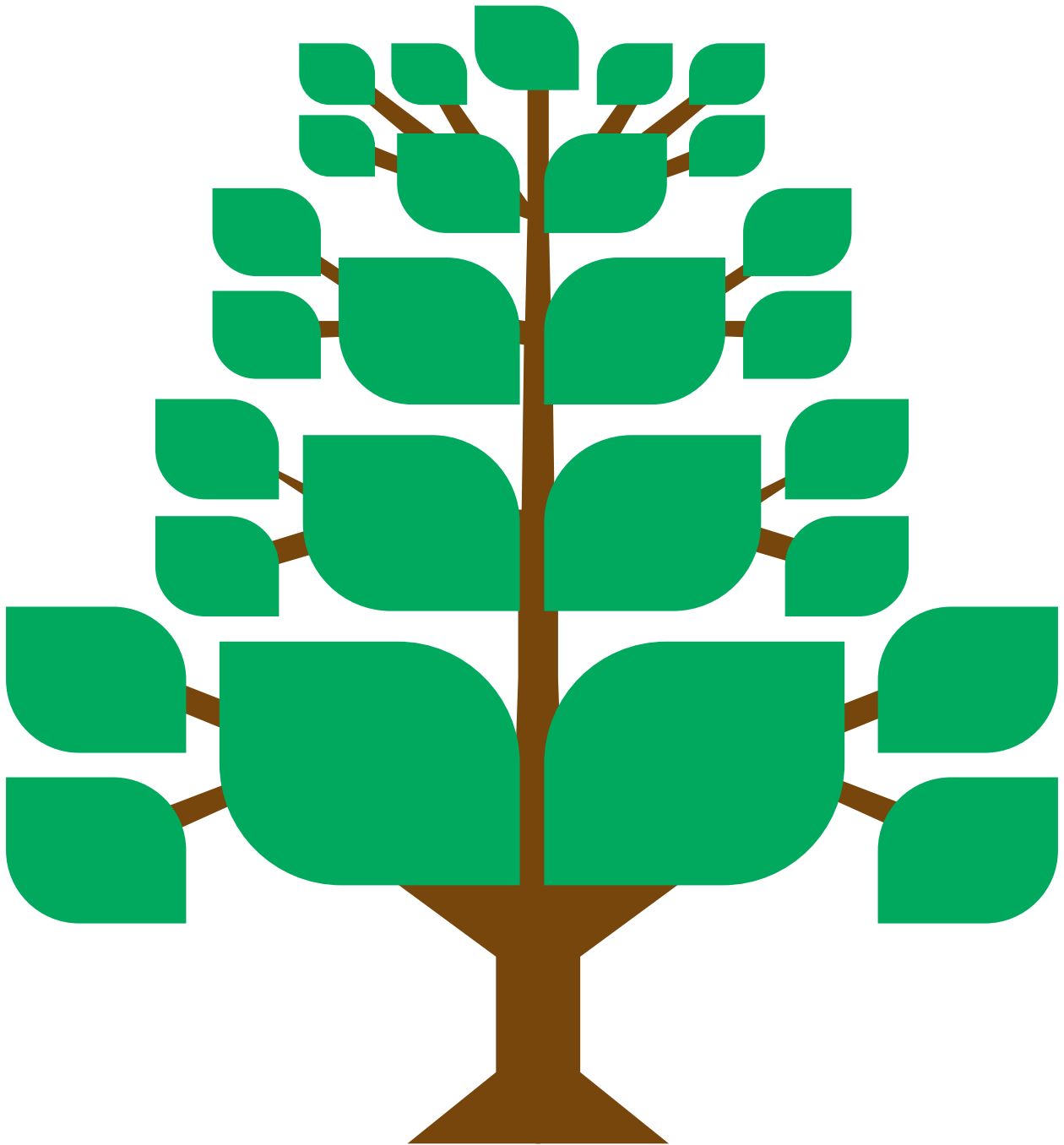
- Health and Wellbeing
- Languages, Literacy and Communication

