

YOUTH WORK ACTIVITIES. U13 20 MINUTES

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NOTES FOR PROFESSIONALS:

We have developed a series of activities and sessions designed to support professionals in the youth sector to deliver the YGAM materials. Building upon the materials available to you in the YGAM Booklet we have broken activities down to allow you to deliver relevant and age-appropriate materials with the children and young people you work with. Our programme aims to prevent and reduce gaming and gambling related harm, empowering children and young people to make informed choices, developing critical thinking skills and resilience for life.

This section contains a series of 20-minute activities covering the topics available to you in the workbook. The activities and tasks are suitable for children and young people aged 13 and under.

- Why People Gamble
- Why People Game
- Probability & Luck
- The Gambling Industry
- The Gaming Industry
- Money & Debt
- Addiction & Mental Health

The activities can be mapped to the wider key skills covering. (1)

Leadership & Teamwork



Learning & Sharing



Creative Thinking & Exploration



Research & Presentation



Preparation & Discussion



Safeguarding:

Given the nature of these topics, it is important to establish a safe environment with clear ground rules. You may wish to work with the children and young people to agree these in advance. We advise that you work with your DSL. 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 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. You may also to provide them with appropriate signposting options.

All of the sessions have been mapped to the Framework of Outcomes for Young People, the NYA Youth Work Curriculum 2020 and have considered best practice guidance from Youth Work in Wales: Principles and Purposes. These can be found in the appendices along with useful sign posting options.

Why do People Game? Option 1

Game Designer

Framework of Outcomes for Young People:

- Communication
- Creativity
- Relationships and Leadership
- Planning and Problem Solving

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS - Identity and Belonging
- NOS/UNCRC - Leadership and Civic Engagement and Participation
- UNCRC - Creativity and Fun
- QS – Skills Development
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To promote critical thinking skills
- Develop descriptive abilities and discussion
- To promote creativity
- To develop literacy and presentation skills

Outcomes:

- You can identify reasons why young people enjoy games
- You will be able to recognise the features that draw young people in

Resources:

- Flipchart paper/Presentation software (i.e. PowerPoint)
- Coloured pens/pencils
- Post it notes

Activities:

Let's map it out:

Split the group into teams and ask them to mind map the types of games they are playing and to pick out elements of those games they enjoy.

Let's design:

The group is to then design a game concept for their age range, including a name and present a brief description to the room. This could be done on the computer or as a paper exercise.

Get the group to discuss:

- Game title
- Platform designed for (i.e. PC, PlayStation, Xbox, Nintendo, Mobile)
- Game description

Hook:

Ask the group to explain why they made their choices, what “the catch” or “the hook” of their game is and why people would want to keep playing it.

Why do People Game? Option 2

Gamers- ready!

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Planning and Problem Solving
- Managing Feelings

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS - Identity and Belonging
- NOS/UNCRC - Leadership and Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To highlight the differences between safe and problematic gaming

Outcomes:

- You can identify positive and negative behaviours when gaming
- You will assess your own behaviours and see how they can affect others

Resources:

- Pens/Pencils

Activities:

Gaming A-Z competition.

Five-minute activity listing as many gaming related words as possible for each letter of the alphabet.

A – Action, B – Block building etc.

You could award points for originality and the number of words.

The Stages of Gaming – let's map:

Ask the group to define and discuss the following: (focus on what their behaviours might be and their total game times.)

- Casual Gamer
- Competitive Gamer
- Problem Gamer

Group discussion: Healthy Gamer – What would be a good balanced relationship with gaming? Ask the young people to consider time, spending, balance with other activities etc. Try to encourage them to think critically about their own habits.

Exit ticket:

Talk about how these gamers may act with other gamers digitally i.e. rage, quitting, trolling, etc.

Why do People Game? Option 3

YGAMi Island

Framework of Outcomes for Young People:

- Communication
- Creativity
- Relationships and Leadership
- Planning and Problem Solving
- Resilience and Determination

Youth Work Curriculum Links:

- NOS/UNCRC - Leadership and Civic Engagement and Participation
- UNCRC - Creativity and Fun
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

The purpose of this session is to challenge a group to make meaningful decisions to support their survival. Once the initial situation statement has been made give the group time to discuss their options and come back to you with the list of equipment, they purchased prior to the incident occurring. Split the group into teams of 2 – 4 young people prior to starting.

Aims:

- To promote critical thinking skills
- Develop reasoning and debate skills
- To develop numeracy skills
- To work as a team under pressure

Outcomes:

- You can recognise that sometimes things are better than they appear
- You will be able to make informed decisions over the true value of things

Resources:

- Resources 1 - 3
- 2 x 6-sided dice
- Pens/Pencils

Activities:

YGAMi Island:

EXPLAIN TO YP: (option to print or show on whiteboard/screen)

Our exploration party has crash landed on the tropical island of YGAMi. Luckily, this is not too far from your intended destination, however you will now have to cross the whole island to get to the YGAMi research station. This is just over 3 days walk away on YGAMi's tallest mountain and 2014ft above sea level west of your location.

YGAMi is a heavily forested tropical island covered in thick vines, hidden valleys, steep cliffs and home to several endangered and rare species of venomous insects that you had come here to study.

There is very little light under the canopy, even during the day, and most of the wildlife is dangerous and able to kill humans. There are no roads or tracks.

Your team must make it to the research station. Luckily you had prepared for this eventuality as many others have crash landed on YGAMi due to its unusual and dangerous weather patterns.

The weather is extremely changeable, but the temperature is consistent and stays warm even during the night.

You were given £600 to purchase the equipment needed. Each member of the team has a map.

Using the equipment list you must plan how you will reach the Research station.

Instructions/Notes:

- Work in groups
- Using the equipment list pick out the items you wish to purchase to help you reach the research station. (resource 1)
- Record your equipment on the list provided (resource 2)
- Explain how you will achieve your goal
- **OPTION: Loot box prizes, every ticket is a winner!** You could win an Evacuation Helicopter, 4x4 Land Rover, All terrain motorbike, GPC device, £50 extra for your budget or 2 x 1L water bottles.
- If you want to buy a loot box you must speak to the leader and roll the die to receive your prize. The contents are randomized, just like a loot box within a computer game.

Why do People Game? Option 3: Resource 1

Equipment list:

Item #	Item	Description	Cost
1	Pen Knife	A small multipurpose but sharp knife that folds away.	15
2	Machete	A large blade suited to clearing light vegetation	50
3	Axe	A large wood axe good for tree felling	25
4	Chainsaw	A mechanical saw that runs on petrol.	100
5	Shovel	A pointed shovel good for digging	50
6	Pickaxe	Great for breaking up the soil prior to digging	25
7	1L Water Bottle	Lightweight and sturdy, can also be used to boil water in	5
8	Camelbak water pouch	Can hold a much higher volume of water but is prone to punctures	40
9	Water purification filter	Multi use tool great at clearing out dirt/ particles from water	100
10	Water purification tablets x 10	Cheap but effective at purifying water, less effective if sediment present	10
11	Waterproof bags	All-purpose backs great for keeping things dry, as flotation device or carrying liquids. Prone to damage.	50
12	2-person tent	Waterproof, warm, and quick to erect a great place to store equipment/sleep but bulky	200
13	Hammock	1-person hammock to suspend between trees. Lightweight but not waterproof. Should be paired with mosquito net.	30
14	Bivvy bag	Waterproof sleeping bag that covers users from wind and rain but does not provide thermal insulation. Fits one person	25
15	Sleeping bag	Non waterproof but thermally insulative. Comfortable to sleep in. Fits 1 person	20
16	Mosquito Net	Full body netting. Great for filtering particles out of water and for protecting from bugs at night. Fits 1 person	10
17	Soft foam roll mat	Lightweight but bulky. Great at providing insulation from the floor. Suitable for 1 person.	20
18	Inflatable roll mat	Lightweight and small to pack. Provides excellent thermal insulation at the risk of puncturing. Suitable for 1 person.	50
19	Plastic tarp	Multifunctional waterproof sheeting great for providing cover. Large enough to fit 2 hammocks underneath	20
20	24-hour Ration packs	Enough food to sustain life for 1 person for 24 hours	10
21	5L Petrol	5L of petrol, can be used to power chainsaw or to start fires	50
22	100 Matches	Ignite with an incredible initial flame but die out quickly	5
23	Pocket Lighter	Simple pocket lighter that is easy to light but is non refillable	15
24	Flint and steel	Traditional fire-starting tool. Waterproof and lightweight	25
25	200m of paracord	Strong enough to lift a human, multipurpose and lightweight but prone to damage	25
26	100m of climbing rope	Heavy duty, well maintained climbing rope, could support two people but is bulky	50
27	GPS Device	Global positioning system with built in compass. Has limited 2-day battery but can be recharged with 2 AA batteries	150
28	Compass	A compass with glow in the dark arrow to show direction of travel	25
29	10 x AA batteries	Standard pack of 10 x single use AA Batteries	20
31	Wind up torch	Physically winding this torch recharges it. However it doesn't provide a great deal of light	10
32	Solar charger	Recharges power from the sun	50
33	Loot Box Ticket	1 attempt to roll the dice	25

Why do People Game? Option 3: Resource 2

Item Name or Number	Quantity item	Total cost = Quantity x Cost

Why do People Game? Option 3: Resource 3

Equipment Loot Box (for session lead)

In addition to the equipment list (resource 1) give the group the opportunity to consider purchasing access to an Equipment Loot Box. This provides a chance to acquire equipment at a fraction of the price and gives access to otherwise un-purchasable items.

