

This is an example scheme of work. you could create your own using the workbook and online resources provided and supplement with your own ideas. 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.

This Y8 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. Included with this SOW are 6 lesson plans with the accompanying resources. We have created a map to show you how each lesson meets the criteria. You will find this alongside the long-term plan for KS3 and 4.

	Activities	Resources
1	<p><b>Why do some young people gamble?</b></p> <p>Challenge 1.2: Why people gamble Consider the motivations of young people who gamble and explore the potential risks involved. Explore the research and discuss why young people may gamble. Explore the research and create learning materials to inform young people about the risks.</p> <p><b>PSHE Programme of Study Links:</b> H5, H9, H29, H30, H32, R42, L1 <b>Cross Curricular Links:</b> English, Sociology, Citizenship</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• YGAM_Y8L1</li> <li>• YGAM Year_8_Lesson_1 Power Point</li> <li>• YGAM Y8_Data_sheet 8 L1</li> <li>• Access to pens/paper</li> <li>• Sticky notes (optional)</li> <li>• IT access (optional)</li> </ul>
2	<p><b>What are the risks?</b></p> <p>Challenge 6.2: Addiction and Mental Health Choose 10 images you associate with gambling. Create a collage and share your thoughts, use key words to support your images.</p> <p><b>PSHE Programme of Study Links:</b> H5, H9, H12, H29, H30, H32, R42, L1, L15 <b>Cross Curricular Links:</b> English, Sociology</p>	<ul style="list-style-type: none"> <li>• YGAM In the know Workbook</li> <li>• YGAM_Y8L2</li> <li>• YGAM Year_8_Lesson 2 PowerPoint</li> <li>• YGAM_Y8L2_Resource 1</li> <li>• YGAM_Y8L2_Resource 2</li> <li>• Access to pens/paper</li> </ul>

		<ul style="list-style-type: none"> <li>• Magazines/newspapers to cut out images/words</li> <li>• Selection of images from newspaper/magazines.</li> </ul>
<b>3</b>	<p><b>The Blurred Lines.</b></p> <p>Challenge 4. 6: The Gaming Industry: Produce a booklet on the different types of video games, exploring the consequences of spending too much time and money. Explore the games you play. Do they encourage you to buy items or advertise gambling related products? How does this impact you? How do you think this would impact a child in KS2? Create an information sheet for KS2 students and their parents to help inform them of the potential harms in some of the products. Do you have any tips to help them stay safe?</p> <p><b>PSHE Programme of Study Links:</b> H5, H7, H9, H12, H13, H14, H15, H29, H30, H32, R42, L1, L15, L17</p> <p><b>Cross Curricular Links:</b> English, Sociology</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y8 L3</li> <li>• Y8 L3 PowerPoint</li> <li>• Y8 Data sheet</li> <li>• Pens/paper</li> </ul>
<b>4</b>	<p><b>The House Edge:</b></p> <p>Challenge 2.3: Probability and Luck</p> <p>Is there such a thing as luck in gambling and what is meant by the house always wins or the house edge? Design and carry out a coin toss or card game to test the rules of probability. Record the rules of play and analyse the odds of different outcomes within the game.</p> <p><b>PSHE Programme of Study Links:</b> H6, H7, H12, R15, L1, L15, L16</p> <p><b>Cross Curricular Links:</b> Mathematics</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y8 L4</li> <li>• Y8 L4 PowerPoint</li> <li>• Cards or coins</li> <li>• Y8 L4 Resource: Probability Game.</li> </ul>
<b>5</b>	<p><b>Gambling: Money and Debt.</b></p> <p>Challenge 3.2: The Gambling Industry.</p> <p>How much money does the online gambling market make each year?</p>	<ul style="list-style-type: none"> <li>• YGAM In the Know Workbook</li> <li>• Y8 L5</li> <li>• Y8 L5 PowerPoint</li> </ul>

