

Using this document.

We recognise each school is different and the time allocated for PSHE delivery differs as well as the method of delivery.

This document has four options for delivery of Gaming and Gambling Education for KS4 and takes the form of optional drop-down activities. There is a 1 hour, 2 hours, half day and full day session available. The PowerPoint sessions to aid your delivery can be found in the KS3 folder. These are suggested activities, but you may wish to create your own.

You could also use these sessions to compliment the SOW we have for KS4

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Page 11: Full day activity- resource 1

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1 HOUR SUGGESTED ACTIVITY:

Slide 1: Title: How is gambling advertised and marketed?

Slide 2: Today's Aims

Explain today you will be exploring:

- gambling and gaming related harm.
- With the aim of Increasing their understanding of how gambling is advertised and marketed.

Students should be able to:

- understand what gambling is.
- identify different advertising and marketing strategies used by gambling companies.
- evaluate the effectiveness of different marketing strategies and discuss the ethics.

Slide 3: What is gambling?

Ask students to consider what gambling is, what does it encompass and how can we tell if someone is experiencing harm?

Slide 4: Explain what gambling is and what gambling related harm may look like.

Slide 5: 60 second scribble

Provide the Students with pens and paper and give them 60 seconds to write down as many marketing strategies they can think of which may be used by gambling firms. They may come up with things like, social media, TV adverts, sponsorship deals, radio, celebrity endorsements, hoardings at sports grounds etc.

Slide 5: How advertising has changed

Explain that football and Gambling have had a close relationship for some time. In the 80s people may have played things such as spot the ball or the football pools. Encourage discussion about how advertising has changed from what they see before them drawing on the things they identified during 60 second scribble.

Slide 6:

- Explain that during 19/20 premier league- 50 percent of the league has a shirt sponsorship which features a gambling firm.
- That during the last men's world cup Gambling ads featured more than any other industry/genre

- Explain that due to shirt sponsorships etc- even on match of the day gambling ads are a feature.
- We now have whistle to whistle ban which means that 5 mins before and five mins after gambling advertising does not appear in sporting events (which happen before the watershed)
- Ask for opinions/ is it effective? Do they agree/disagree?

Slide 7: Current Legislation

Explain: In 2005, the Gambling Act was introduced. This aimed to protect young and vulnerable people, as well as regulate gambling companies. However, it also allowed gambling companies to advertise more freely. In 2019 the Whistle to whistle ban was introduced which means that 5 minutes before, during and 5 minutes after a game on (before watershed) gambling adverts are not allowed to feature. This does not extend to radio.

Slide 8: Discuss the latest research- encourage debate. Should children see ads relating to gambling? How does advertising make them personally feel? What impact might it have on communities etc.

Slide 9: Your task today

- Split students into teams and ask them to prepare to debate the following statement: **'ALL ADVERTISING OF GAMBLING PRODUCTS SHOULD BE BANNED IN ORDER TO SAFEGUARD CHILDREN AND YOUNG PEOPLE'**

Slide 10: Getting Help

Remind students that If they are worried about their own or someone else's relationship with gaming and/ or gambling, they can:

- Talk to a teacher
- Contact Childline
- Contact BigDeal
- Contact the NHS

Slide 11: Reflections

ASK:

- Who do you feel holds the responsibility of ensuring young and vulnerable people are protected against gambling harms?
- Where can you go for help?

2 HOUR SUGGESTED ACTIVITY:

Slide 1: Title: Probability and Luck

Slide 2: Today's Aims

Explain the aims:

- Understand the meaning of 'the Gambler's Fallacy' and the 'House Edge.'
- Understand the nature of probability and odds.

And outcomes:

- Describe what is meant by 'the Gambler's Fallacy'.
- Understand how probability and luck play a role in gambling and gaming.
- Understand the term 'The house always wins'.
- Explain the bias nature of gambling.

Slide 3: Stand up if...

Explain that if students agree, they stand up, if they disagree, they remain seated in response to the statements. Ask for their responses and reasoning. You may opt to change the statement depending on your group. The PowerPoint can be edited to help you.

Slide 4: Think Pair Share

Ask the students to get into pairs, and discuss the following two terms:

'Probability'

'Luck'

They should create a definition for each term.

Slide 5: The Gambler's Fallacy

Explain: The Gambler's Fallacy: The false belief that something is more likely to happen based on what has happened by chance previously e.g. "I've flipped two tails, the next one must be heads". Or indeed, "I've flipped two tails so the next one will continue that pattern."

