

This is an example SOW. You could create your own, using the workbook and online resources provided, supplemented by your own ideas and resources. This SOW follows a wider Long-Term plan (available in the Secondary school resources folder) which is thematic in its approach, covering key topics for gambling and gaming across the four Purposes of Welsh Education enabling all our children and young people to be: 1) Ambitious, capable learners 2) Enterprising, creative contributors 3) Ethical, informed citizens and 4) Healthy, confident individuals. It is a spiral curriculum, with key topics and themes being revisited, whilst increasing the challenge, broadening the scope, and deepening students' thinking further through the key stages.

| | Activities | Resources |
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| 1 | <p>Gambling Advertising and Marketing</p> <p>Challenge 3.3: The Gambling Industry. Advertising How does gambling advertising work? Investigate and find out about the processes involved. How have things changed over time? Share your findings using photographs and/or diagrams</p> <p>Curriculum for Wales links: CW02-04, CW06, CW08-11, CW17-18, CW20-21, CW27, CW29, CW33</p> <p>Six Areas of Learning and Experience: Health and Wellbeing Languages, Literacy and Communication</p> | <ul style="list-style-type: none"> • YGAM 'In the Know Workbook' • Y10 LP1 • Y10 L1 PowerPoint • Y10 L1 Resource Sheet |
| 2 | <p>Safeguarding:</p> <p>Challenge 3.4: The Gambling Industry: Safeguarding. Whose responsibility is it to safeguard people in relation to gambling? Consider individual, family, media, marketing, gambling industry, financial institutions and any other organisations who may have a role to play. Create a presentation to share your findings/ideas.</p> <p>Curriculum for Wales links: CW01—5, CW09-10, CW15-16, CW18-19, CW22, CW25, CW27, CW30-31, CW33</p> <p>Six Areas of Learning and Experience: Health and Wellbeing Languages, Literacy and Communication</p> | <ul style="list-style-type: none"> • YGAM 'In the Know Workbook' • Y10 LP2 • Y10 L2 PowerPoint • Post-its |

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| <p>3</p> | <p>Gambling: Motivation and Risk - Why do young people gamble? Part 1.</p> <p>Challenge 1.2: Consider the motivations of young people who gamble, and potential risks involved. Conduct a questionnaire to explore the motivations of your class/school/youth group. Create learning materials to demonstrate your findings.</p> <p>Curriculum for Wales links: CW01-02, CW04-05, CW09-10, CW15-16, CW18, CW20, CW24-25, CW27, CW29, CW33</p> <p>Six Areas of Learning and Experience: Health and Wellbeing Languages, Literacy and Communication</p> | <ul style="list-style-type: none"> ● YGAM 'In the Know Workbook' ● Y10 LP3 ● Y10 L3 PowerPoint |
| <p>4</p> | <p>Gambling related harm- Why do young people gamble? Part 2.</p> <p>Challenge 1.2: Building on from Part 1. Explore how young people can be supported to recognise the potential harm of gambling. Create resources to support them in recognising the potential harms.</p> <p>Curriculum for Wales links: CW01-05, CW09-11, CW14-16, CW18, CW24-25, CW27, CW29-30, CW33</p> <p>Six Areas of Learning and Experience: Health and Wellbeing Languages, Literacy and Communication</p> | <ul style="list-style-type: none"> ● YGAM 'In the Know Workbook' ● Y10 LP4 ● Y10 L4 PowerPoint ● Y10 Data Sheet |
| <p>5</p> | <p>Money and Debt:</p> <p>Challenge 5.3: Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.</p> <p>Curriculum for Wales links: CW02, CW04, CW06-07, CW12, CW16, CW20-21, CW27, CW29-30, CW33</p> <p>Six Areas of Learning and Experience: Health and Wellbeing Languages, Literacy and Communication Mathematics and Numeracy</p> | <ul style="list-style-type: none"> ● YGAM 'In the Know Workbook' ● Y10 L5 ● Y10 L5 PowerPoint ● Y10 Data Sheet |

6

Gambling Trends:

Challenge 6.4: Conduct a brief survey among adults and find out which of these forms of gambling they have tried and why: lottery, scratch cards, bingo, horse racing, casino, fruit machine, online, other. Produce a graph or pie chart to show the percentages of each form of gambling.