	<p><b>PSHE Programme of Study Links:</b> H32, L1, L18</p> <p><b>Cross Curricular Links:</b> Mathematics</p>	<ul style="list-style-type: none"> <li>• Access to IT or suggested articles. (See resources section of lesson plan)</li> </ul>
6	<p><b>The Gambling Act.</b></p> <p>Challenge: Explore the Gambling Act. What measures are put in place to protect young and vulnerable people. Should it include Microtransactions in online games?</p> <p><b>PSHE Programme of Study Links:</b> H32, L1, L15, L17</p> <p><b>Cross Curricular Links:</b> English</p>	<ul style="list-style-type: none"> <li>• Y8 L6</li> <li>• Y8 L6 PowerPoint</li> <li>• Post it notes</li> <li>• Children, young people and gambling: A case for action <a href="https://www.gamblingcommission.gov.uk/PDF/RGSB-Gambling-and-children-and-young-people-2018.pdf">https://www.gamblingcommission.gov.uk/PDF/RGSB-Gambling-and-children-and-young-people-2018.pdf</a></li> <li>• Download available Y8L6: Children, young people and gambling</li> <li>• Use of IT or alternatively you could use the suggested articles cited in the resource section of lesson plan.</li> </ul>

# DATA SHEET: YEAR 8 LESSON 1

Gambling Commission: Young people Gambling Report 2019

## Reasons for Gambling.

- 55%= Because it's fun
- 31%= To try and win money
- 31%= It gives me something to do
- 19% = To get a buzz
- 13%= Because I like to take risks
- 12%= Because I'm likely to win money
- 11%= Because it's cool
- 10%= Because my parents/guardians do it
- 8%= Don't know
- 7%= Because I will win more than I will lose
- 6%= Helps me when I feel depressed
- 6%= Because my friends do
- 6%= Because my siblings do
- 4%= Due to an occasion/event

## How Young People Gamble.

- 5% Private bet
- 4% Fruit/slot machines
- 3% National Lottery (shop bought)
- 3% Cards for money
- 3% Personally placing a bet- in a betting shop
- 2% Online Lottery- instant games
- 2% Bingo- at bingo club
- 2% Gambling machines in betting shops
- 2% Personally visiting a casino

## Gambling Related Harm as a Public Health Issue: Feb2018

<https://www.gamblingcommission.gov.uk/PDF/Gambling-related-harm-as-a-public-health-issue.pdf>

Department/Interaction	Cost range for England only (range low to high)	Cost range Great Britain (range low to high)
Health: Mental health primary care Secondary mental health services	£10 million-£20 million £20 million-£50 million	£10 million-£40 million
Welfare and employment: JSA claimant costs and lost labour tax receipts	£30 million-£80 million	£40 million-£160 million
Housing: Statutory homelessness applications	£10 million-£30 million	£10 million-£60 million
Criminal justice: Incarcerations	£30 million-£90 million	£40 million-£190 million

### Risks related to gambling harms:

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

### Young people Gambling and other risk-taking behaviours. (aged 11-16)

Activities Participate in last 7 days.

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

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

## Y8L1: WHY DO SOME YOUNG PEOPLE GAMBLE?

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

### Learning Objectives:

- To recognise how gambling might impact health and wellbeing
- To understand why some young people may gamble
- To understand the risk associated with gambling
- To be able to identify how to get help
- To be able to research topics and share information in a suitable manner

### Learning Outcomes:

- I know how gambling can impact on health and well being
- I understand why some people choose to gamble
- I understand the risks associated with gambling
- I know where to get help if I am worried about my own or someone else's relationship with gambling
- I can research topics and share information

### Resources:

- YGAM Year\_8\_Lesson\_1 Power Point
- YGAM Y8\_Data\_sheet 8 L1
- Access to pens/paper
- Sticky notes (optional)