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**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. 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>Activity: Cause and effect</b></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) Students to think of the causes of gambling related harm and what the effect may be.</p> <p><b>Share your thoughts with the person next to you.</b></p>	<p><b>Activity: Gambling - Health and Wellbeing</b></p> <p><b>Activity 1:</b> Think, Pair, Share: Y11L4 Resource 2) Match the reasons young people gamble to the result given in the gambling survey 2019.</p> <p><b>Activity 2:</b> 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 or resource.</p>	<p><b>Activity: I'm proud to present</b></p> <p>Students to share 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>BigDeal and Childline sign posting options.</b></p>

## Y11L4: RESOURCE



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

## Y11L4: RESOURCE 2

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



<b>10%</b>	<b>31%</b>
<b>11%</b>	<b>31%</b>
<b>12%</b>	<b>19%</b>
<b>6%</b>	<b>13%</b>
<b>6%</b>	<b>7%</b>
<b>6%</b>	<b>4%</b>
<b>55%</b>	<b>8%</b>

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

# Y11L5: Gambling: Marketing and Advertising

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

## Learning Objectives:

- 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

## Learning Outcomes:

- I can identify different ways that gambling is marketed.
- I can discuss how different forms of marketing may influence people
- I can discuss and evaluate the volume of advertising and share my ideas
- I can present my ideas and arguments to my peers.

## Resources:

- Y11 L5 PowerPoint
- Y11 L5 Resources – marketing examples
- Pen and paper
- Computer suite (optional)

## Curriculum for Wales links:

CW01-02, CW04-05, CW08-10, CW14-18, CW21, CW24, CW27, CW29, CW33

## Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

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**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. 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>Activity: 60 second scribble</b></p> <p>Students write down the different ways that gambling is marketed. Teacher to take a range of answers from students.</p> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What do you think would be most effective in promoting the product?</li> <li>• Do you see lots of advertising? How does that make you feel?</li> <li>• How are gambling adverts perceived in your community?</li> <li>• Does gambling advertising normalize the activity?</li> </ul>	<p><b>Activity: The Gambling Industry – marketing</b></p> <p>Discuss the information on the slide in relation to adverts.</p> <p><u>Source:</u>  <a href="https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-03/gambling-marketing-advertising-effect-young-people-final-report.pdf">https://www.ipsos.com/sites/default/files/ct/publication/documents/2020-03/gambling-marketing-advertising-effect-young-people-final-report.pdf</a></p> <p>In pairs or small groups, students respond to the stats.</p> <p><b>OPTION 1:</b>  Students should consider how much, is too much. Exploring the types of adverts, the places they're seen, if they're seen by young people etc. consideration around the watershed should also be made.</p> <p><b>OPTION 2:</b>  Debate: All gambling advertising should be restricted until after the watershed. Agree/Disagree</p> <p><b>Activity: We proudly present...</b></p> <p>Students present their work to their peers and receive feedback.</p>	<p><b>Activity: Post-it</b></p> <p><b>EXIT ticket:</b> 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><b>Homework:</b>  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><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. BigDeal and Childline sign posting options.</b></p>

## Y11L6: Gambling: Removing the stigma

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

### Learning Objectives:

- 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

### Learning Outcomes:

- 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

### Resources:

- Y11 L6 PowerPoint
- Pen and paper
- Computer suite (optional)
- Data sheet

### Curriculum for Wales links:

CW01-02, CW04-05, CW08-10, CW14-22, CW24-25, CW27, CW29, CW33

### Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

**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 DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

**NOTE: This lesson will require students to have participated in all previous sessions relating to the Y11 SOW. They will require appropriate understanding and learning to allow them the opportunity to consolidate knowledge and skills. 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>Activity: Think, Pair, Share</b> <b>Question:</b> <b>Is there a stigma around gambling and someone who is experiencing harm?</b></p> <p>Students to:</p> <ul style="list-style-type: none"> <li>• Explore from your own perspective.</li> <li>• Explore from community perspectives, does it differ from one community to another?</li> <li>• How do religious and cultural beliefs impact this?</li> </ul> <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><b>Activity: Campaign.</b></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><b>Activity: Deliver your campaign.</b></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><b>Activity: Exit ticket</b></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><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>BigDeal and Childline sign posting options.</b></p>