Each Equipment Loot Box ticket costs £25. If purchased roll 2 dice and the total score equates to the items available.

Item	Description	Dice Score-requirement.
Evacuation Helicopter	Instantly call in a helicopter that rescues you and your team and takes you to YGAMi research station.	2
4x4 Land rover	A land rover is dropped with you at the rescue point. However, the vehicle is too big and cannot make it through the dense jungle and gets bogged down in the sand instead.	11 or 12
All terrain motorbike	Only one person can fit on the bike at a time, although it is capable of making it through the jungle.	3 or 4
GPS Device	Global positioning system with built in compass. Has limited 2-day battery but can be recharged with 2 AA batteries.	5
£50 extra	An extra £50 in the budget	9 or 10
1L Water bottles	Lightweight and sturdy, can also be used to boil water in	6 to 8

Item	Number of dice combinations	Probability
Evacuation Helicopter	1	2.78%
4x4 Land rover	3	8.34%
All terrain motorbike	5	13.89%
GPS Device	4	11.11%
£50 extra	7	19.44%
1L Water bottles	16	44.45%

The only prize worth winning is the Evacuation Helicopter but with a 1 in 33 chance of rolling this result is unlikely.

As shown the vehicles might on paper look good but in the context of this scenario are next to useless. The only way this could work would be for the group to roll each time for a motorbike for each team member and the odds are infinitesimally small.

The £50 prize leaves the group £25 better off than where they started.

Why do People Game? Option 4

Esports.

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Creativity
- Relationships and Leadership
- Planning and Problem Solving

Youth Work Curriculum Links:

- NOS - Identity and belonging
- NOS/UNCRC - Leadership and civic engagement and participation
- UNCRC - Creativity and Fun
- QS – Skills Development
- OF - Healthy and Safe Relationships
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

Aims:

- To enable positive discussion around personal skillsets
- To understand why gaming is enjoyed by many people

Outcomes:

- You will be able to make critical decisions enabling the creation of an Esports team
- You will be able to negotiate and compromise to create a group plan

Resources:

- YouTube
- Flipchart paper and pens

Activities:

What are Esports?

Five-minute activity watching the following video: What are Esports?

(<https://www.youtube.com/watch?v=m0zWiUGrzBk>)

During the video ask the group to identify as many of the featured games as possible. Top score is 10.

1. League of Legends
2. Overwatch
3. Space Invaders
4. Super Smash Bros Brawl
5. Hearthstone

6. Battleborn
7. Counter Strike Global Offensive
8. Defence of the Ancients 2 - DOTA 2
9. World of Warcraft (Not visually shown but spoken about)
10. Starcraft (Not visually shown but spoken about)

Forming your Team:

Inform the group that they will be forming their own Esports Team. They should look at the roles and responsibilities below and decide who in their group would be best placed to undertake each role (focus on what their behaviors and skill sets might be, see clippings from actual job descriptions below).

- Manager
- Coach
- Player (players are not traditionally recruited for like a manager or coach as they are usually selected on playing ability.) Key points of interest are highlighted.

Manager – Ubisoft Esports Manager

<https://www.smartrecruiters.com/Ubisoft2/110226260-esports-manager>

- The Esports Manager is a key member of the Esports team and takes part in developing, implementing, executing and reporting on our competitive strategy and tactics.
- This role works closely with internal cross functional business teams, brand, development/studio and marketing teams as well as our external partners and vendors to ensure the success of our programs.
- You will deliver engaging in-game features and content, world-class on and offline events as well as program marketing.
- Support community growth and activity.
- Possess excellent leadership, communication and management skills.
- Have a deep comprehension of the various components that make up an esports program and be conversationally adept in them, including business management, brand management, software and application development, game design, event management, content development, competitive structure and rulesets, player and team management and broadcast production.
- Maintain awareness of industry and related trends and best practices to identify opportunities to leverage or improve our programs.
- Demonstrate a track record of defining strategies in eSports, entertainment or traditional sports industries.

Coach – Kansas Wesleyan University Head Esports Coach Job Description

<https://www.kwu.edu/sites/default/files/JDAthleticseSportsHead%20Coach.pdf>

- Instruct, teach and coach student-athletes during practice and competition.
- Conduct video analysis and instruction as a teaching and preparation tool.

- Plans practice and/or competition strategy.
- Identify, evaluate and recruit potential team members to KWU.
- Retain current KWU students as team members.
- Ensures that program meets annual squad size number. (currently 15)
- Ensures program recruiting activities adhere to University and NACE Policies and Procedures.
- Ensures ongoing eligibility of student athletes in the eSports program and monitors their academic program.
- Targets include a 3.00 team GPA and a 90 percent graduation rate for student-athletes that exhaust eligibility at Kansas Wesleyan.
- Provides schedules for schedule that is fiscally efficient and spectator friendly.
- Conducts inventories of uniforms, supplies and equipment to ensure effective maintenance of physical resources.
- Serves as the primary spokesperson for the program in the community, leading at least two team community service projects annually and participating in at least one addition project personally.
- Represents the University at conference, regional, state and national meetings relating specifically to eSports.
- Provides reports and documentation when required by the Director of Athletics (drugs testing and medical records).

Player Skillset and expectations

- To be able to play a chosen game to an elite standard.
- To act as the face of the team representing the team's values and behaviours.
- Represent team sponsors and appear in advertisement.
- To maintain strict fitness regime to prevent injury.
- To practice playing the game and participate in team training when dictated by the coach/management.
- To participate in fan engagement activities.
- If a student – to maintain a high grade point average and see no fall in educational performance.

We Proudly Present:

Once they have formed their team get them to feedback on why they made the decisions they did.

Why do People Gamble? Option 1

Gambling: Agree/Disagree

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Managing Feelings

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS/UNCRC - Leadership and Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- Increase your understanding of why young people gamble and the risk this might expose them to
- To develop critical thinking skills

Outcomes:

- You will be able to identify reasons why young people might gamble and the risks this exposes them to
- You will be able to develop your critical thinking skills and share your opinion, listening respectfully to the viewpoint of others

Resources:

- Pens and paper
- Two pieces of card (one representing 'AGREE' and one representing 'DISAGREE')

Activities:

What forms of gambling are you aware of?

Ask the children/young people to list as many forms of gambling as they can.

Agree/disagree.

Leader to place AGREE card on one side of the room and DISAGREE on the other.

Leader to read out the statements and ask young people to move to the agree/disagree category.

- Gambling is immoral
- Gambling should be banned
- Some people are luckier than others
- The more you bet the more you will win
- Loot boxes are just like gambling
- People u18 should not be able to see gambling adverts
- Gambling is just a bit of fun
- You have to gamble for years before you get addicted
- You have to spend thousands of pounds to become addicted
- The house always wins

Ask individuals to share their reasoning for each of the statements.

Strongly agree.

Ask YP to pick one statement that they strongly agree with and explain to the group why.

Finish activity by explaining that if the YP are worried about their own or someone else's relationship with gambling they can:

- Talk to a trusted adult
- Visit the BigDeal website
- Call Childline/visit the website

Why do People Gamble? Option 2

Gambling: What are the risks?

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Planning and Problem Solving
- Managing Feelings

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS - Identity and Belonging
- NOS/UNCRC - Leadership and Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13 particularly for those aged 11-13. You could also utilise it with young people up to 16.

Aims:

- Increase your awareness of the potential risk associated with gambling
- To develop critical thinking skills and the ability to work collaboratively

Outcomes:

- You will recognise the potential risks of gambling
- You will be able to work as part of a team

Resources:

- Resource 1
- Pens/paper

Activities:

Risks.

Split the YP into groups and ask them to look at risks (resource 1). They should discuss what the risk is of each and who might be affected, they should try to think beyond the person taking part in the risky activity. E.g. family, friends, community etc.

Ask each group to share their thoughts, explaining why they chose to order the list this way.

What are the potential risks of gambling?

In groups create a thought shower to highlight the potential risks of gambling and how these might affect young people. Ensure the group understand what is meant by gambling and inform them that most YP surveyed had gambled privately. Often this is done in games. "I bet you..."

Gambling Commission Definition: betting, gaming or participating in a lottery.

We proudly present:

YP to share thought shower activity with the wider group.

Finish activity by explaining that if the YP are worried about their own or someone else's relationship with gambling they can:

- Talk to a trusted adult
- Visit the BigDeal website
- Call Childline/visit the website

Why do People Gamble? Option 2: Resource 1

Using a tablet	Smoking	Drinking alcohol
Getting a tattoo	Texting whilst driving	Horse riding
Gambling	Gaming	Buying loot boxes
Bullying	Taking drugs	Riding a motorbike
Social media	Sky diving	Not wearing a seatbelt in the car
Talking to strangers in chat rooms	Staying out late at night	Being part of a gang

Why do People Gamble? Option 3

Why do young people gamble? A Graffiti Wall

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Identity and Belonging
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13.

Aims:

- Increase your awareness of the potential risk associated with gambling
- To develop your critical thinking skills

Outcomes:

- You will recognise the potential risks of gambling

Resources:

- Post it notes for graffiti wall
- Pens/paper
- Resource 1: 'Reasons why young people gamble' sorting cards

Activities:

Graffiti Wall.