**Cross Curricular Links** English, Sociology, Citizenship

**RSE and PSHE Programme of Study Links:** H5, H9, H29, H30, H32, R42, L1

**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 Y8 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><b>Young people don't gamble; do they?</b></p> <p><b>Teacher:</b> How old do we need to be to gamble? How many children and young people 11-16 do you think gamble?</p> <p><b>Teacher:</b> share statistics from the Gambling commission (2019)</p> <p>11 percent of young people Gambled in the last week. Doesn't sound like much but that equates to 350,000 young people aged 11-16.</p> <p>We also know that 55, 000 children are classified as problem gamblers.</p> <p><b>Students:</b> Use your post it notes to create a graffiti board. List as many reasons as you can think of as to why young people might gamble.</p>	<p><b>What's the risk?</b></p> <p><b>Teacher:</b> to share with students the Gambling commission data which provides the reasons why young gamble. (PowerPoint)</p> <p><b>Students:</b> consider the risks young people may be exposed to. Make a list.</p> <p>Utilising the data sheets students should create a resource to inform younger children about the risks of gambling. They may wish to create a story board for an advert, a flyer/poster or an app.</p>	<p><b>I proudly present:</b></p> <p>Students to share their resources and discuss their choices.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y8L2: WHAT ARE THE RISKS?

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

### Learning Objectives:

- To recognise how gambling might impact health and wellbeing
- To understand why some young people may gamble
- To understand the risk associated with gambling
- To be able to identify how to get help
- To be able to research topics and share information in a suitable manner

### Learning Outcomes:

- I know how gambling can impact on health and well being
- I understand why some people choose to gamble
- I understand the risks associated with gambling
- I know where to get help if I am worried about my own or someone else's relationship with gambling
- I can research topics and share information

### Resources:

- YGAM Year\_8\_Lesson 2 PowerPoint
- YGAM\_Y8L2\_Resource 1
- YGAM\_Y8L2\_Resource 2
- Access to pens/paper
- Magazines/ newspapers to cut out images/words

NB: you may wish to allow students to research information online. Alternatively, these are suggested reports/articles they could read/research to support their opinions. We advise that at the time of download/print that you check the articles for content and advertising in case of any additions/amendments.

- <https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>
- <https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Problem-gambling-vs-vs-gambling-related-Harms.aspx>
- <https://www.gamcare.org.uk/gambling-impacts/how-can-gambling-affect-your-life/>
- <https://www.bbc.co.uk/news/health-50828086>

**Cross Curricular Links** English, Sociology

**RSE and PSHE Programme of Study Links:** H5, H9, H12, H29, H30, H32, R42, L1, L15

**See PSHE/RSE Document for further information.**



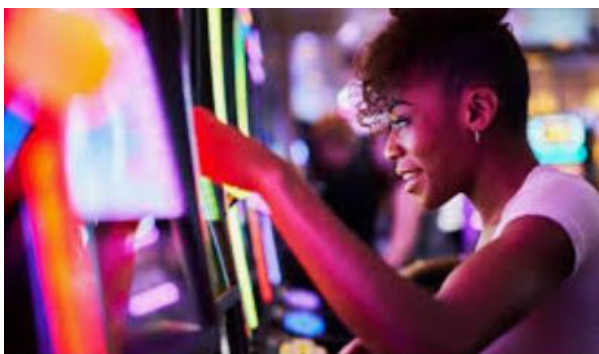
**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic 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 Y8 SOW for which it is part 2 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><b>Assess the Risk:</b></p> <p><b>Teacher:</b> Gambling: What is risk? What risks are you aware of?</p> <p><b>Definition of risk:</b> A situation involving exposure to danger. The possibility that something unpleasant or unwelcome will happen.</p> <p><b>Students:</b> In groups, explore the images and order from, highest risk to lowest risk.</p> <p>Discuss reasoning and agree ordering. Share with the rest of the class, make sure you discuss your thought process.</p>	<p><b>Gambling and Mental wellbeing.</b></p> <p><b>Teacher:</b> How might gambling affect someone's mental wellbeing?</p> <p><b>Students:</b> discuss and share ideas.</p> <p><b>Task:</b> Use the magazines/newspaper articles/and or the resource provided as well as your own drawings and annotations to create a mind map of the things you associate with gambling related harm. Think about the motivations of people who gamble and what the risks are. It's important to note many adults gamble without experiencing harm.</p>	<p><b>I proudly present:</b></p> <p><b>OPTION 1</b> Students to share their resources and discuss their choices.</p> <p><b>OPTION 2</b> Students go around the room and explore the work. They could leave a comment on post it notes for things that resonate with them.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