Curriculum for Wales links:

CW02-05, CW09-11, CW17-18, CW20-22, CW25, CW27, CW33

Six Areas of Learning and Experience:

Health and Wellbeing

Languages, Literacy and Communication

- YGAM 'In the Know Workbook'
- Y10 LP6
- Y10 L6 PowerPoint

DATA SHEET: GAMBLING HARM

Problem gambling:

When someone's habit compromises, disrupts or damages family, personal or recreational pursuits.

**GAMBLING
COMMISSION**

Spotting the signs of problem gambling

- Spending too much time and/or money
- Finding it hard to manage or stop
- Arguing with family and friends and becoming defensive
- Thinking or talking about it all the time
- Chasing losses and suffering with debt issues
- Gambling until you have nothing left
- Feeling anxious or worried about gambling and/or money
- Losing interest in hobbies and social interactions
- Neglecting personal needs
- Hiding or lying about gambling
- Selling possessions or stealing to fund gambling

Support for gambling related harm

BIG DEAL?

<https://www.bigdeal.org.uk/>

NHS

<https://www.cnwl.nhs.uk/services/mental-health-services/addictions-and-substance-misuse/national-problem-gambling-clinic>

G GamCare

0808 8020 133 <https://www.gamcare.org.uk/>

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

Gambling and personal finances

- **11%** of 11-16 year olds have spent money on gambling in the last 7 days
- **35%** of these 11- 16 year olds have spent more than £10 in the last 7 days
- **49%** of these 11-16 year olds have spent £5 or less on gambling in the last 7 days
- **44%** of 11-16 year olds have paid money to open loot boxes
- **7%** of 11-16 year olds have spent money gambling online

Young People and Gambling Survey 2019 Gambling Commission Survey (<https://www.gamblingcommission.gov.uk/PDF/Young-People-Gambling-Report-2019.pdf>)

Y10L1: Gambling: Advertising and Marketing

Challenge: This lesson relates to challenge 3.3 from the 'In the Know' booklet: The Gambling Industry: How does gambling advertising work? Investigate several leading brands and find out about the process involved. How have things changed over time? Share your findings using photographs and/or diagrams

Learning Objectives:

- To understand how advertising works.
- To identify and understand the processes used by different brands and companies.
- To analyse and evaluate the changes in advertising over time.

Learning Outcomes:

- I understand what advertising is;
- I can identify different advertising strategies used by different brands;
- I can explain how brands use advertising;
- I can describe the changes in advertising over time;
- I can present my findings using visual aids.

Resources:

- Y10 L1 PowerPoint
- Y10 L1 Resource Sheet
- Pen and paper
- Optional: computer suite

Curriculum for Wales links:

CW02-04, CW06, CW08-11, CW17-18, CW20-21, CW27, CW29, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

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

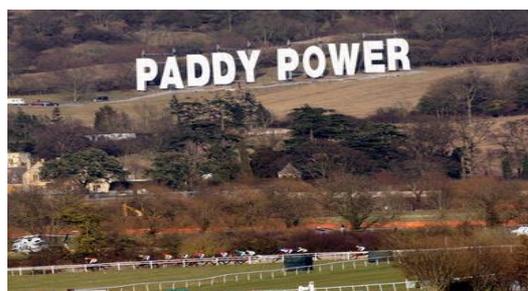
NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 1 of 6 lessons. You may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