Slide 6: Investigating probability

ASK:

- What is the probability of getting heads? And tails?
- If I toss the coin 3 times in a row, could I get heads each time?
- If I toss the coin 300 times in a row, could I get heads each time?

Slide 7: Investigating probability

Pass several coins around the room and ask students to remember the outcome so you can record at the end. You can do this with a show of hands.

Slide 8: Investigating probability

Explain: The more we toss the coin, the more likely the overall results will be around 50/50. This is called the 'law of averages'. This law applies to gambling too

Slide 9: Let's discuss!

ASK:

- Do you think people have a fair chance of winning?

Slide 10: Let's discuss

EXPLAIN:

- The gambling industry is a business. The income comes from people who play and lose their money. Gambling businesses have an advantage against players. The phrase 'the house always wins' is used to describe this advantage; they are always more likely to win.

Slide 11: Your Task Today

Split the students in to pairs or groups, and ask them create a short activity that demonstrates how probability, odds and luck work. Explain they can test this activity out on another pair or group.

Ideas: Card game, dice game, coloured counters, player cards etc.

Slide 12: Your task today

ASK: Try out your game with another pair or group.
What are your findings?

Slide 15: Where to get help

EXPLAIN: If you are worried about your own or someone else's relationship with gaming and/ or gambling, you can:

- Talk to a teacher
- Contact Childline
- Contact BigDeal
- Contact the NHS

(Insert images for each service)

Slide 13: Reflections

ASK:

- What do we mean by 'Gambler's Fallacy'?
- Is it OK for gambling companies to make the odds in their favour? Why/why not?
- Where can you go for help?

HALF DAY SUGGESTED ACTIVITY:

Slide 1: Title: Gambling and gaming: money and debt

Slide 2: Today's Aims

EXPLAIN

The aim of today is to:

- Increase your awareness of gaming and gambling related harm.
- To understand how gambling can affect personal finances.
- To identify ways to manage personal finances responsibly.

You should be able to:

- Describe the link between gambling and personal finances.
- Explore other activities and ways to spend money.
- Identify ways to manage finances responsibly.
- Reflect upon current and future spending.
- Know where to get help.

Slide 3: People Bingo

Provide students with the bingo card (see page 8): you may wish to make your own and change the options on the PowerPoint (which is editable)

Ask the students to find someone who...

Slide 4: The Facts

EXPLAIN:

- 11% of 11-16-year olds have spent their own money on gambling in the last week.
- Fruit machines, private bets and scratch cards are the most common forms of gambling within young people.
- Young people who gamble spend an average of £17 per week.
- Boys are around twice as likely to gamble as girls (13% v 7%)
- 44% have paid money to open a loot box
- 6% have bet with in-game items.
- 6% have used their parents account to gamble

The Gambling Commission 'Young People and Gambling 2019' survey.

ASK for comments/views on this.

Slide 5: Gambling and money: let's discuss

ASK: Do you think that it is easy to spend money on gambling as a young person? Encourage debate and discussion. Remind students that for most gambling products the age restriction is 18, how might young people be gambling? Explain the most common form was private bets.

Slide 6: Gambling and money

EXPLAIN

- A large number of 11-16-year olds own their own phone
- On these devices we can play several games for free, but many feature gambling mechanisms such as roulette wheels or slot machines and microtransactions
- These games are not classed as gambling because they use virtual currency, however users are encouraged to BUY virtual currency/ or items with real currency.

ASK: What are your views on microtransactions?

Slide 7: Gambling and debt

ASK: When does spending money on gambling become an issue? Do you have to spend a lot before it becomes an issue? Encourage discussion and debate.

Slide 8: Responsible spending

Split the group into pairs or groups, ask students to create a mind map of alternate ways to spend money as a young person.

Slide 9: Your Task Today

Split the groups into smaller groups and ask them write and perform a drama piece around the topic of debt brought on by gambling/gaming problems for a young person or young people. They can base this on money and debt issues or other appropriate financial problems. Ask them to consider how the young person may recover from debt and use their money differently.

Slide 10: Let's perform our drama pieces!

