

Y7. SOW

This Y7 SOW has been mapped to the KS3 PSHE programme of Study and the RSE Curriculum guidance relating to Online and Media, Mental Wellbeing and Internet Safety and harms and builds on the primary links to digital resilience and gaming and gambling. We have created a map to show you how each lesson meets the criteria. See: 'KS3 RSE and PSHE Programme of Study Links' document for further reference.

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 3 core PSHE Programme of Study themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). 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>Games: What, When and How.</p> <p>Challenge 4.4: Why people game. Build a survey, focussing on the games young people play. How much time do they spend on these? Do they pay to play? How do they play? Do they feel any peer pressure to buy items, play longer or play particular games? Present findings.</p> <p>PSHE Programme of Study Links: H5, H6, H12, H13, H14, L27</p> <p>Cross Curricular Links: English, Mathematics.</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_Y7L1 • YGAM Year_7_Lesson_1 PowerPoint • Pens / Paper • YGAM_Y7L1_Resources (Diary-Optional)
2	<p>What are the risks?</p> <p>Challenge 6.2: Addiction and Mental Health</p> <p>Choose 10 images you associate with gaming, mental health issues and social problems. Create a collage and share</p>	<ul style="list-style-type: none"> • YGAM In the know Workbook • YGAM_Y7L2 • YGAM Year 7_Lesson 2 PowerPoint • YGAM_Y7L2_Resource. (Images for mood board- Optional)

	<p>your thoughts, use key words to support your images.</p> <p>PSHE Programme of Study Links: H3, H4, H5, H6, H7, H10, H13, H14, H15, R13, R17, L20</p> <p>Cross Curricular Links: English, Art and Design, Computing</p>	<ul style="list-style-type: none"> • Access to internet/computing suite and printer to print images. • Or newspaper articles/magazines. (these will need to be collected in advance of the lesson)
<p>3</p>	<p>Esports</p> <p>Challenge 4.10: The Gaming Industry Is eSports a positive career choice?</p> <p>Investigate the opportunities presented by the industry and the potential risks associated with it and debate.</p> <p>PSHE Programme of Study Links: H4, H7, H9</p> <p>Cross Curricular Links: English, Computing</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_Y7L3 • YGAM Year_7_Lesson_3 PowerPoint • Access to IT with online access or • We have provided links to newspaper and research articles which could be downloaded/printed in advance of lesson. NB we would advise checking these for suitability at time of print in case content or advertising has changed.
<p>4</p>	<p>The Blurred Lines</p> <p>Challenge: Does gaming promote gambling? Think about random in-game purchases/microtransactions/advertising both within games you play and through Esports and streaming platforms. How are these regulated/are they regulated?</p> <p>PSHE Programme of Study Links: H4, H5, H7, H10, H12, H32, R15, L1</p> <p>Cross Curricular Links: English, Citizenship</p>	<ul style="list-style-type: none"> • YGAM In the Know Workbook • YGAM_Y7L4 • YGAM_Year_7_Lesson_4 PowerPoint: The 'Blurred Lines' • YGAM_Y7L4_Datasheet: Probability in games.

<p>5</p>	<p>Probability and Luck Challenge 2.9: Probability and Luck Do people understand the probability of certain events. Prepare a 5-minute talk to share with your class.</p> <p>PSHE Programme of Study Links: H29, H32, L1</p> <p>Cross Curricular Links: English, Citizenship, Mathematics</p>	<ul style="list-style-type: none"> ● YGAM In the Know Workbook ● Dictionaries ● YGAM_Y7L5 ● YGAM Year_7_Lesson 5 Power Point ● YGAM_Y7L5_Resoucre_Game
<p>6</p>	<p>Gaming: The Good, the Bad and the Ugly.</p> <p>Challenge 4.6: The Gaming Industry. Produce a documentary or booklet on the different types of video games, exploring the consequences of spending too much time and money.</p> <p>PSHE Programme of Study Links: H5, H6, L15, L16, L17, L27</p> <p>Cross Curricular Links: English, Citizenship, computing</p>	<ul style="list-style-type: none"> ● YGAM In the Know Workbook ● YGAM_Y7L6 ● YGAM Year6_L6 Power Point: 'Gaming: The Good, The Bad, The Ugly' ● Access to IT and internet or newspaper/research articles. NB we have suggested articles for you use. (see lesson plan)

Y7L1: GAMES: WHAT, WHEN AND HOW.