| Starter | Main | Plenary |
|--|---|---|
| <p>Activity: Give me five [Teacher draws a hand on the board]</p> <p>Activity: Give me five [Teacher draws a hand on the board] Students give five different ways that a gambling or gaming brand might use advertising.</p> <p>Teacher to collect answers from around the room and write them on the board.</p> <p>Ideas include TV, Radio, Social Media, Sports, Newspapers, Shop windows, lottery cards, Seaside slots, card packs etc.</p> | <p>Activity: Let's investigate</p> <p>Students are given a series of images (Y10 LP1 Resource) and should investigate different firms, such as Paddy Power, Bet 365 etc. Students research how they use advertising and whether it has changed over time. Students to create a visual display of their findings such as a timeline or a mind-map, with annotations.</p> <p>Reflect: Consider how they are impacted by advertising and if they feel that young people are safeguarded.</p> | <p>Activity: Debate</p> <p>Students are asked to discuss which is the most/least effective form of advertising. This could be done via vote or via displaying a few options and asking students to stand near the option they think is most/least effective. Students should give their reasoning. You may wish to tease out viewpoints on the protections available for young people.</p> <p>Homework: Tally Students create a tally chart of how many times they see gambling being advertised throughout the week. They could split the chart into different types of gambling such as online, sports events, billboards etc.</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> |

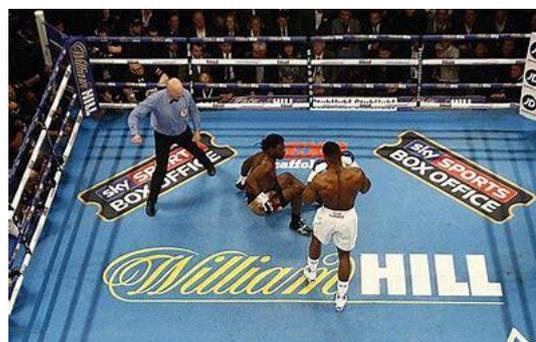
Y10L1: RESOURCES

DISCLAIMER AND NOTE FOR TEACHER: this is an optional resource and just some examples from many that you could utilise. You may wish to bring in samples yourself- which may be more current or utilise the ICT suite so support with this. Alternatively, you could ask students to bring in samples of things they've seen.

PADDY POWER



WILLIAM HILL



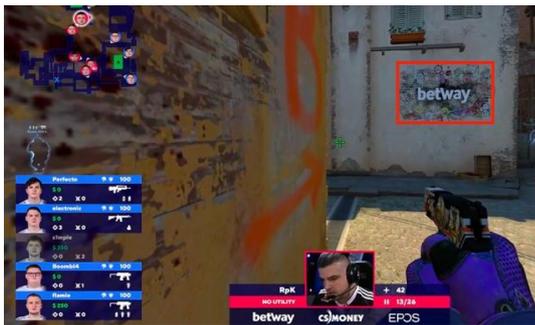
BET 365



SKY BET



GAMES AND ESPORTS



Y10L2: Safeguarding

Challenge: Whose responsibility is it to safeguard people in relation to gambling?

Learning Objectives:

- To identify who is and should be responsible for safeguarding people in relation to gambling.
- To consider whether there is enough safeguarding of people in relation to gambling.
- To evaluate and present information on safeguarding in relation to gambling.

Learning Outcomes:

- I can identify and discuss safeguarding and responsibility in relation to gambling.
- I can evaluate and present information on safeguarding in relation to gambling.

Resources:

- Y10 Lesson 2 PowerPoint
- Pen and paper
- Post-its
- Optional: computer suite for presentation

Curriculum for Wales links:

CW01—5, CW09-10, CW15-16, CW18-19, CW22, CW25, CW27, CW30-31, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

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NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 2 of 6 lessons. You may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

| Starter | Main | Plenary |
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| <p>Activity: Post-it</p> <p>What does 'safeguarding' mean in relation to gambling?</p> <p>Students are given post-its and should write down what they think safeguarding means and stick it on the board at the front.</p> <p>Teacher to read out responses and the class to come up with an agreed definition.</p> | <p>Activity: Mind-map</p> <p>In groups, students are asked to draw a mind-map of the different people/organisations that they feel should be involved in safeguarding students against gambling.</p> <p>Teacher: To support you may suggest: The Gambling Commission The Operators themselves The Government Banks/financial institutions Individual responsibility Family Community groups/organisations Faith leaders/groups The media (e.g. Ofcom), marketing (e.g. Advertising Standards Authority),</p> <p>Create a presentation to share your findings/ideas.</p> <p>Teacher to take in responses and groups to add any missing people to their mind-map.</p> <p>Students should then revisit the mind-map and circle the people that feel are currently involved in safeguarding.</p> <p>Activity: We proudly present...</p> <p>Students work as a group to create a short presentation on who they think should be responsible for safeguarding people in relation to gambling. They must explain their reasoning as part of their presentation.</p> | <p>Activity: voting stations!</p> <p>The students vote on which group gave the strongest presentation/argument, giving reasons for their choice.</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> |