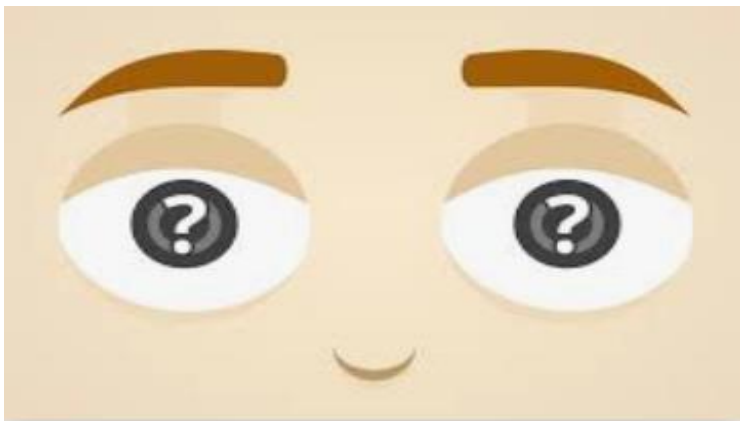
## Y8L2: RESOURCES







## Y8L2: RESOURCES 2



## Y8L3: BLURRED LINES

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

### Learning Objectives:

- To recognise how gambling might impact health and wellbeing
- To understand why some young people may gamble
- To understand the risk associated with gambling
- To be able to identify how to get help
- To be able to research topics and share information in a suitable manner

### Learning Outcomes:

- I know how gambling can impact on health and well being
- I understand why some people choose to gamble
- I understand the risks associated with gambling
- I know where to get help if I am worried about my own or someone else's relationship with gambling
- I can research topics and share information

### Resources:

- Y8 L3 PowerPoint
- Y8 L3 Data sheet
- Access to pens/paper
- Access to IT/search engine to research

**Cross Curricular Links** English, Sociology

**RSE and PSHE Programme of Study Links:** H5, H7, H9, H12, H13, H14, H15, H29, H30, H32, R42, L1, L15, L17

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

## Y8L3: DATA SHEET

Video games have become more and more immersive and they have carefully composed dreamscapes which offer an interesting contrast to the world outside of games/screens.

Although games frequently put players in challenging situations, they continuously offer tutorials, eliminate real-world consequences of failure and essentially guarantee rewards in exchange for effort. Many games provide players with a sense of purpose and accomplishment which keeps them engaged

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

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

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

### **Changing the Rate of Reinforcement**

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

### **Lootboxes:**

A loot box is a virtual item that can be opened, usually using real money, and contains a random virtual item with different levels of rarity. This allows for reinforcement but varies the options. Loot boxes have been compared to gambling as it's a chance reward. There have even been cases reported of people losing their entire life savings on virtual loot boxes. Currently gambling laws in the UK do not cover virtual goods.

From April 2020 games that feature loot boxes /microtransactions must carry a warning label '*In-Game Purchases - includes random items.*' This guidance has come from ERSB and applies to UK and Europe. (This information is true as of April 2020)

### **Punishment for Not Playing**

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

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

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

## Y8L4: THE HOUSE EDGE

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

### Learning Objectives:

- To understand the rules of probability
- To understand how probability relates to gambling
- To be able to test the rules of probability and analyse findings
- To identify gambling related harm
- To be able to research topics and share information in a suitable manner

### Learning Outcomes:

- I understand what is meant by probability and luck
- I understand how probability relates to gambling
- I can test the rules of probability and analyse my findings
- I can identify gambling related harm
- I can research topics and share information

### Resources:

- Y8 L4 PowerPoint
- Access to pens/paper
- Coins for- coin toss
- Card- card game
- Y8 L4 Resource: Probability Game.