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

Learning Objectives:

- To understand the emotions attached to gaming (positive and negative)
- To understand the motivations of people who play video games
- To be able to gather information and interpret data
- To work as a team to agree options

Learning Outcomes:

- I can discuss the emotions people may attach to gaming
- I can recognise positive and negative emotions of gaming
- I understand why people might want to play video games
- I can gather information and draw conclusions by studying the data
- I can work as part of a team

Resources:

- Y7L1 The 'Games: What, When and How' PowerPoint
- Pen and paper
- Diary – optional

Cross Curricular Links Mathematics and English

RSE and PSHE Programme of Study Links: H5, H6, H12, H13, H14, L27

See PSHE/RSE Document for further information.

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 Y7 SOW for which it is part 1 of 6 lessons. Depending on the time allocated for PSHE provision 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>Game Emotions.</p> <p>What emotions do you associate with gaming?</p> <p>60 second scribble.</p> <p>You have, 1 minute to list all the things you associate with gaming.</p> <p>Do you play, how do you play and what games do you play?</p> <p>In groups discuss the games you play, the method of play and which games are most popular in your group. Discuss the most appealing features.</p> <p>Feedback to the class.</p>	<p>Games: What, when and how.</p> <p>Teacher: how can we find out the gaming habits of the class?</p> <p>Students to work in groups to think of ten questions to ask their peers about gaming. Students may wish to consider, the length of time played, the method of play, e.g. mobile device, console, tablet, tv etc, the amount of money spent, online/offline, emotions whilst playing, have they ever experienced negative behaviour etc.</p> <p>Share your ideas:</p> <p>Groups to feedback their questions. As a class agree on the chosen questions.</p> <p>Students to respond to questions. This can be done anonymously if preferred with students writing their answers on post it notes, folding and presenting to the teacher to record.</p> <p>Depending on group size the results could be shared in the plenary or follow up lesson.</p>	<p>OPTION 1:</p> <p>What do the results show us:</p> <p>Explore the results from the survey. On average how much time do students game? Do we think this is balanced with other activities; how could we ascertain this?</p> <p>Are students paying to play? How might students be affording this? How could we measure the amount of money spent?</p> <p>OPTION 2:</p> <p>This could be developed in the plenary or given as a homework task. You could utilise the diary resource if given as a homework task.</p> <p>Create a diary to record your activities at home over the next two weeks. You will want to measure the activities so you will need to consider the type of activity and the amount of time.</p> <p>OPTION 3:</p> <p>What would you do?</p> <p>You're playing a game in an online forum and the group begin bullying one of the players. How do you think you would respond?</p> <p>Can you think of five things you could try to stop this/assist the person being bullied?</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>
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Y7L1: KEEP A DIARY

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

Day/Date	Activity	Time spent

Y7L1: GAMES: WHAT, WHEN AND HOW.

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

Learning Objectives:

- To be able to identify and critique the benefits and risks associated with gaming
- To attach ideas and feelings to images associated with risk and gaming related harm
- To be able to offer an opinion on gaming benefits and risks
- To be able to suggest ways to minimise risk
- To be able to identify how and where to get help

Learning Outcomes:

- I can recognise the benefits and risks of gaming
- I can choose images to depict my thoughts and feeling about gaming
- I am able to share my opinions relating to the risks of gaming
- I can suggest ways to minimise the risk
- I know where to get help if I am worried about my own or someone else's relationship with gambling or gaming.