Using the post-it notes, ask the young people to list all the reasons why young people might gamble.

What's the percentage?

Explain that the Gambling Commission asked young people in 2019 to list the reasons why they gamble. These are some of the reasons YP cited; ask them to look at the reasons and match the reason to the percentage. (Resource 1)

Share the correct answers and discuss if there are any surprises.

Graffiti Wall continued.

What thoughts/feelings might young people experience when gambling? Use a different colour post it note to ask the young people to add to the graffiti board.

Finish activity by explaining that if the YP are worried about their own or someone else's relationship with gambling they can:

- Talk to a trusted adult
- Visit the BigDeal website
- Call Childline/visit the website

Why do People Gamble? Option 3: Resource 1

Because it's fun	To win money
To get a buzz	I like taking risks
Because my parents/guardians do	Because my friends do
It's cool	11%
31%	13%
55%	10%
19%	6 %

Why do People Gamble? Option 3: Resource Answers

Because it's fun	55%
To win money	31%
To get a buzz	19%
It's cool	11%
I like taking risks	13%
Because my parents/guardians do	10%
Because my friends do	6 %

Why do People Gamble? Option 4

Why do young people gamble? Do you, have you ever?

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS - Identity and Belonging
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- Increase your awareness of the potential risk associated with gambling
- To develop critical thinking and self-reflection

Outcomes:

- You will recognise the potential risks of gambling

Resources:

- Post it notes for graffiti wall
- Pens/paper

Activities:

Do you, have you ever?

Explain to the group that you will read some statements and ask the YP to say yes, sometimes and no, never. Instead of saying the words they should complete an action.

Ask them to agree the action for the following:

- YES, I do
- I have done/occasionally do
- No, never

They may choose, hop on one leg, sit down, spin around, 2 star jumps, dab etc.

Statements: (NB you may wish to add/amend as appropriate and you may read in any order)

- I have eaten pizza
- I have bought/been given a scratch card
- I have read a novel
- I have chosen numbers for the national lottery
- I have played arcade games

- I have won money
- I have eaten fish and chips at the seaside
- I have played a game that was meant for someone older
- I have seen gambling advertising on tv
- I have seen gambling advertising on social media
- I have lost money gambling

Human emotions.

Draw a human on large piece of paper. Ask YP to list the reasons YP might gamble. For each reason they should attach an emotion(s). E.g.

Because my friends do: (scared, intimidated, happy, FOMO)

It's fun: (excited, exhilarated, nervous, happy)

Probability and Luck? Option 1

What's the Odds?

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership

Youth Work Curriculum Links:

- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- QS – Skills Development
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

Aims:

- To understand and define the terms probability and luck

Outcomes:

- You will be able to offer a definition of probability and luck

Resources:

- Coins for heads and tails game.

Activities:

Stand up if:

Leader to read out the statements and ask young people to stand up if they agree with the below statements:

- You have a lucky number
- You think the number 13 is unlucky
- You think black cats are unlucky
- You think by gambling more frequently means you are more likely to win
- If you think that by rolling ten heads in a row the next one will be a tails
- Some people are luckier than others
- If you have a superstition

Ask individuals to share their reasoning for each of the statements. You could explore how different cultures view luck.

Define Probability and Luck

Young people to spend 3 minutes brainstorming the word probability then the word luck and agree a group definition.

What are the odds?

Ask YP to get into pairs, provide each pair with a coin and work out the probability of landing on heads a certain number of times. You could ask them to initially work out the probability of heads first time and then consider:

- Two heads in a row
- Five heads in a row
- Ten heads in a row
- Five tails then five heads.

Ask pairs to share their findings with the group, did they all get the same? How might this relate to aspects of gambling? Try to encourage dialogue.

Probability and Luck? Option 2

Loot Box Luck?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- NOS - Health and Wellbeing
- NOS - Identity and Belonging
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- QS – Skills Development
- OF - Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development

Age: This activity is aimed at U13

Aims:

- To understand and define the terms probability and luck
- To understand probability in relation to microtransactions and loot boxes

Outcomes:

- You will be able to offer a definition of probability and luck
- You will be able to discuss how probability impacts items in games and how this makes a player feel

Resources:

- Resource 1
- Paper/Pens

Activities:

What is your understanding of probability and luck? 2-minute scribble.

Leader to ask the group to get into pairs and note down everything they can think of relating to the probability and luck.

Pairs to feedback their thoughts.

Loot box Likely?

Ensure young people understand the term loot box. If not, offer a definition. A Loot box is a virtual item in a game which can be purchased with in-game currency or real money.

The content is randomised. It may be a booster to enhance performance in the game or something like a cosmetic item for their avatar/player.

Ask YP to look at resource 1:


OPTION 1: Prepare an argument for the following statement: All games should clearly state the likelihood of getting any items from a loot box.


OPTION 2: Create a poster to inform children about the probability of getting items in games. Do they know the risk when they're spending their money?


We Proudly Present:

Ask YP to share their work.

Probability and Luck Option 2: Resource 1

FIFA 20	Desired item/player: 87+ cards, Ronaldo, Messi, Ones to Watch players
 <p>(Info from Goal.com)</p>	<p>Key info: Bronze, Silver and Gold Packs are always available for purchase, but seasonal promotions release the rarer packs which give better chances at high-rated players.</p> <p>Probability:</p> <ul style="list-style-type: none"> 2.4% chance of getting 90+ player in Gold Pack 6.5% chance of getting 87+ player in Rare Player Pack 7.9% chance of getting 82+ player in Gold Pack 3.4% chance of getting 74+ player in Silver Pack 12% chance of getting 64+ player in Bronze Pack 1 out of 150'000 chance of ever getting Ronaldo 1 out of 60'000 chance of ever getting Messi Less than 1% chance of getting 'Ones to Watch' Players

Overwatch	Desired item/player: Epic and Legendary items from dropped Loot Boxes.
 <p>(Info from Mashable.com)</p>	<p>Key info: Loot boxes drop a variety of items that include Common, Rare, Epic, and Legendary items. Players have to buy bulk packs, meaning that they end up with lots of items they already own, as well as perhaps a rarer item.</p> <p>Probability:</p> <ul style="list-style-type: none"> 18.2% chance of getting an Epic item dropped in a loot box. 7.4% chance of getting a Legendary item dropped in a loot box.

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

Probability and Luck? Option 3

Does the House Always Win?

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Resilience and Determination

Youth Work Curriculum Links:

- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF - Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand what is meant by the phrase ‘the house always wins’
- To understand the probability of different events

Outcomes:

- You will be able to offer a definition for the phrase ‘the house always wins’
- You will be able to discuss probability in relation to events

Resources:

- Resource 1: Event cards
- Flip chart paper

Activities:

The house always wins:

Split the group into pairs/smaller groups. Ask the young people to create a thought shower to explore the phrase: ‘the house always wins.’ Explain it is a gambling term and that the house refers to the operator/gambling firm.

Young people to feedback their collective responses. Ask them to discuss if they think this is fair, and is it something young people understand? Would young people be more or less likely to gamble if they knew the odds were not in their favour?

What are the odds?

Ask the young people to get into groups and give them the event cards, resource 1. Ask the young people to place the cards in order from least likely to most likely. Ask the groups to share their work. Provide them with the probability card for each event and place them next to their events. They may wish to change their responses at this point.

Share the answers with the group.

Time to think:

As they leave the room ask YP to post their feedback on the session under the following headings:

Today I enjoyed/ I would like to know more about / I did not enjoy...

This can be used to inform future sessions but also bridge any gaps in knowledge.

Probability and Luck? Option 3: Resource 1

Rolling a double 6 with 2 dice	Winning the national lottery	Being struck by lightening
Winning an Oscar	Winning an Olympic gold medal	Having an accident on a UK theme park ride

1:36	1:45 million	1:24 million
1:11,500	1:662,000	1:2 million

ANSWERS

Rolling a double 6 with 2 dice: 1:36	Winning the national lottery: 1:45 million	Being struck by lightening: 1:2 million
Winning an Oscar: 1:11,500	Winning an Olympic gold medal: 1:662,000	Having an accident on a UK theme park ride: 1:24 million

Probability and Luck? Option 4

Gambler's Fallacy:

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Planning and Problem Solving
- Creativity

Youth Work Curriculum Links:

- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- QS – Skills Development

Age: This activity is aimed at U13

Aims:

- To understand probability in relation to gambling
- To understand and define the term gambler's fallacy

Outcomes:

- You will be able to discuss probability in relation to gambling and understand how this may impact an individual
- You will be able to define the term gambler's fallacy

Resources:

- Flipchart paper
- Coins

Activities:

Investigating Probability and Luck:

Ask the group to consider:

What is the probability of getting heads? And tails? (from one toss of a coin)

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?

Gambler's Fallacy:

Discuss the concept of The Gambler's Fallacy with the group.

Explain: It's 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".

Ask them to test this theory out by getting in groups and taking it in turns to flip the coin, each member of the group should flip the coin five times. Ask the groups to record the outcomes and share.

Explore the outcomes of each group, are the results the same, different, similar?
Did one outcome determine the next, or is completely down to chance and luck?

Ask the YP to create an acrostic poem using the words **CHANCE**.