**Cross Curricular Links** Mathematics

**RSE and PSHE Programme of Study Links:** H6, H7, H12, R15, L1, L15, L16

**See PSHE/RSE Document for further information.**

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

## Y8L4: RESOURCE

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

<b>1:13</b>	<b>1:3</b>	<b>1:700,000</b>
<b>1:45million</b>	<b>1: 649,740</b>	<b>1: 10,000</b>
<b>1:128</b>	<b>1: 45million</b>	<b>1:1 million</b>

## TEACHER ANSWER SHEET

1. Getting Ronaldo in FUT 2020 <b>1:150,000</b>	2. 8 heads in a row <b>1:128</b>	3. Getting all 6 numbers on the National Lottery <b>1:45 Million</b>
4. Being struck by lightning <b>1:700,000</b>	5) Drawing an ace from a full deck of cards <b>1:13</b>	6) Finding a four leaf clover on the first try <b>1: 10,000</b>
7) Living to 100 <b>1: 3</b>	8) Getting a royal flush in poker in your first hand <b>1: 649,740</b>	9) Being killed by flesh eating bacteria: <b>1:1million</b>

## Y8L5: GAMBLING AND MONEY.

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

### Learning Objectives:

- To understand how the gambling industry works
- To understand the financial risks of gambling
- To be able to research topics and share information in a suitable manner

### Learning Outcomes:

- I understand how the gambling industry works
- I understand the financial risks of gambling
- I can research topics and share information

### Resources:

- Y8 L5 PowerPoint
- Access to pens/paper
- Access to IT and internet or you could use the links to newspaper articles and research to allow students to collate the information needed. Teachers should check content for appropriateness/advertising etc in advance as content/advertising may have been amended.
- <https://www.gamblinginsider.com/news/8901/uk-gambling-consultant-80-chance-gambling-turns-into-the-new-tobacco>
- <https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Statistics/Industry-statistics.aspx>
- <https://www.statista.com/topics/3400/gambling-industry-in-the-united-kingdom-uk/>
- <http://www.gamblingcommission.gov.uk/for-gambling-businesses/Compliance/General-compliance/Social-responsibility/Research-education-and-treatment-contributions.aspx>
- <https://about.gambleaware.org/fundraising/>
- <https://www.onlinebetting.org.uk/betting-guides/biggest-bookies.html>

**Cross Curricular Links** Numeracy

**RSE and PSHE Programme of Study Links:** H32, L1, L18

**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 Y8 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><b>Do's and Don'ts Mind map</b></p> <p><b>What can the individual do to safeguard themselves against gambling harms?</b></p> <p>Using the sticky notes write ideas for what the individual might do.</p> <p><b>What can the industry/operators do to safeguard consumers against gambling harms?</b></p> <p>Using different colour sticky notes what could the industry/operators do?</p> <p>Teacher and students to explore the responses. Most popular ideas. students to list what they feel are the top 3 for both categories and explain their reasoning.</p>	<p><b>Where does all the money go?</b></p> <p><b>Research Activity:</b></p> <p>Use the newspaper articles/links or an internet search engine to help you think about and answer the following questions.</p> <p><b>How much money does the Gambling Industry make?</b></p> <p><b>Where does the money come from?</b></p> <p><b>Where does the money go?</b></p> <p><b>Cues for Teacher:</b> (salaries, marketing, rent-offices, government (TAX), fines from the GC, CSR and grants E.g. Lottery community fund/ CSR- RET)</p>	<p><b>Let's QUIZ:</b></p> <p><b>Interactive quiz (on slide)</b></p> <p>Answers:</p> <ol style="list-style-type: none"> <li>1) no age limit</li> <li>2) 55,000</li> <li>3) 67 %</li> <li>4) £17</li> <li>5) 15 %</li> <li>6) 10 (half)</li> </ol> <p>Source: Young People Gambling report 2019 (Gambling Commission)</p> <p><b>Time to share:</b></p> <p>Share two things that surprised/ interested you?</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else's relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>