Resources:

- Y7L2 The 'What are the risks?' PowerPoint
- Y7 L2 Resource. Images for mood board
- Access to internet/computing suite and printer to print images. Or, newspaper articles/magazines. (these will need to be collected in advance of the lesson)

Cross Curricular Links English, Art and Design, Computing

RSE and PSHE Programme of Study Links: H3, H4, H5, H6, H7, H10, H13, H14, H15, R13, R17, L20

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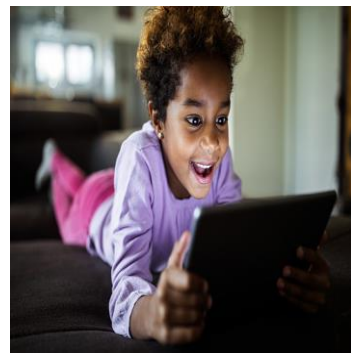
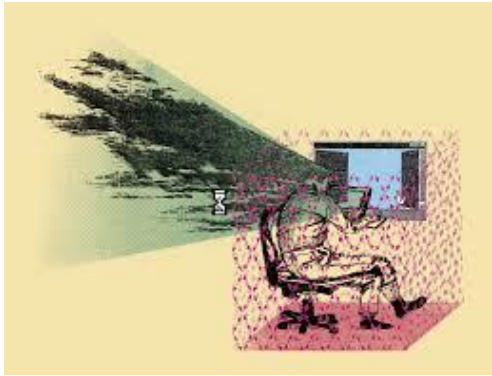
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Y7L2: WHAT ARE THE RISKS?

Starter	Main	Plenary
<p>Risks and benefits?</p> <p>Students to spend 5 minutes discussing the potential risks associated with gaming. Record responses and share.</p> <p>Students to spend 5 minutes discussing the benefits of gaming. Record responses and share.</p> <p>Teacher can guide students to explore:</p> <p>Risks: Cyber bullying, links to gambling, privacy problems, webcam concerns, predators, hidden fees, malware, inappropriate advertising, health issues, such a text neck, carpel tunnel, obesity, lack of vitamin D, sleep and concentration issues, eye strain, headaches</p> <p>Benefits: Improved coordination, problem solving skills, enhanced memory and recall, multitasking skills, social skills, improved decision-making skills, a way to deal with stress, improved hand eye coordination.</p>	<p>Collage/Mood Board</p> <p>Choose 10 images (online/magazine/newspaper cuttings or Y7L2 resource: images for mood board) To demonstrate the potential risks of gaming. Use key words and annotations to detail your thoughts and feelings on this topic.</p>	<p>Let's explore:</p> <p>OPTION 1: Share your collage /mood board with a partner. Discuss your ideas and why you chose particular images.</p> <p>OPTION 2: Students to move around the room and view their peers work. They could choose to comment on one or two things which stood out to them.</p> <p>OPTION 3: Teacher could ask particular students to share their work.</p> <p>EXTENSION:</p> <p>What five tips could we give to ensure people experience the benefits more than the risks?</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>

Y7L2: RESOURCES





Y7L3: ESPORTS: A POSITIVE CAREER CHOICE?

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

Learning Objectives:

- To be able to identify the risks and benefits of professional gaming
- To be able to research a topic and form an argument
- To be able to debate based on a specific argument or viewpoint
- To be able to recognise how to look after physical and mental wellbeing

Learning Outcomes:

- I can recognise the benefits and risks of professional gaming
- I can research a given topic and use the information to form an argument
- I can work as a team and participate in a debate
- I can suggest options to support physical and mental well being

Resources:

- YGAMYear_7_Lesson_3 PowerPoint: Esports.

NB: you will need Newspaper articles/research to support young people's debates. We have the below suggested links, but you may wish to use your own or allow students to utilise search engines to find sources of information if you have access to IT. If utilising the links below we advise you double check advertising and content at the time of print.

- **Pros & Cons of Becoming a Professional Esports Gamer:** Available at: <http://www.esportsbetting.co.uk/the-pros-and-cons-of-becoming-a-professional-esports-gamer>
- **Pros & Cons of Video games:** Available at: <https://netivist.org/debate/pros-and-cons-of-video-games>
- **Is Esports a Viable Career Path? Yes — But It's Not Just Playing Games:** Available at: <https://www.edsurge.com/news/2019-07-02-is-esports-a-viable-career-path-yes-but-it-s-not-just-playing-games>
- **Teens: Why becoming and Esports Athlete is a bad idea.** Available at: <https://nathandriskell.com/teens-becoming-esports-athlete-bad-idea/>
- **The Rise of Esports: are addiction and corruption the price of success?** Available at: <https://www.theguardian.com/sport/2017/jun/16/top-addiction-young-people-gaming-esports>
- **How do You Stay Healthy While Competing in Esports?** Available at: <https://readyesports.com/how-do-you-stay-healthy-while-competing-in-esports/>