POST IT:

As you exit write down one think you've learnt today and one thing you would like to know more about.

The Gambling Industry: Option 1

Gambling: what do you know?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Resilience and Determination

Youth Work Curriculum Links:

- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand why some young people gamble.

Outcomes:

- You will be able to identify the reasons why some young people gamble.

Activities:

Stand up if:

- If there's a betting shop near where you live
- If you've ever been given a scratch card
- If you know a sign of gambling related harm
- If you ate pizza for dinner/tea this week
- If you've ever helped pick the numbers for the lottery
- If you've ever taken a risk
- If you know how gambling may impact someone's mental health
- You've seen a gambling advert on TV
- You follow gambling companies on social media

End with discussion about some of the key points/ frequency people stood up etc.

Gambling and sports:

- Do you think gambling is linked to sports at all? Have you seen adverts, sponsorships etc.?
- Spend five minutes brainstorming your ideas.

Split the group into pairs/ small groups and explain:

Professor Jim Orford from Gambling Watch UK said, "Betting is increasingly seen as a normal part of supporting your team or following sport."

- Do you agree with this statement and do you think it is good/bad thing? Share your ideas with the group.
- Think about responsibility and safeguarding.

(You may also want to discuss the moral and ethical perspectives of young people).

The Gambling Industry: Option 2

What's age got to do with it?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- NOS/ UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand what is meant by gambling
- To understand the age restrictions on products

Outcomes:

- You will be able to define gambling and know that different products have different have restrictions
- You will be able to offer opinions and think critically

Activities:

What do you know about gambling?

Brainstorm activity: what is gambling and what types are you aware of? What is the legal age?

Note: The majority of gambling products are restricted to 18-year-olds. As of April 2021, the minimum age for National Lottery Participation, including scratch cards will move from 16 to 18 years old. For physical sales of National Lottery tickets and scratch cards in stores, the raising of the minimum age will come into effect from October 2021 at the latest. Category D machines such as the penny slots have no lower age limit. Encourage the group to think of things such as raffles/tombola and private bets as well.

Debate:

Discuss that penny slots (category D machines) do not have a minimum age restriction. Why might that be? Is it the same as other forms of gambling? Does it encourage children to gamble? What do you think of them?

Consider: Do you have to lose large sums of money to be considered as someone experiencing harm?

Split the group into two and ask each group to argue for or against the title:

OPTION 1: Some forms of gambling are more acceptable than others.

OPTION 2: Children should not be able to use Penny Slots.

Let's debate:

Remind YP to actively listen to others and ask questions at the end. Agree appropriate behaviour before the debate.

The Gambling Industry: Option 3

Gambling Industry and social media

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- QS – Skills Development
- QS – Global Citizenship
- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- Understand how social media may be used to advertise gambling products
- Develop critical thinking and questioning skills

Outcomes:

- You will be able to discuss the impact of advertising on young people and give your own opinions and insights

Resources:

- Resource 1: Bingo Card
- Post it notes

Activities:

Human Bingo:

Provide YP with the Bingo Cards. Ask them to move around the group and find someone for each category. Depending on the size of the group you may wish to set limits, e.g. they cannot have one person more than once/twice etc. You can decide if they can use their own name on one or more occasion also. NB: you may wish to change some of the options on the card/shorten/lengthen, based on your needs and those of the group.

Advertising and Social Media:

OPTION 1: Discussion. Have any members of the group encountered advertising of gambling on their social media channels? What do they think about this in respect of their age? How does it affect them? Are they more or less likely to gamble or to go and look up the organisation? Have they seen any influencers marketing gambling products? Again, how do they feel about this type of marketing?

OPTION 2: In groups/pairs ask YP to brainstorm the following statement. 'How do influencers and gambling advertising on social media impact children and young people?'

Wordsmiths:

OPTION 1: Acrostic poem: G.A.M.B.L.E

E.G. Gamble, away, money, bet, lose, everything or... gambling always majorly burns, lose enormously.

OPTION 2: Bingo lingo: Create a poem or slogan about gambling.

Remind YP they can seek support from BigDeal and Childline if they are worried about their own or another's relationship with gambling.

The Gambling Industry. Option 3: Resource 1

Ate McDonalds in the last week	Has put money in a seaside fruit machine. E.g. 1p/2p machine	Has chosen a horse for the Grand National	Follows gambling companies on social media
Has chosen the numbers for the national lottery	Has eaten pizza for breakfast before	Has never gambled	Can name three gambling companies
Knows where you can get help for problematic gambling	Has been on holiday this year	Has seen gambling adverts in the games they play	Has seen advertising on tv about gambling
Has heard gambling advertising on the tv	Has received a scratch card	Has received a lesson at school about gambling	Has bought a loot box in a game

The Gambling Industry: Option 4

Regulations: Loot Box Logic

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- NOS/ UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- Understand that gambling is regulated
- Understand that aspects of gaming are unregulated

Outcomes:

- You will be able to critically assess the regulation of loot boxes and offer an opinion

Resources:

- Post it notes

Activities:

Agree/Disagree

OPTION 1: you could ask the YP to make up a movement for agree and for disagree. E.g. dab, dance move etc. Once agreed on the movements, ask them to respond to the statements below.

OPTION 2: you could assign one corner of the room as agree and the other as disagree. Reading the statements out you could ask the YP to move to the side of the room which indicates their response to the below statements.

NB: you may wish to adapt these to suit your setting. You can add/delete as appropriate.
Statements:

- Gambling products should be restricted to over 18s
- Some people are born lucky

- The house always wins
- Gambling is immoral
- Most people gamble for fun
- Some gambling products are worse than others
- Most people gamble to win money
- Microtransactions in games are like gambling
- Games with gambling style activities in them should be restricted

Loot boxes.

In many countries Loot boxes are restricted. Belgium and the Netherlands found that some games which featured loot boxes violated their gambling laws. Those games are banned from featuring loot boxes in those countries. In China and South Korea, the games developer must disclose the probabilities of receiving any item. In the UK games featuring Loot boxes must carry a warning “In-Game purchases (includes random items)”

Make sure YP understand what loot boxes are: e.g. virtual products in games which you can purchase using real world currency or in-game currency. The content is randomised.

OPTION 1: Discussion. Should the UK impose stricter laws on loot boxes in games? Are they a form of gambling? What should be done?

OPTION 2: In groups/pairs ask YP to brainstorm the following statement from Professor Zendle (York St John’s University) “Loot boxes cause problem gambling and/or allow companies to exploit problem gamblers.”

OPTION 3: Debate the topic: Loot boxes are a form of gambling and as such should be regulated. In groups/pairs- debate the topic for or against.

OPTION 1: Show and tell:

Ask YP to share their work (brainstorms) with the group.

OPTION 2: Gaming regulations:

Ask YP to write 3 statements/regulations for loot boxes in children’s games.

Remind YP they can seek support from BigDeal and Childline if they are worried about their own or another’s relationship with gambling.

The Gaming Industry: Option 1

Gaming and Gambling: Blurred Lines

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- NOS/ UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand and analyse the gambling style features within games.

Outcomes:

- You will explore the gambling style features within games.
- You will understand the risks within games.
- You can reflect upon the link between gaming and gambling.

Resources:

- Paper and pens/ post-its
- Resource 1: The Gaming Industry Option 1
- Resource 2: The Gaming Industry Option 1

Activities:

Find someone who:

Young people move around the room, completing their sheets by finding out about people's gaming habits (resource 2).

Group discussion: Share key information from resource 2, generating a discussion on the gambling style features within games such as loot boxes.

Human Line:

Pose the following questions and ask young people to stand in a line according to how much they agree or disagree e.g. if they strongly agree stand to the left/if they strongly

disagree stand to the right etc. Young people should justify their position (see resource 1 for additional info). It is important to explore cultural differences here as this will give a wider range of viewpoints.

- Can gaming be like gambling? Why/why not?
- Should you be allowed to spend real money within games?
- Could spending real money be harmful?
- Are there enough regulations? What are the regulations?

Exit ticket:

On the post it note, write down one new thing learnt during the session.

The Gaming Industry. Option 1: Resource 1

Definition of a loot box:

Loot boxes are virtual treasure chests containing undisclosed items that can be used in games. These might be ways of customising characters or weapons ('skins'). These contents may affect progress through the game, or simply be designed to convey status. The contents are randomised; therefore, a player does not know what they are going to get when they purchase a loot box.

Regulations:

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).

Games are awarded PEGI ratings, though these are assigned according to several conditions such as the level of violence, the language used and the reference to drugs etc.

Interestingly, a number of games including gambling style features have PEGI ratings of 3, 12 and 16.

Gambling style features:

A number of games/apps contain gambling style features. These include loot boxes, as well as roulette wheels and slot machines. Some of these games have a PEGI rating as low as 3 (3+ years). This normalises gambling features for young people and may give a false sense of success.