Y10L3: Gambling: Motivation and Risk. Why do young people gamble? Part 1

Challenge: Consider the motivations of young people who gamble, and potential risks involved. Conduct a questionnaire to explore the motivations of your class/school/youth group. Create learning materials to demonstrate your findings. You should explore also, why young people do not gamble.

Learning Objectives:

- To consider the reasons why young people gamble
- To consider the risks involved in gambling
- To investigate and present findings on the motivations of gambling
- To consider why people choose not to gamble, including religious and cultural reasons

Learning Outcomes:

- I can identify the motivations of young people who gamble
- I can identify why people may not gamble
- I can identify the potential risks involved in gambling.
- I understand that gambling can take place within games, such as the use of loot boxes.
- I can create and conduct a questionnaire.
- I can analyse the findings of an investigation.
- I can present information to my peers.

Resources:

- Y10 L3 PowerPoint
- Pen and paper
- Optional: computer suite for presentation of findings

Curriculum for Wales links:

CW01-02, CW04-05, CW09-10, CW15-16, CW18, CW20, CW24-25, CW27, CW29, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

Safeguarding: It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to

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

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 3 of 6 lessons. You may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

| Starter | Main | Plenary |
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| <p>Activity: Mind Map</p> <p>In pairs, students mind-map the different motivations young people may have for gambling. Mention that some gambling could be through online games such as the use of loot boxes, or via ‘games’ with friends/family such as penny up, or wagering money on board games and card games for example.</p> <p>Ask students to list the reasons they think people opt out. E.g. choice, think it’s a waste of money, religious and cultural reasons, community impact etc.</p> <p>Teacher to collect responses and draw a mind-map of student answers on the board.</p> <p>Activity: Think Pair Share</p> <p>In pairs, students discuss the risks of gambling/gaming. Students then share with the class.</p> | <p>Activity: Let’s investigate!</p> <p>Students create a questionnaire to find out the motivations for gambling within their class. Again, this could relate to gaming and in-app purchasing. Students should build in to this questions about why people do not gamble.</p> <p>Students create a presentation/learning materials of the information they have found. This could include graphs/pie charts etc.</p> <p>Some students could present their findings to the class if there is time in the lesson.</p> <p>If students have access to ICT this could be done via Excel or similar.</p> | <p>Activity: Exit ticket</p> <p>Students are given a ticket (post-it, piece of paper, printed ticket etc.) and are asked to write down one risk associated with gambling, and one way in which this risk can be overcome. E.g. spending too much money could be a risk, one solution would be to ensure no card details are stored on devices.</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> |

Y10L4: Gambling Harms. Why do young people gamble? Part 2

Challenge: Building on from Lesson 1. Explore how young people can be supported to recognise the potential harm of gambling. Create resources to support them in recognising the potential harms.

Learning Objectives:

- To consider the risks and potential harms involved in gambling
- To identify key behaviours that suggest someone is experiencing harm
- To raise awareness of the potential harms of gambling and signpost support

Learning Outcomes:

- I can identify the potential risks involved in gambling
- I can define gambling related harm
- I can identify key behaviours linked to gambling related harm
- I can create resources in order to raise awareness of the potential harms of gambling
- I know where to get help if I am worried about my own or someone else's

Resources:

- Y Y10 L4 PowerPoint
- Y10 L4 Resource Sheet
- Y10 Data Sheet
- Pen and paper
- Optional: computer suite for presentation of findings

Curriculum for Wales links:

CW01-05, CW09-11, CW14-16, CW18, CW24-25, CW27, CW29-30, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

Safeguarding: It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some children sharing sensitive information and