- **Top 10 Negative Effects of Gaming & Esports.** Available at:
<https://cyberathletiks.com/top-10-negative-effects-of-gaming-esports/>

Cross Curricular Links English, Computing

RSE and PSHE Programme of Study Links: H4, H7, H9

See PSHE/RSE Document for further information.

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

Y7L4: THE BLURRED LINES

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

Learning Objectives:

- To be able to recognise risks related to online gaming
- To be able to analyse gambling style features within games
- To be able to discuss regulation
- To work as a team to present findings and consensus

Learning Outcomes:

- I can recognise risks in online gaming
- I can discuss and analyse the gambling style features within games
- I can explore regulation and discuss my opinion
- I can work in a team to research and present findings with a common consensus

Resources:

- YGAM Year_7_Lesson_4 PowerPoint: The 'Blurred Lines'
- YGAM_Y7L4_ Datasheet. Probability in games

Cross Curricular Links English, Citizenship

RSE and PSHE Programme of Study Links: H4, H5, H7, H10, H12, H32, R15, L1

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

DATA SHEET Y7L4: PROBABILITY IN GAMES

<p>Fifa 20</p>	<p>Desired item/player: 87+ cards, Ronaldo, Messi, Ones to Watch players</p>
 <p>(Info from Goal.com)</p>	<p>Key info: Bronze, Silver and Gold Packs are always available for purchase, but seasonal promotions release the rarer packs which give better chances at high-rated players.</p> <p>Probability:</p> <ul style="list-style-type: none"> 2.4% chance of getting 90+ player in Gold Pack 6.5% chance of getting 87+ player in Rare Player Pack 7.9% chance of getting 82+ player in Gold Pack 3.4% chance of getting 74+ player in Silver Pack 12% chance of getting 64+ player in Bronze Pack 1 out of 150'000 chance of ever getting Ronaldo 1 out of 60'000 chance of ever getting Messi Less than 1% chance of getting 'Ones to Watch' Players
<p>Overwatch</p>	<p>Desired item/player: Epic and Legendary items from dropped Loot Boxes.</p>
 <p>(Info from Mashable.com)</p>	<p>Key info: Loot boxes drop a variety of items that include Common, Rare, Epic, and Legendary items. Players have to buy bulk packs, meaning that they end up with lots of items they already own, as well as perhaps a rarer item.</p> <p>Probability:</p> <ul style="list-style-type: none"> 18.2% chance of getting an Epic item dropped in a loot box. 7.4% chance of getting a Legendary item dropped in a loot box.
<p>Roblox</p>	<p>Desired item/player: Rare hats, heads, eggs, ties</p>
 <p>(Info from Goal.com)</p>	<p>Key info: Roblox is a platform that allows players to create their own games or play in other people's games. The game is free but you need to buy online currency or memberships to access items.</p> <p>Probability:</p> <p>The probability of getting rare items changes depending on the game/platform you play. It could be 20%, it could be 1%. There is no set probability, meaning that you often don't know whether it is likely or not.</p>

Fortnite	Desired item/player: Skins, weapons
 <p>(Info from GameGuideHQ.com and InfoFortnite.com)</p>	<p>Key info: Fortnite is a platform that allows players to play against other people in a battle for last one standing, but also allows smaller group play and allows an option to build and create worlds. The player can purchase items such as skins for real or virtual currency. Skins are rare in the game as they are only available for a limited amount of time and the rarity of the skin symbolises the experience and commitment of the player.</p> <p>Probability: Weapons and other items:</p> <ul style="list-style-type: none"> • Chance of getting Legendary guided missile is 0.038%. • Chance of getting Epic mini-gun is 1.35%. • Chance of getting Blue burst rifle is 1.83%. • Chance of getting Mythical golden fish is 0.0001%.