The Gaming Industry. Option 1: Resource 2

<p>Who knows what a loot box is?</p> <p>.....</p>	<p>Who has spent money on a loot box?</p> <p>.....</p>	<p>Who has <u>not</u> bought a loot box?</p> <p>.....</p>
<p>Who has spun a roulette wheel within a game?</p> <p>.....</p>	<p>Who has played a slot machine within a game?</p> <p>.....</p>	<p>Who plays games on a mobile phone or tablet?</p> <p>.....</p>
<p>Who has spent money on an in-game item?</p> <p>.....</p>	<p>Who has used virtual currency in a game?</p> <p>.....</p>	<p>Who has used real currency to buy virtual currency or an in-game item?</p> <p>.....</p>

The Gaming Industry: Option 2

Microtransactions

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand what microtransactions are and to recognise them within games
- To explore the pros and cons of microtransactions in games

Outcomes:

- You can recognise microtransactions within games
- You will understand the pros and cons of microtransactions in games

Resources:

- Flipchart paper
- Post-it notes
- Pens

Activities:

60 Second Scribble:

Working in pairs, ask the children/young people to write down an explanation/definition for the term microtransaction. Ask them to write it down on a post-it note and stick it on the board. Read out the suggested definitions and agree upon a group definition.

Example definition: A microtransaction is anything you pay extra for in a video game outside of the initial purchase. <https://www.gamespot.com/articles/microtransactions-explained-heres-what-you-need-to/1100-6456995/>

Top 10:

Facilitate a group discussion to explore the spending habits for the 10 most popular video games/gaming apps within the group. You could use a tally chart to create the top 10 list.

Ask the children/young people to explore and discuss the following questions:

- How much did the game cost to purchase/were any of the games free?
- What are the age restrictions on each game?
- Have they spent any money on in-game purchases? If so, what on?
- How did they pay for the in-game purchases? Who paid?
- How much money do they think they have spent on each of the games?
- Do they think the games offer value for money? Should they have to pay extra?

Microtransactions: the pros and cons

Working in small groups, ask the young people to create a list or thought shower exploring the pros and cons of microtransactions. This could be in relation to the person playing the game, the team they play with if social gaming online and for the gaming companies themselves. Ask each group to feedback their thoughts.

The Gaming Industry: Option 3

Esports

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

Aims:

- To explore both the positive and negative aspects of being a professional Esports player

Outcomes:

- You will understand both the positive and negative aspects of being a professional Esports player

Resources:

- Flipchart paper
- Coloured pens

Activities:

Esports:

Ask the children/young people to work in pairs or small groups and create a thought shower about Esports. What do they already know?

Ask each group/pair to share.

What does it mean to be a professional Esport player?

Working in small groups, ask the children/young people to draw a large outline of a human body on flipchart paper. Ask the groups to discuss what it means to be a professional eSports player and note down all the positives and negatives they can think of in relation to:

- Physical health – does it have any effect on a player's hands, eyes, head, body?

- Mental health – how may a player feel on a daily basis /during tournaments?
- Skills development – what skills may a player develop?
- Friends and family – how could playing games/training for tournaments effect relationships with family and friends?

Children/young people to share their work with the rest of the group. Are there many similarities/differences between their ideas, are there any surprises?

The Gaming Industry: Option 4

PEGI

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- QS – Skills Development
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To explore why age ratings and warning labels are needed
- To understand what the PEGI age labels and descriptors mean

Outcomes:

- You can explain why items have age ratings and warning labels
- You will understand what the PEGI age labels and descriptors mean

Resources:

- Resource 1 and 2: PEGI labels
- Post-it notes
- Pens
- Paper
- Ball

Activities:

It's all in the label:

Option 1: Using post-it notes, ask the children/young people to work in pairs and write down 10 products that has an age rating/restriction or warning label on them. Ask them to stick their post-it notes on to the board/wall.

Option 2: Ask the children/young people to stand in a circle and throw the ball to each other; each time someone catches the ball they need shout out something that has an age rating/restriction or a warning label. Note down their answers on the board/flipchart.

Choose the activity that will be most appropriate for your group, younger children may struggle to think of ideas on the spot so it may be better to do the paired activity instead.

Facilitate a group discussion from the ideas suggested. You could ask the children/young people the following questions:

- Why do you think age ratings/restrictions are needed?
- Do you, your friends or family stick to those age ratings?
- Do you think certain products need higher/lower age ratings?
- Why do you think warning labels are important for certain products?

Examples: Films, Social media apps, video games, various apps, cigarettes, gambling, chemical products, fireworks, alcohol, medications, children's toys and board games.

What does PEGI say?








Handout and read through the PEGI labels resource (resource 1 or 2). Divide the children/young people into small groups and ask them to list their 5 (or 10 time permitting) top video games, ideally the ones they have all played. Using the PEGI labels resource as a guide ask the children/young people to attach **what they think** is the appropriate age rating and descriptors to each game they play/listed.

Ask each group to feedback one of their games and labelling, using the PEGI website check to see if their labels match the official labels.

You can search for age ratings and descriptors by searching game titles on the PEGI website <https://pegi.info/>

NB: There are two PEGI label handout options depending on the age of the group and what you feel is most appropriate. If you print the image only handout then go through each label, providing the overview in your own words.

The Gaming Industry. Option 4: Resource 1 (PEGI Labels)

 <p>PEGI 3</p> <p>The content of games with a PEGI 3 rating is considered suitable for all age groups. The game should not contain any sounds or pictures that are likely to frighten young children. A very mild form of violence (in a comical context or a childlike setting) is acceptable. No bad language should be heard.</p>	 <p>PEGI 7</p> <p>Game content with scenes or sounds that can possibly be frightening to younger children should fall in this category. Very mild forms of violence (implied, non-detailed, or non-realistic violence) are acceptable for a game with a PEGI 7 rating.</p>
 <p>PEGI 12</p> <p>Video games that show violence of a slightly more graphic nature towards fantasy characters or non-realistic violence towards human-like characters would fall in this age category. Sexual innuendo or sexual posturing can be present, while any bad language in this category must be mild. Gambling as it is normally carried out in real life in casinos or gambling halls can also be present (e.g. card games that in real life would be played for money).</p>	 <p>PEGI 16</p> <p>This rating is applied once the depiction of violence (or sexual activity) reaches a stage that looks the same as would be expected in real life. The use of bad language in games with a PEGI 16 rating can be more extreme, while games of chance, and the use of tobacco, alcohol or illegal drugs can also be present.</p>
 <p>PEGI 18</p> <p>The adult classification is applied when the level of violence reaches a stage where it becomes a depiction of gross violence, apparently motiveless killing, or violence towards defenceless characters. The glamorisation of the use of illegal drugs and explicit sexual activity should also fall into this age category.</p>	 <p>The game contains depictions of violence. In games rated PEGI 7 this can only be non-realistic or non-detailed violence. Games rated PEGI 12 can include violence in a fantasy environment or non-realistic violence towards human-like characters, whereas games rated PEGI 16 or 18 have increasingly more realistic-looking violence.</p>
 <p>The game contains bad language. This descriptor can be found on games with a PEGI 12 (mild swearing), PEGI 16 (e.g. sexual expletives or blasphemy) or PEGI 18 rating (e.g. sexual expletives or blasphemy).</p>	 <p>This descriptor may appear on games with a PEGI 7 if it contains pictures or sounds that may be frightening or scary to young children, or on PEGI 12 games with horrific sounds or horror effects (but without any violent content).</p>
 <p>The game contains elements that encourage or teach gambling. These simulations of gambling refer to games of chance that are normally carried out in casinos or gambling halls. Games with this sort of content are PEGI 12, PEGI 16 or PEGI 18.</p>	 <p>This content descriptor can accompany a PEGI 12 rating if the game includes sexual posturing or innuendo, a PEGI 16 rating if there is erotic nudity or sexual intercourse without visible genitals.</p>
 <p>The game refers to or depicts the use of illegal drugs, alcohol or tobacco. Games with this content descriptor are always PEGI 16 or PEGI 18.</p>	 <p>The game contains depictions of ethnic, religious, nationalistic or other stereotypes likely to encourage hatred. This content is always restricted to a PEGI 18 rating (and likely to infringe national criminal laws).</p>

The Gaming Industry. Option 4: Resource 2 (PEGI Labels)



Money and Debt: Option 1

An introduction to money and debt

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand the issues surrounding money and debt.

Outcomes:

- You will understand what is meant by debt
- You can explore thoughts and feelings around the term 'money' and 'debt'
- You will begin to explore the potential risks of debt.

Activities:

Debt detectives:

What do we mean by debt?

Think Pair Share – define the term 'debt'. Share responses.

Give me 5:

Young people draw around their hands. They then write down five thoughts or feelings associated with money or debt, one on each finger.

Money Matters:

What thoughts and feelings do we associate with money and debt?

OPTION 1: Youth Leader leads discussion on some of the thoughts and feelings written down. This leads to wider discussion of risks and potential impacts on future, as well as how to ask for help.

OPTION 2: In small groups, young people draw around a human outline and annotate with the worries and anxieties that a person who is at risk of debt has. This activity further explores why debt may cause anxieties and includes worries surrounding self, family and community.

The spotlights on you:

What are your thoughts?

OPTION 1: On post-its, young people write down what they would like to explore further next session.

OPTION 2: On post-its, young people write down what they have learnt from this session.

Extension:

Young people to create a summary of how the group felt about the term's 'money' and 'debt'. Were there more positive/ negative thoughts and feelings? Do people worry about the present/ the future?

Money and Debt: Option 2

Big Spenders

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To explore the ways that young people spend money.

Outcomes:

- You will be able to explore the different ways that young people spend money.
- You can reflect on your own spending habits.

Resources:

- Resource 1 and 2: Money and Debt - How young people spend money

Activities:

Finance bingo:

Find someone who...