## Y8L6: THE GAMBLING ACT

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

### Learning Objectives:

- To understand how the gambling industry works
- To understand the purpose of the Gambling Act and the Legislation to protect young and vulnerable people
- To understand what is meant by consumer protection and safeguarding
- To use researching skills to find information and share findings and opinion

### Learning Outcomes:

- I understand how the gambling industry works
- I understand what is meant by consumer protection and safeguarding
- I can define safeguarding
- I can recognise key features of the Gambling Act
- I can research a topic and share my opinion and findings

### Resources:

- Y8 L6 PowerPoint
- Post it notes
- Children, young people and gambling: A case for action  
<https://www.gamblingcommission.gov.uk/PDF/RGSB-Gambling-and-children-and-young-people-2018.pdf> (download available Y8L6: Children, young people and gambling)
- Internet/IT suite if available. **Alternatively, you could use the links below with related press and research articles. We advise you check the content at time of printing.**
- <https://www.gamblingcommission.gov.uk/news-action-and-statistics/News/gambling-on-credit-cards-to-be-banned-from-april-2020>
- **Video game loot boxes should be classed as gambling, says Commons.** Available at: <https://www.theguardian.com/games/2019/sep/12/video-game-loot-boxes-should-be-classed-as-gambling-says-commons>
- **Online video games' loot boxes should be classified as gambling, warns Children's Commissioner.** Available at: <https://inews.co.uk/news/technology/children-online-games-gambling-loot-boxes-childrens-commissioner-817817>
- **Loot boxes should face gambling regulation.** Available at: <https://venturebeat.com/2018/02/20/loot-boxes-should-face-gambling-regulation/>
- **Calls for regulation of video game loot boxes based on University of York research.** Available at: <https://www.york.ac.uk/news-and-events/news/2019/research/call-regulate-video-game-loot-boxes/>
- **Loot boxes are 'not gambling' says UK authority – here's why that's a problem.** Available at: <https://www.techradar.com/uk/news/loot-boxes-are-not-gambling-says-uk-gambling-commission-heres-why-thats-a-problem-for-gamers>

- **EA games: Loot boxes aren't gambling, they're just like a Kinder Egg.** Available at: <https://www.bbc.co.uk/news/newsbeat-48701962>

**Cross Curricular Links** English

**RSE and PSHE Programme of Study Links:** H32, L1, L15, L17

**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 Y8 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><b>Consumer Protection Map</b></p> <p>Who holds responsibility for protecting the consumer?</p> <p><b>(ensure students understand term consumer)</b></p> <p>Think back to previous lessons and identify all the people involved in safeguarding consumers against harm. Use post it notes to record your ideas.</p> <p>Teacher to read responses and illicit information, discussing key themes.</p> <p>E.g. What role does the individual hold, the operators, banks, etc?</p> <p>Does Education play a part and what role does this play?</p>	<p><b>The Gambling Act: The Big Debate</b></p> <p>Explore the document ‘Children, young people and gambling.’ What measures are in place to protect children and young people. Is this enough? Explain your answer? Is there any more that could be done? What do you suggest?</p> <p>Now think about the ways children and young people are protected from harm relating to microtransactions in games, e.g. loot boxes. Are there measures in place?</p> <p><b>Teacher:</b> split the students into groups for and against. <b>Students:</b> Prepare an argument for or against for the inclusion of Loot boxes within the gambling act. You will have 5 minutes to put your point across and a further 1 minute to take any questions.</p> <p>You can use the suggested newspaper articles and research documents to support your argument.</p> <p>NB: From April 2020 games that feature loot boxes /microtransactions must carry a warning label ‘In-Game Purchases - includes random items.’ This guidance has come from ERSB and applies to UK and Europe. This information is true as of April 2020</p>	<p><b>What more can be done?</b></p> <p>Use sticky notes to attach two additional things that could be done to protect consumers. You could attach it to one of those identified in the starter.</p> <p><b>Teacher to remind students of where they can get help. If they are worried about their own or someone else’s relationship with gaming or gambling they can speak to a member of staff.</b></p> <p><b>Links for Childline and GamCare</b></p>