Animal Crossing: Pocket Camp	Desired item/player: Characters, rare animals such as bugs
 <p>(Info from Gamerant.com and animalcrossing.fandom.com)</p>	<p>Key info: The game has a virtual currency called Leaf Tickets which can be earned through game play or purchased with real currency. This can be spent to unlock characters like Tom Nook and KK Slider. The game now has loot boxes in the form of fortune cookies, which unlock premium items.</p> <p>Probability:</p> <ul style="list-style-type: none"> • Over 10% of the loot boxes contain common items and so are 'duds'. • Some loot boxes contain sayings or simply disappear. • Very few have special items in them. • Some rare items cost up to 5000 bells, as opposed to the more common price of 50 bells.

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

NB- Data True at time of production: March 2020

Y7L5: PROBABILITY AND LUCK.

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

Prepare a 5-minute talk to share with your class.

Learning Objectives:

- To understand and define the terms probability and luck
- To understand how you can lose money through gambling
- To consider the motivations and understanding of those who may gamble
- To be able to identify how to get help

Learning Outcomes:

- I can offer a definition of probability and luck
- I understand how money can be lost due to gambling
- I understand why people might gamble
- I know where to get help if I am worried about my own or someone else's relationship with gambling

Resources:

- YGAM In the Know Workbook
- Dictionaries
- YGAM_Y7L5
- YGAM Year_7_Lesson 5 Power Point
- YGAM_Y7L5_Resoucre_Game

Cross Curricular Links English and Mathematics

RSE and PSHE Programme of Study Links: H29, H32, L1

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NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y7 SOW for which it is part 5 of 6 lessons. Depending on the time allocated for PSHE provision 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 data-bbox="204 293 612 322">Agree/Disagree and rationale.</p> <p data-bbox="204 369 632 479">Students: Order the statements (agree/disagree) and share your reasoning.</p> <ul data-bbox="256 526 632 1749" style="list-style-type: none"> • Some people are luckier than other • Gambling is immoral • You can improve your chances of winning by spending more • You're more likely to win the lottery by thinking positively • You have to lose a lot of money before you can be considered to be experiencing harm • Gambling is just a form of entertainment • Gambling adverts should be banned • Gambling is a waste of time and money • Gambling is a quick way to make a lot of money • Gambling should be banned • Gambling on a free internet site is harmless because no money is lost • It's fine to borrow money to gamble • Playing bingo doesn't cause harm • The house always win <p data-bbox="204 1794 580 1854">NB: you may choose to edit these based on your group.</p> <p data-bbox="204 1899 580 1966">Define gambling: What does gambling mean to you?</p>	<p data-bbox="659 293 940 322">What's the chances?</p> <p data-bbox="659 409 1059 439">Students you have 3 minutes:</p> <p data-bbox="659 450 1102 595">Use your dictionaries and provide a definition for both probability and luck. What role do you think these play in gambling?</p> <p data-bbox="659 640 1098 707">Resource: Y7 L5 Events and odds game.</p> <p data-bbox="659 719 1059 828">Students: in your groups order the events from most likely to least likely.</p> <p data-bbox="659 873 1102 1061">Teacher: ask students to consider the odds for the most likely and the least likely. Give them the odds and ask them to match them.</p> <p data-bbox="659 1106 1098 1173">Students: now match the odds to the event.</p> <p data-bbox="659 1218 1015 1247">Discuss and share answers.</p> <ul data-bbox="711 1301 1082 1489" style="list-style-type: none"> • Are there any surprises? • How does this make you feel? • Would you be more/less likely to participate? <p data-bbox="659 1543 1038 1610">Prepare a five-minute presentation for the plenary.</p> <ul data-bbox="711 1659 1102 2036" style="list-style-type: none"> • The House always wins. How do you think this impacts those who participate? Think about their motivations, do they have all the facts and what might be the outcome. Prepare a five-minute presentation on this topic. 	<p data-bbox="1134 293 1362 322">Time to present:</p> <p data-bbox="1134 369 1315 436">Share your presentation.</p> <p data-bbox="1134 483 1390 904">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 data-bbox="1134 949 1378 1016">Links for Childline and GamCare</p>