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

NOTE: This lesson can be completed as a stand-alone lesson or as part of the Y10 SOW for which it is part 4 of 6 lessons. You may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

| Starter | Main | Plenary |
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| <p>Activity: Think, Pair, Share</p> <p>Teacher asks students to define Gambling Related harm. What does it look like?</p> <p>Teacher takes responses and then displays the Gambling Commission definition: “When someone’s habit compromises, disrupts or damages family, personal or recreational pursuits.”</p> <p>Activity: Let’s sort it!</p> <p>Students work in pairs or groups to sort cards into RED: (harmful) AMBER (at risk) GREEN (not harmful)</p> | <p>Activity: Are we aware?</p> <p>Students work in groups to create a resource to promote awareness of the potential harms of gambling. Students to signpost how and where to get help. This could take the form of a poster, leaflet, banner etc.</p> <p>This would be a great opportunity to create a display for other students to use.</p> <p>The data sheet will provide key information and links to support agencies.</p> <p>This lesson may be completed over more than one session due to the creative nature of the main activity.</p> | <p>Activity: We proudly present...</p> <p>Students present their work to the class. The class can then provide feedback and peer assess.</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> |

Y10L4: RESOURCE

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| <p>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 to bed when I get in. I'm always in trouble at school for not doing my work and my grades are slipping a bit.</p> | <p>I don't gamble. Private bets don't count do they? We sometimes make bets on games like cards at home but that cant lead to problems; I don't think?</p> | <p>I spend £5 of my pocket money once a week on gambling but spend the other £10 on social activities like the cinema, bowling etc. with my friends. I'm not too upset if I lose.</p> |
| <p>I spend all my money online on loot boxes and games such as poker. I have had to steal money from my Dad's card before because I ran out of pocket money.</p> | <p>I go to the local arcade a few times a week with my friends. I spend most of my money there, but we have a good time. We also spend some of our money getting food and drinks.</p> | <p>I gamble a few times a week. I feel worried and anxious and I can't really concentrate on much else unless I know that I've won the money back that I spent.</p> |
| <p>I don't have time to get a shower and make my breakfast and lunch. I need to make sure I can win the money back that I lost yesterday. That's more important!</p> | <p>I get pocket money once a month from my Gran. I always say that I'll save it to go out with my friends, but I always spend it straight away gambling. I try to stop but each month I can't seem to help it – I can't stop.</p> | <p>I used to spend the weekend with my cousins playing football and going to the arcades but now I play online games on my own and spend my time and money online. I don't see my cousins anymore. They don't get it.</p> |

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|---|---|--|
| <p>I just turned 18, my friends and I go to the casino some weeks, just because we legally can now, and we all make an agreement to watch out for each other and not bet more than we can afford. To be honest, we don't really get what all the fuss is.</p> | <p>I play the National Lottery once a week. It's been a tradition in my family and I just continued it. I don't have lucky numbers- just have the random ones that way if I did ever stop doing it I wouldn't be worried about my special numbers being chosen.</p> | <p>I gamble on major sports events. Most the time it's organised through work and I just do it as its part of the culture, but I've never really gambled any other time than that.</p> |
| <p>I play games for money with friends and family, such as coin toss, cards and board games. I'm always lucky. I wonder if I could be this lucky with 'real' gambling.</p> | <p>I feel guilty all the time. My family thinks it's immoral to gamble and I've been doing it now and again with my friends to fit in. I don't really 'get it'.</p> | <p>I can't talk to my parents or friends because all they do is have a go at me for gambling. They don't understand that I need to do this every day; it's just fun.</p> |

Y10L5: Money and debt

Challenge: Consider the average amount of money spent on gambling by 11-16 year olds. How else could this money be spent? Set yourself a short-term and long-term financial plan.

