

# TUTOR TIME ACTIVITIES

## NOTES FOR PROFESSIONALS:

You will find a series of tutor time activities below. These are shorter tasks intended to be delivered during form class/tutor time. The activities are suggestions only, you may wish to use these as a starting point and design your own. Alternatively, you may wish to start from scratch using the in the know work book as inspiration, matching key themes to your curriculum. The below activities, cover topics such as gambling and spotting the risks, the blurred lines between gaming and gambling and gaming and gambling opportunities when transitioning from secondary to post 16. Our tutorial activities have been mapped against the KS5 PSHE/RSE Programme of Study.

	Activities	Resources
1	<p><b>Why people Gamble &amp; Gambling related harm</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To explore the potential reasons why people may/may not to gamble</li> <li>• To recognise the signs of gambling related harm</li> <li>• To explore the potential consequences of gambling related harm</li> </ul> <p><b>PSHE Programme of Study links:</b> H4, H5, H6, H7, H14</p> <p><b>Cross curricular links:</b> PSHE, Citizenship, RSE, Sociology, Psychology</p>	<ul style="list-style-type: none"> <li>• Tutor Time PowerPoint 1</li> <li>• Pen and paper</li> <li>• Post-its</li> </ul>
2	<p><b>Gaming and gambling – blurred lines</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To explore the gambling style features within games</li> <li>• To discuss the link between gaming and gambling</li> <li>• To identify the risks posed by gambling style features within games</li> </ul> <p><b>PSHE Programme of Study links:</b> H13, H14, R19, L26, L27</p>	<ul style="list-style-type: none"> <li>• Tutor Time PowerPoint 2</li> <li>• Pen and paper</li> <li>• Post-its</li> </ul>

	<b>Cross curricular links:</b> PSHE, RSE, Citizenship, Computing	
<b>3</b>	<p><b>Gaming and gambling – why now?</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• To explore the reasons why people may game or gamble more at post-16 level</li> <li>• To discuss strategies for making informed choices</li> <li>• To understand where to get information and support</li> </ul> <p><b>PSHE Programme of Study links:</b> H1, H4, H5, H6, H7, H10, H13, H14, R1, R5, R19, R25, L13</p> <p><b>Cross Curricular Links:</b> PSHE, RSE, Economics, Business Studies, Sociology, Psychology</p>	<ul style="list-style-type: none"> <li>• Tutor Time PowerPoint 3</li> <li>• Pen and paper</li> </ul>

### Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. Children and young people should feel able to share ideas, experiences and have the confidence and knowledge of how to seek further support where necessary. This topic may lead to some children and young people sharing sensitive information and personal experiences which may trigger emotions both for themselves and others. In each session and activity, it is useful to remind them they can talk to a professional within your organisation. It is also useful to provide them with appropriate signposting options (next page) You can print this and provide it for young people.

## Support/Sign Posting Services

Service	Role
	<p>Service for anyone in UK age 16+. Offering 1-2-1 face to face support as well as telephone support via the free number available 24hrs a day, 7 days a week. Additionally, an online chat function is available as well as group chats and forums. (1)</p>
	<p>Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>Provides support for 11-19 year olds. Offers a 1-2-1 confidential chat room throughout Great Britain. (2)</p>
	<p>Childline works with children and young people until their 19<sup>th</sup> birthday. They offer a FREE telephone service plus online support and message boards available 24hrs a day as well as practical online materials and activities. (3)</p>
	<p>Text service: 85258. Free service to anyone in crisis.</p>
	<p>Provides free healthcare for people of all ages across the UK. There are NHS Gambling clinics in Manchester, Leeds, Sunderland and London and a national gaming clinic in London. They can provide support for those experiencing harm as well as those affected by someone else's problem. (4)</p>

## References:

- (1) Gamcare. Available at: <https://www.gamcare.org.uk/>
- (2) Bigdeal: Available at: <https://www.bigdeal.org.uk>
- (3) Childline. Available at: <https://www.childline.org.uk/>
- (4) NHS gaming and Gambling services. Available at: <https://www.england.nhs.uk/2019/10/children-treated-for-computer-gaming-addiction-under-nhs-long-term-plan/>

## KS5 Tutor Time: Activity 1

### Why people Gamble and Gambling related harm

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school/college or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience. It's important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm both for the individual and for their family and wider community.

#### Learning Objectives:

- To explore the potential reasons why people may/may not to gamble
- To recognise the signs of gambling related harm
- To explore the potential consequences of gambling related harm

#### Learning Outcomes:

- I can identify several reasons why people may/may not to gamble
- I can recognise the signs of gambling related harm
- I can identify explore the consequences of gambling related harm

#### Resources:

- Tutor Time PowerPoint 1
- Pen and paper, post-its

**RSE and PSHE Programme of Study Links:** H4, H5, H6, H7, H14

See: RSE and PSHE Programme of Study KS5 Document for further reference.