Y7L5: RESOURCE

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

1:13	1:36	1:97
1:9 million	1: 4,096	1: 10,000
1:2million	1: 45million	1:11 million
1: 662,000	1: 3,748	1: 11,500

TEACHER ANSWER SHEET

1. Drawing an ace from a full deck of cards: 1:13	2. Rolling a double 6 with two dice: 1:36	3. Winning £30 on the National Lottery 1:97
4. Being attacked by a shark: 1: 3,748	5. Flipping 12 heads in a row with a coin. 1:4,096	6. Finding a four leaf clover on the first try 1: 10,000
7. Winning an Oscar 1: 11,500	8. Winning and Olympic gold. 1:662,000	9. Having an accident on a UK Fairground ride: 1: 2 million
10. Being struck by lightning twice 1:9million	11. Dying in a plane crash: 1:11 million	12. Getting all 6 numbers on the National Lottery 1:45 Million

Y7L6: GAMING: THE GOOD THE BAD AND THE MISUNDERSTOOD.

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

Learning Objectives:

- To understand the positive and negatives aspects of gaming
- To be able to articulate the risks posed to players
- To be able to use your knowledge to create a useful resource
- To be able to identify how to get help

Learning Outcomes:

- I understand the positives and negatives of playing video games
- I can talk about the risks people may experience
- I can use my knowledge to create a resource
- I know where to get help if I am worried about my own or someone else's relationship with gambling

Resources:

- YGAM Year6_L6 Power Point: 'Gaming: The Good, The Bad, The Ugly'
- Optional: IT access with internet
- Optional. In lieu of IT you may wish to provide newspaper articles and research documents to support the task. You could use the links below. Please check content and advertising at point of download/printing in case of any changes/amendments.
- **'I spent £700 on loot boxes in a month'** Available at <https://www.bbc.co.uk/news/business-47470182>
- **Teenagers are now spending half of their pocket money on gambling, report finds.** Available at: <https://www.telegraph.co.uk/news/2019/10/23/teenagers-now-spending-half-pocket-money-gambling-report-finds/>
- **NHS opens clinic to help child addicts of computer games.** Available at: <https://www.theguardian.com/society/2019/oct/08/nhs-opens-clinic-to-help-child-addicts-of-computer-games>
- **Calls for regulation of video game loot boxes based on University of York research.** Available at: <https://www.york.ac.uk/news-and-events/news/2019/research/call-regulate-video-game-loot-boxes/>
- **Pros & Cons of Video games:** Available at: <https://netivist.org/debate/pros-and-cons-of-video-games>
- **How to Protect Your Child from the Top 7 Dangers of Online Gaming.** Available at <https://www.kaspersky.co.uk/resource-center/threats/top-7-online-gaming-dangers-facing-kids>

Cross Curricular Links Computing, English, Citizenship

RSE and PSHE Programme of Study Links: H5, H6, L15, L16, L17, L27

See PSHE/RSE Document for further information.

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 Y7 SOW for which it is part 6 of 6 lessons. Depending on the time allocated for PSHE provision 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>Let's play.</p> <p>In teams using the letters GAMING think of as many words linked to gaming as you can. You have 3 minutes.</p> <p>Examples: G: Game play, GG (good game) A: Action, adds, aggro M: macro, MMO (massively multiplayer online game) I: influencer, item level, inventory N: nerf, newbie, noob (mistakes made by a newbie) G: goods</p> <p>This could be used to create a glossary.</p>	<p>Gaming resources</p> <p>Create a resource to present the risks of gaming. You will want to include both positives and negative aspects of gaming and how people can reduce the risk of harm.</p> <p>NB students can utilise the articles in the links to assist.</p> <p>OPTION: IT and Internet access to research, Pros/Cons/Risks and to design resource or Students could utilise the newspaper articles and studies provided on the links in the resource section.</p> <p>You may wish to create:</p> <ul style="list-style-type: none"> • An educational game • A leaflet • A poster • A film (or film script/story board) • A documentary 	<p>I proudly present:</p> <p>Students to share their resources.</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>Links for Childline and GamCare</p>