Each person is given a bingo card and must work their way around the room, trying to complete their card by finding out people's spending habits. Resource 1.

OPTION: If working 1-1, the bingo chart can be used as a 'yes/sometimes/no' activity to generate a discussion about spending habits.

Big spenders:

What are young people spending their money on?

Display the chart showing young people's spending habits. Resource 2.

Ask children and young people: Are you surprised by the information shown? What are your thoughts?

Spending habits:

What are young people spending their money on?

Young people create their own chart to show their own spending habits.

Ask children and young people: How does your own chart differ to the average chart? How do you feel about your spending habits? Are there any parts of your spending that you would like to work on changing?

Take a moment to think:

What are your thoughts?

Take in any final thoughts and reflections of the task. Can anyone offer advice for how to change spending habits?

Extension:

Young people create a financial action plan based on their reflections on their current spending habits.

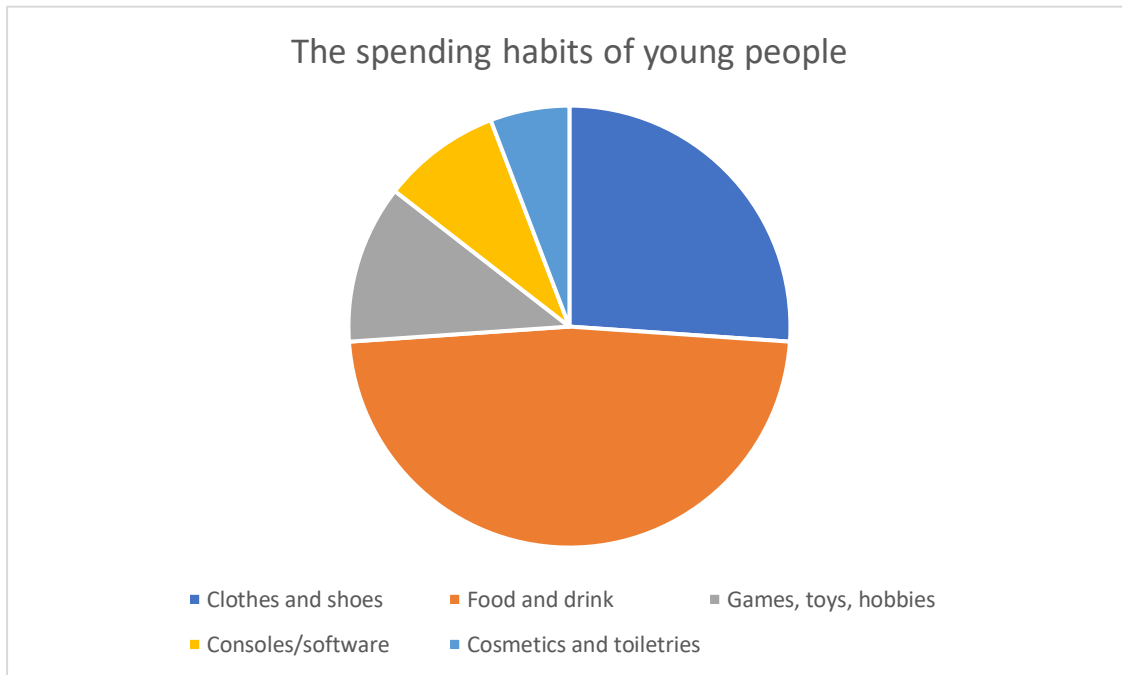
Money and Debt. Option 2: Resource 1

Find someone who...

Work your way around the room, trying to complete your card by finding out people's spending habits. Shout BINGO when you have a complete card.

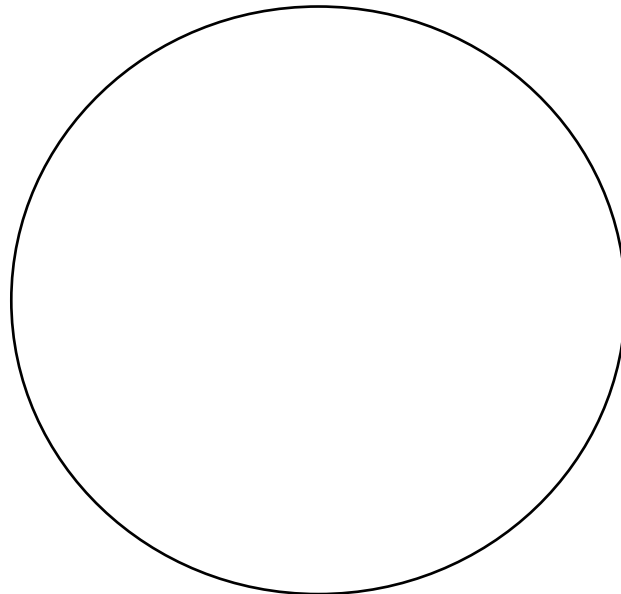
<p>I have spent money on purchasing a game for the PlayStation/Xbox etc.</p> <p>.....</p>	<p>I play games online with friends.</p> <p>.....</p>	<p>I play games online with strangers.</p> <p>.....</p>
<p>I have spent money on a loot box before.</p> <p>.....</p>	<p>I have spent money on an in-app purchase.</p> <p>.....</p>	<p>I have never bought a loot box.</p> <p>.....</p>
<p>I have been worried or anxious about money before.</p> <p>.....</p>	<p>I get pocket money.</p> <p>.....</p>	<p>I have used a family member's bank card to buy things before e.g. game items.</p> <p>.....</p>
<p>I have spent more than I could afford on something such as an in-app purchase.</p> <p>.....</p>	<p>I have never spent money on or in games.</p> <p>.....</p>	<p>I try to save some of my money for things that I want to buy in the future.</p> <p>.....</p>

Money and Debt. Option 2: Resource 2. How young people spend money



Average spending habits of young people www.ons.gov.uk

My spending habits



Money and Debt: Option 3

The Impact of debt

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing feelings

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- NOS/ UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development

Age: This activity is aimed at U13

Aims:

- To explore the impact of debt.

Outcomes:

- You can identify the impact of debt.
- You will be able to understand how debt affects those around us.
- You will understand how and where to get help and support.

Resources:

- Resource 1: Money and Debt: The impact of debt
- Resource 2: Money and Debt: Answers

Activities:

Post-it Graffiti Board

Young people are given a post-it and should write down one way that they think debt may impact on someone's life. They then stick the post-its up to create a graffiti board.

Impact circles

Young people are given a set of concentric circles and should discuss the impacts of debt on the self, the family and the wider community. They are given a set of statements for each circle but could add more of their own.

Another option would be to create a large set of concentric circles and have the young people work as a group to complete the task.

Let's help: Ask children and young people:

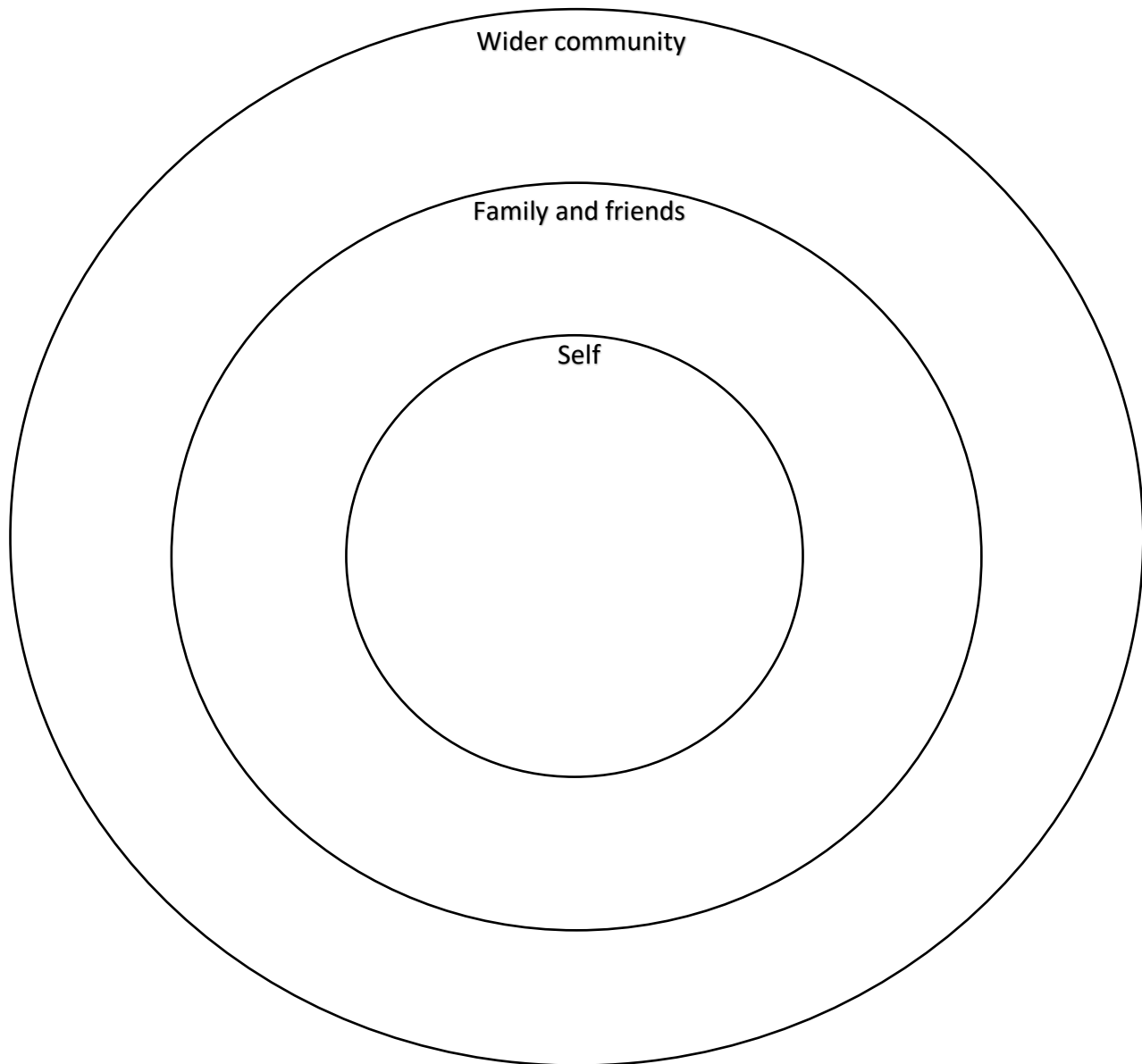
Is the gamer or gambler the only person affected by debt? Should there be support for the family as well as the gamer or gambler? What are your thoughts?