**Cross curricular links:** PSHE, Citizenship, RSE, Sociology, Psychology

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions and potential disclosures. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p><b>Activity: Group Talk</b></p> <p>Students discuss the reasons people may/may not to gamble.</p> <p>Discuss potential reasons not to gamble such as cultural reasons, experience of seeing someone go through gambling related harm etc.</p>	<p><b>Activity: What happens when the fun stops?</b></p> <p>Show students the four stages of gambling (Illinois institute for addiction recovery) and ask them to list the emotions of the person experiencing gambling related harm and their surrounding network at each stage.</p> <p>Encourage students to think of the wider implications and emotions e.g. of family, friends, the community etc.</p> <p><b>Source:</b> Illinois Institute for Addiction Recovery</p> <p><b>Share additional info:</b></p> <ul style="list-style-type: none"> <li>• 19% problem gamblers considered suicide in past year (Gamble Aware 2017)</li> <li>• Problem gambler 6x more likely to have suicidal thoughts (Lund University, 2018)</li> </ul>	<p><b>Activity: What can we do?</b></p> <p>Using post-its, students write down and post potential strategies for educating the community e.g. by providing key info such as support services.</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. BigDeal and Childline sign posting options.**

## KS5 Tutor Time: Activity 2

### Gaming and gambling – blurred lines

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school/college or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience. It's important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm both for the individual and for their family and wider community.

#### Learning Objectives:

- To explore the gambling style features within games
- To discuss the link between gaming and gambling
- To identify the risks posed by gambling style features within games

#### Learning Outcomes:

- I can identify different gambling style features within games
- I can recognise the link between gaming and gambling
- I can spot the risks posed by gambling style features within games

#### Resources:

- Tutor Time PowerPoint 2
- Pen and paper, Post-its

**RSE and PSHE Programme of Study Links:** H13, H14, R19, L26, L27

See: RSE and PSHE Programme of Study KS5 Document for further reference.

**Cross Curricular Links:** PSHE, RSE, Citizenship, Computing

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions and potential disclosures. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p><b>Activity: Post-it</b></p> <p>Provide students with post-its. Students write down any gambling style features that they might see in games.</p> <p>Pose the following questions:</p> <ul style="list-style-type: none"> <li>• Why are these features not currently classed as gambling?</li> <li>• Should they be classed as gambling?</li> </ul> <p>Currently, as the games only simulate gambling and use virtual currency, they are not classed as gambling. This information is correct as of July 2020, although recommendations have been made to change this.</p>	<p><b>Activity: What can we do?</b></p> <p>In groups, students create a short presentation aimed at key influencers within the community e.g. parents, schools, gaming companies, influencers, Twitch gamers etc.</p> <p>Students should consider:</p> <ul style="list-style-type: none"> <li>• What gambling style mechanisms are currently in games</li> <li>• Whether these are potentially harmful and why</li> <li>• Proposed solutions</li> <li>• Who is responsible and what they can do to take responsibility</li> </ul>	<p><b>Activity: I proudly present</b></p> <p>Students present their ideas to the wider group and take feedback.</p> <p>Students could put their plans into action and run a campaign following this session.</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. BigDeal and Childline sign posting options.**

## KS5 Tutor Time: Activity 3

### Gaming and gambling – why now?

The tasks below show various options to allow the teacher to run a series of tutor time activities on one topic over several weeks. This could be in addition to PSHE provision within your school/college or as a standalone activity. The activities have been matched to the PSHE Programme of study for your convenience. It's important for students to recognise that many adults who gamble do not experience gambling related harm but for some (and some children/young people) it can result in significant harm both for the individual and for their family and wider community.

#### Learning Objectives:

- To explore the reasons why people may game or gamble more at post-16 level than at KS3/4
- To discuss strategies for making informed choices
- To understand where to get information and support

#### Learning Outcomes:

- I can identify several reasons why people may game or gamble more at post-16 level than at Ks3/4
- I can identify a range of strategies for making informed choices
- I understand where to get information and support

#### Resources:

- Tutor Time PowerPoint 3
- Pen and paper

**RSE and PSHE Programme of Study Links:** H1, H4, H5, H6, H7, H10, H13, H14, R1, R5, R19, R25, L13

See: RSE and PSHE Programme of Study KS5 Document for further reference.

**Cross Curricular Links:** PSHE, RSE, Economics, Business Studies, Sociology, Psychology

**Safeguarding:** It's important to establish a safe learning environment with ground rules set. Children and young people should feel able to seek support if necessary. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions and potential disclosures. In each lesson they should be reminded they can talk to staff within the school. You can also share the sign posting options.

Starter	Main	Plenary
<p><b>Activity: 60 second scribble</b></p> <p>Pose the question - why might young people game or gamble more at post-16 level?</p> <p>Students have 60 seconds to write down as many ideas as they can.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Age restrictions</li> <li>• Access to money</li> <li>• Social groups/ scenarios etc.</li> </ul>	<p><b>Activity: Let's create</b></p> <p>In groups, students create a resource that provides young people with a range of strategies for making informed choices.</p> <p>Resources could include a flyer, YouTube video, blog post etc.</p>	<p><b>Activity: Circle Time</b></p> <p>Ask students which strategy they feel is the most useful for their peers.</p> <p>Go around the room and take one answer from each student.</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. Big Deal and Childline sign posting options.**