Slide 11: Where to get help

If you are worried about your own or someone else's relationship with gaming and/ or gambling, you can:

- Talk to a teacher
- Contact Childline
- Contact BigDeal
- Contact the NHS

HALF DAY SUGGESTED ACTIVITY- RESOURCE:

Find someone who...

has never gambled	has spent money on a loot box	has spent money on a slot machine e.g. at seaside arcades
has put a bet on a sports event	has gambled with friends	has spent more than £10 on a bet
has spent more than £25 on an in-app purchase	has used their parent/carer's card to pay for a bet or in-app purchase	has used their pocket money to gamble

Find someone who...

has never gambled	has spent money on a loot box	has spent money on a slot machine e.g. at seaside arcades
has put a bet on a sports event	has gambled with friends	has spent more than £10 on a bet
has spent more than £25 on an in-app purchase	has used their parent/carer's card to pay for a bet or in-app purchase	has used their pocket money to gamble

FULL DAY SUGGESTED ACTIVITY:

Slide 1: Gambling/Gaming Addiction and Mental Health

Slide 2: Today's Aims

Explain: The aim of today is to:

- Increase your awareness of gaming and gambling related harm.
- Recognise the signs of gambling/gaming related harm.
- Understand where to go for support with addiction.

Explain students should be able to:

- Recognise the signs of a gaming and gambling-related harm
- Identify different strategies to prevent gaming or gambling related harm.
- Know where to go for help.

Slide 3: 60 second scribble

Provide students with pens/paper and ask them to:

Define gambling.

Define gaming.

Define gaming and gambling related harm

Point to Note: Not all gambling and gaming is problematic, however there is risk with both activities.

Slide 4:

Draw it!

Provide students with the cut out people, 1 problem gamer and 1 problem gambler, ask them to annotate. What might harm look like for those people? How do they feel, look, act? See page 11 for resource.

Ask students to share work with the group.

Slide 5: Problem Gambling

ASK: Is it easier harder than other addictions to spot?

Slide 6: Problem Gaming:

ASK: Is it easy to spot/see? Are there any similarities with gambling issues?

Slide 7: The Risk Ladder

EXPLAIN: You have been given several cards, each with a different gambling or gaming scenario. (see page 12) Place the scenarios on the risk ladder, with least risky at the bottom

and most risky at the top. Ask the students to think of they could reduce harm for each of the scenarios.

Slide 8: Share your work with the group.

Slide 9: Your task today

ASK and EXPLAIN:

Use the rest of the day to design a campaign to raise young people's awareness around debt and other harms brought on by gambling and/ or gaming.

Key areas to focus on:

- Title/Slogan
- Medium used to deliver campaign (YouTube, Instagram, poster, podcast...)
- Audience (primary, secondary, youth club, sports club)
- Key information
- Signposting to support services such as BigDeal
- Hashtag or Twitter Handle

Slide 12: Presentation time

ASK: Present your campaign to the group.

Slide 13: Where to get help

EXPLAIN: If you are worried about your own or someone else's relationship with gaming and/ or gambling, you can:

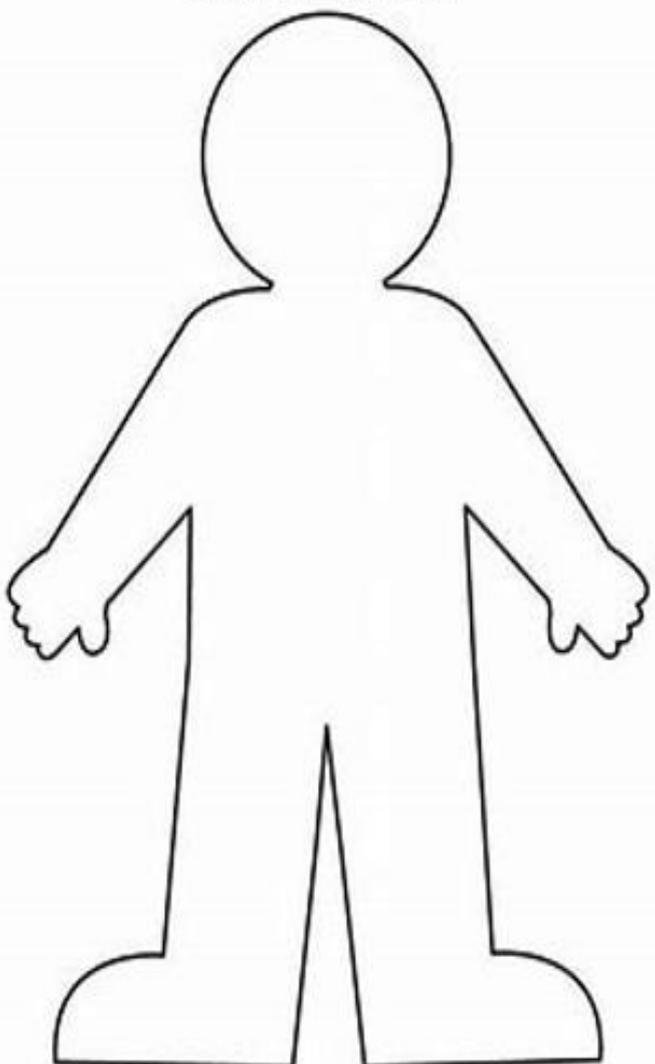
- Talk to a teacher
- Contact Childline
- Contact BigDeal
- Contact the NHS