Post-it

YP to write down their personal feelings about gambling/gaming and debt on a post it and drop it in to a bag/sack/tub on the way out. Youth worker can utilise these in further discussion either after a break or in a future session. Please do offer sign posting options for YP.

Support Services: GamCare, BigDeal, NHS, Gamban, Childline, Shout.

Money and Debt. Option 3: Resource 1



Money and Debt. Option 3: Resource 2

Relationship breakdowns.	Loss of faith in the government and education systems.	Worrying about child/family member.
Health issues such as not eating and sleeping.	Stress and anxiety.	Impact on mental health services.
Loss of social life due to too much time gaming.	Loss of trust	Less uptake in community/social activities

Self	Family	Community
Stress and anxiety.	Worrying about child/family member.	Loss of faith in the government and education systems.
Health issues such as not eating and sleeping.	Relationship breakdowns. Feeling isolated from child.	Impact on mental health services.
Loss of social life due to too much time gaming.	Loss of trust	Less uptake in community/social activities.

Money and Debt: Option 4

Money and Debt: Support and Advice

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Creativity

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- NOS/ UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development

Age: This activity is aimed at U13

Aims:

- To understand where to find support and advice when dealing with gaming or gambling related debt.

Outcomes:

- You can identify key support services.
- You will understand how to minimise risk and harm and prevent escalation of money issues.

Resources:

- Resource 1: Money and Debt: Support and advice / answers
- Resource 2: Money and Debt: support and advice

Activities:

Let's match!

Young people match up the support services to their roles using resource 1

Agony Aunt

Young people read Alex's story and should use post-its to 'post' advice.

The youth worker should then discuss the scenario and read out some of the advice posts.







Ask children and young people:

How can we use this task to support each other? How can we be a good support network?







Extension:

Create a poster or social media post that includes information on how to find support when dealing with gaming or gambling related money issues and debt. Include signposting to key support services.

Money and Debt: Option 3: Resource 1

Service	Match up	Role
		A. Provides support for people adults affected by gaming or gambling related harm.
		B. Provides support for young people affected by gaming or gambling related harm.
		C. Provides a counselling service for young people, dealing with a wide range of issues and concerns.
		D. Free text service. Provides help and support with urgent issues such as self-harm, suicidal thoughts and relationship issues.
		E. Provides free healthcare for people off all ages across the UK, including gambling and gaming related support.
		F. Provides tools to block access to gaming or gambling sites, helping to protect those at risk of gaming or gambling related harm.

Money and Debt. Option 3: Resource 1 (Answers)

Service	Match up
	E
	A
	F
	B
	C
	D

Money and Debt. Option 4: Resource 2



Alex

I started off spending on the odd in-app purchase. I'm under 13 so I had to use my Mum's bank card. Now I use her card every day because I want to keep up with all my friends or they won't think I'm cool. I've racked up quite a bit of debt and I'm scared to tell my Mum. I feel so alone and don't know how to pay it back without her finding out! I may need to borrow some money from somewhere or find a way of recouping my losses.

Addiction and Mental Health: Option 1

Keeping gaming fun

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS - Global Citizenship
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- To understand what is meant by the term gaming disorder
- To understand the difference between healthy gaming and harmful gaming

Outcomes:

- You will be able to explain the term gaming disorder
- You will be able to identify the differences between healthy gaming and harmful gaming
- gaming

Resources:

- Resource 1: Gaming Disorder Definition

Activities:

Gaming The good, the bad and the misunderstood.

Ball game: throwing the ball to random participants ask them to name one good AND/OR one bad AND/OR one misunderstood thing about gaming. If you have a group with many participants who do not game, you may want to add 'why people do game' and 'why people don't game' as options.

Gaming Disorder- what is it?

Print and handout the Gaming Disorder definition, resource 1. Ask the children/young people to read and discuss what the definition means and in small groups create their own simplified version.

Ask each group to feedback their Gaming Disorder definitions.

Healthy V Harmful Gaming

Group discussion: Ask the children/young people what they think healthy and unhealthy gaming looks like.

Section the room into the following headings: Healthy Gaming and Harmful Gaming. Read the following statements and ask the children/young people to decide on what heading they fall under. You could have a group discussion after each.

- Falling asleep at school because you stayed up until 2am to game
- Having gaming sleep overs with friends
- Skipping meals so you can game for longer
- Giving up sports /dance /hobbies to stay home and game
- Gaming for a few hours per day and more often over the weekend
- Using parents'/carers' card to buy loot boxes/crates/FUT
- Not wanting to be involved in family activities so you can game for longer
- Playing games when you have the time because you enjoy them
- Playing games with your friends online a few times a week
- Feeling angry when you have to stop gaming, becoming aggressive
- Sneaking your device to bed with you at night
- Gaming to help relieve negative moods
- Bullying other kids in forums/online because everyone else is
- Lack of control over gaming, not being able to stop playing or purchasing within games
- Being able to stop when you have other activities to do

Extension:

Ask the children/young people to add further examples of healthy gaming and harmful gaming.

Addiction and Mental Health. Option 1: Resource 1

Gaming Disorder Definition

Gaming disorder is defined as a pattern of gaming behaviour (“digital-gaming” or “video-gaming”) characterised by impaired control over gaming, increasing priority given to gaming over other activities to the extent that gaming takes precedence over other interests and daily activities, and continuation or escalation of gaming despite the occurrence of negative consequences.

For gaming disorder to be diagnosed, the behaviour pattern must be of sufficient severity to result in significant impairment in personal, family, social, educational, occupational, or other important areas of functioning and would normally have been evident for at least 12 months.

(World Health Organisation)

Addiction and Mental Health: Option 2

Gaming: What's the problem?

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Identity and Belonging
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- QS – Global Citizenship
- OF – Healthy and Safe Relationships

Age: This activity is aimed at U13

Aims:

- Increase your understanding of the potential risks and harms of gaming
- Increase your understanding of how gaming can impact mental wellbeing

Outcomes:

- You will be able to identify the potential harms of gaming
- You will be able to recognise the impact of gaming on mental wellbeing

Activities:

Gaming: Do you, have you ever?

Ask the children/young people to stand up if they have ever...?

- Have you ever played a video game?
- Have you ever played a game on your mobile?
- Have you ever gamed at least 3 times in a week?
- Have you ever gamed for longer than 4 hours in one session?
- Have you ever had a gaming night with friends?
- Have you ever interacted online with others when playing games?
- Have you ever gamed all night?
- Have you ever cancelled plans to continue playing?
- Have you ever paid to open a loot box?
- Have you ever repeatedly paid for loot boxes within the same game to gain a desired item/outcome?

Discussion: What are the children's/young people's thoughts in relation to the above questions? Were they surprised by how many people stood up for certain questions?

Gaming: the pros and cons

In groups, ask the young people to create a thought shower for either the pros or cons of gaming, paying particular focus on the mental wellbeing benefits or potential harms.

Groups to present their work to each other.

Cons could include:

Thinking about gaming all the time, gaming for hours on end, not physically socialising, losing interest in other activities, breakdown in family relationships, irritable, frustrated, online bullying, links to gambling, privacy problems, webcam concerns, in game purchases, inappropriate advertising, health issues, such a text neck, carpal tunnel, obesity, lack of vitamin D, sleep and concentration issues, eye strain, headaches, getting angry or upset when told to stop gaming, feeling like a failure when losing, not getting what you want from a loot box, feeling like an outsider if you can't afford the latest games

Pros could include:

interacting with friends online, enjoyment, excitement, feels good, helps to switch off and relax, improved coordination, problem solving skills, enhanced memory and recall, multitasking skills, social skills, improved decision-making skills, a way to deal with stress, improved hand eye coordination.

How can you reduce the risk of gaming related harm?

In groups discuss what steps could be put in place to ensure gaming remains fun and what can be done to reduce the potential risk of gaming related harm.

Such as setting time limits, parental controls, setting spending limits on in game purchases, balance playing time with other activities, self-care, time outdoors, socialising with friends and family.