Learning Objectives:

- To understand how gambling links to finances
- To identify ways to manage personal finances
- To evaluate your own personal finances

Learning Outcomes:

- I can describe the link between gambling and finances for young people
- I can explore other activities and ways to spend money
- I can identify ways to manage my own finances
- I can create a financial plan to ensure that I am able to manage my finances
- I can reflect upon my current and future spending

Resources:

- Y10 L5 PowerPoint
- Pen and paper
- Post-its or paper tickets
- Y10 Data Sheet
- Optional: computer suite

Curriculum for Wales links:

CW02, CW04, CW06-07, CW12, CW16, CW20-21, CW27, CW29-30, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication
- Mathematics and Numeracy

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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 Y10 SOW for which it is part 5 of 6 lessons. You may wish to deliver this session as two separate lessons in which case you may choose to adapt the SOW to suit the needs of your school.

| Starter | Main | Plenary |
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| <p>Activity: Give me five</p> <p>Teacher to draw hand on the board. Students to give five things that they think young people spend their money on (one per finger).</p> <p>Teacher to take responses and then link to spending on gaming and gambling. Teacher to present information on gambling spends (also found on data sheet):</p> <p>11% of 11-16 year olds have spent money on gambling in the last 7 days 35% of these 11- 16 year olds have spent more that £10 in the last 7 days 49% of these 11-16 year olds have sent £5 or less on gambling in the last 7 days 44% of 11-16 year olds have paid money to open loot boxes 7% of 11-16 year olds have spent money gambling online</p> <p>IT based option: Students could research information on young people’s average spend, as well as the spending on gambling.</p> | <p>Activity: Mind map</p> <p>In pairs or groups, students create a mind map of what alternative activities young people could spend their money on.</p> <p>Teacher to collect in a range of responses to support students with ideas.</p> <p>Extension: Students could work out how much they spend personally on different activities and could work this out as percentages.</p> <p>Activity: Financial plans</p> <p>Students to create a short-term and long-term financial plan.</p> <p>This could be adapted to post-16 financial plans and how they intend to manage money, as some students may not receive pocket money etc.</p> | <p>Activity: Exit ticket</p> <p>Students write down one way in which they will ensure that they manage their finances now or in the future.</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> |

Y10L6: Gambling Trends

Challenge: Conduct a brief survey and find out more about gambling, risks and harm. Are there any key messages? You may wish to interview someone who has lived experience of gambling harm to understand further the potential risks.

Learning Objectives:

- To identify the different forms of gambling that are common within the UK.
- To present information to your peers.

Learning Outcomes:

- I can identify different forms of gambling.
- I can create a survey to investigate gambling.
- I can analyse my findings and create a graph or chart to demonstrate my findings.
- I can present my findings to my peers.

Resources:

- Y10 L6 PowerPoint
- Pen and paper
- Post-its
- Optional: computer suite

Curriculum for Wales links:

CW02-05, CW09-11, CW17-18, CW20-22, CW25, CW27, CW33

Six Areas of Learning and Experience:

- Health and Wellbeing
- Languages, Literacy and Communication

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| Starter | Main | Plenary |
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| <p>Activity: Post-it</p> <p>Teacher to ask students to write down the different types of gambling that take place. Examples could include: lottery, scratch cards, bingo, horse racing, casino etc.</p> <p>Teacher: try to illicit other forms of gambling, e.g. microtransactions, penny up/coin toss/pitch and toss, regular games where money/wagering is involved.</p> <p>Students stick the Post-its on the board to create a graffiti wall. The teacher can then read out a range of responses.</p> <p>NB, teacher to ensure students realise that not all those who gamble experience harm.</p> | <p>Activity: Let's investigate</p> <p>In pairs or groups, students create a survey to find out which forms of gambling people have tried and why and also why not? This could be completed as an anonymous survey utilising an online survey provider.</p> <p>Alternative options:</p> <ol style="list-style-type: none"> 1. Students could use ICT to research adult gambling trends. The Gambling Commission Report is a good starting point for IT based research. 3. You may wish to invite in a key speaker who has experienced gambling related harm for a Q&A session. <p>NOTE: This could be done over two lessons. Students could create the survey this lesson, then take it home and bring it back completed for the following lesson.</p> <p>Activity: Let's investigate</p> <p>Students take the findings of their survey and create a graph or chart. Student then present their findings to the class.</p> | <p>Activity: 60 second scribble</p> <p>Students to write down the key things they have taken from the lesson. They have 60 seconds to write as much as they can.</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> |