Slide 14: Reflections

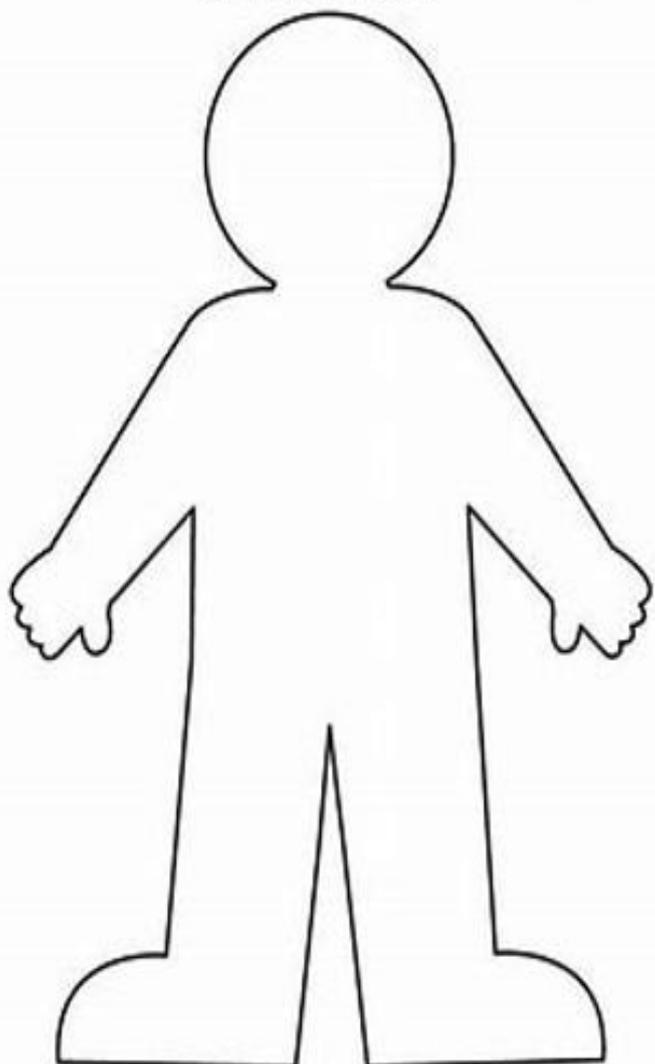
- What are the signs of a gambling related harm?
- What are the signs of gaming disorder?
- Where can you go for help?

FULL DAY SUGGESTED ACTIVITY- RESOURCE 1:

Problem Gambler



Problem Gamer



FULL DAY SUGGESTED ACTIVITY- RESOURCE 2:

I never complete my homework or chores because I don't have time. I spend my time on the slot machines and then I go straight online to play more games when I go to bed.

I spend all my money online on loot boxes and games such as poker. I have had to steal money from my mum's card before because I ran out of pocket money.

I'm so tired and have no energy to go out with friends or see my family. I stay up until 3am playing online games and betting skins. I have headaches every day.

I buy a lottery ticket every now and then. I get lucky dips so that I don't have to worry about me missing a week and my numbers coming up. It's no big deal and I rarely do it.

I don't have any friends and get bullied at school. Gambling is an escape from all of my problems, and I can't imagine life without it.

A group of us go to a friend's house most nights. We drink alcohol and then gamble. All our money is spent on gambling and alcohol.

I buy the odd in-app purchase when I get my pocket money. Only a few times a year and never more than £5. I also use my money to go to the cinema and to save for a new bike.

I spent £30 on a slot machine yesterday. I lost it all but I've borrowed some money so that I can win it back. I've lost so often that I'm bound to win the next one!