Addiction and Mental Health: Option 3

Gambling: When does it become a problem?

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership
- Managing Feelings

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- QS – Skills Development
- OF – Healthy and Safe Relationships
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

Aims:

- Increase your understanding of the potential harms of gambling
- Increase your understanding of how gambling can impact mental wellbeing

Outcomes:

- You will be able to identify the potential harms of gambling
- You will be able to recognise the impact of gambling on mental wellbeing

Activities:

Gambling: They why's and woes

In small groups ask the children/young people to create a list/thought shower of the reasons why they think young people may gamble and also the reason they may not. Encourage discussion around cultural and religious perceptions which may inform a young person's behaviour and thinking.

Remind the children/young people that most gambling is for 18+

Alternative: Ask the children/young people to stand in a circle and throw a ball to each other, each time someone catches the ball they need to list a pro/con. Note down their answers on the board/flipchart

Group discussion: Gambling and Mental Health

Facilitate a group discussion regarding the effects of gambling on mental health, possible talking points could include:

- Have you ever won anything e.g. a competition, sporting event? How did that make you feel? Do you think that's how people feel when they gamble and win?
- How do you think it would feel to lose?
- Why do you think people keep gambling?
- What do you think harmful gambling means? Can you see it?

- How could harmful gambling impact a person's mental wellbeing? (debt, anxiety, stress, depression, irritable, pre-occupied with gambling only, guilt, loss of interest in other activities, deception, unable to cope, breakdown in relationships)
- Have you ever seen an advert advertising gambling e.g. sports betting, bingo, racing, casinos on TV, online, social media, radio, billboards?
- Do you think it is okay for children/young people under the age of 16/18 to see gambling advertising?
- What effect do you think gambling advertising could have on someone who is already experiencing gambling harm?

Addiction and Mental Health: Option 4

Gaming: Microtransactions

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Planning and Problem Solving
- Relationships and Leadership
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing
- UNCRC – Creativity and Fun
- QS – Skills Development
- OF – Arts, Culture and Heritage

Age: This activity is aimed at U13

Aims:

- Increase your understanding of the loot boxes
- Explore the connection between loot boxes and gambling

Outcomes:

- You will understand what a loot box is
- You will understand the gambling mechanisms linked to loot boxes

Resources:

- Loot Box Opening: <https://www.youtube.com/watch?v=rG88hC0MrtU>
- Resource 1: Loot Box images

Activities:

The sun shines on...

Ask the children/young people if they know what a loot box is, have a 60 second discussion.

Example: A loot box is a virtual item that players can purchase in games with real/virtual money. In the loot box will be a randomised item such as skins to change appearance of a character, tools, weapons, a new character (e.g. Football player in FIFA) and upgrades. Loot boxes are purchased before knowing what you will get so it is chance based.

Ask the children/young people to stand in a circle, with one person in the middle. The focus on this activity is to explore the children's/young people's experiences and attitudes towards loot boxes. The person in the middle of the circle starts off by saying 'the sun shines on... anyone who has opened a loot box (for example), everyone who has needs to run across the circle and find a place, the last person standing in the middle starts again.

Examples:

- The sun shines on anyone who has paid for a loot box
- The sun shines on anyone who thinks loot boxes are a waste of money
- The sun shines on anyone who has played Fortnite (insert other popular game if desired) and opened a loot box
- The sun shines on anyone who has got annoyed after opening a loot box
- The sun shines on anyone who has got the item they wanted

Design a loot box

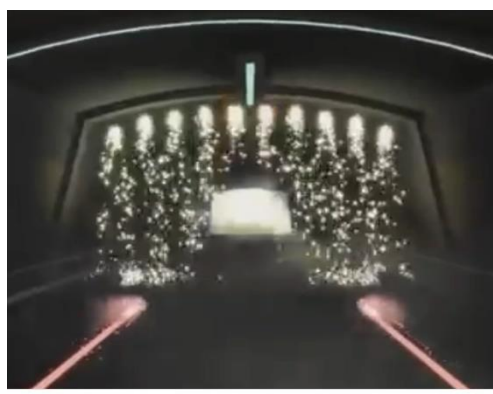
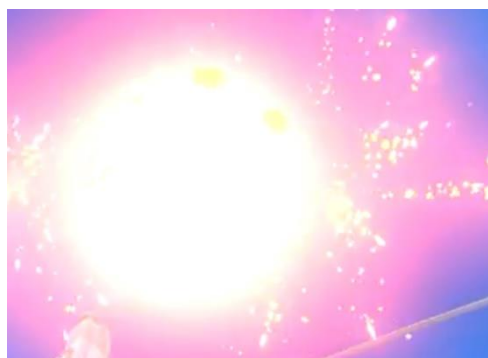
Look at some example pictures of loot boxes opening or the YouTube clip, in small groups ask the children/young people what they notice about the loot boxes e.g. bright colours, sounds, build-up of tension, similar to arcades, gambling mechanisms. (if you do not have access to IT you could use the resource)

Ask the children/young people to design their own loot box and create a story board to show it opening. Think about all the aspects of what makes a loot box exciting to opening and how to build the excitement and tension.

Extension: Debate

Split the children/young people into two groups, for and against, to explore the statement 'Loot boxes are dangerous'. Give the groups 5 minutes to prepare their argument then let the debate begin.

Addiction and Mental Health. Option 4: Resource 1

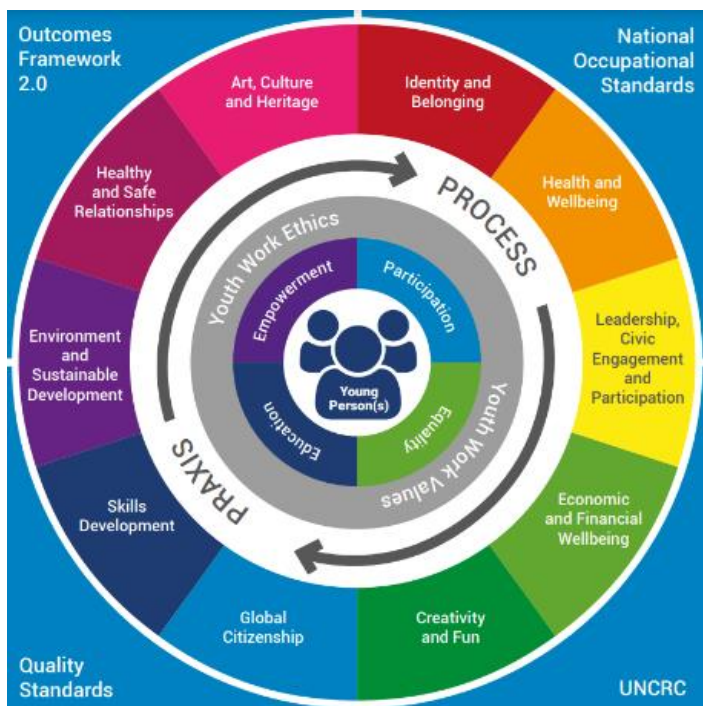


Appendices

In addition, we have followed the seven interlinked clusters relating to social and emotional capabilities as identified in 'A framework of outcomes for young people: The Young Foundation (2012).

- Communication
- Confidence and agency
- Planning and problem solving
- Relationships and leadership
- Managing feelings
- Creativity
- Resilience and determination

All of the activities and sessions meet one or more of the above outcomes. We have also mapped these sessions to the NYA National Youth Work Curriculum and the National Occupational Standards and Outcomes framework as seen below. (3)



Youth Work Curriculum and Framework Mapping

Outcomes Framework:

- Arts, culture and heritage
- Healthy and safe relationships
- The environment and sustainable development

Quality Standards:

- The environment and sustainable development
- Skills development
- Global Citizenship

National Occupational Standards:

- Identity and belonging
- Health and wellbeing
- Leadership, civic engagement and participation

UNCRC (The United Nations Convention on the Rights of the Child)

- Leadership, civic engagement and participation
- Economic and financial wellbeing
- Creativity and fun

Each session will meet at least one of each. You can pick and mix from the activities and sessions you wish to deliver and amend based on your settings. There are four sessions for each topic to give you an idea of the activities but how you deliver these and the frequency in which you deliver these is guided by you.

References:

- (1) YGAM: In the Know: In The Know Building Resilience Around Gambling and Gaming-Related Harms. 2020
- (2) A framework of outcomes for young people: The Young Foundation. 2012 Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175476/Framework_of_Outcomes_for_Young_People.pdf
- (3) National Youth Agency: Youth Work Curriculum. Available at. <https://nya.org.uk/yw-curriculum/>

Youth Work in Wales

Our youth work resources have been designed to support youth workers and youth organisations in Wales to provide meaningful and engaging harm prevention sessions, directly to young people, which are age appropriate and can be tailored to different types of engagement setting.

Already mapped to include Wider Key Skills and designed to meet the Framework of Outcomes for Young People these sessions have also been designed to enable youth work

practitioners to fulfil the principals and purposes of youth work, and to meet the Five Pillars of Youth Work in Wales, with content that is: Educative, Expressive, Participative, Inclusive and Empowering.

1) Educative

Our sessions are designed to challenge young people to find the answers and look at the knock-on impact actions can have both on their own lives, those around them and on society. We want to enable them to contribute to society by giving them the tools and knowledge to make informed decisions.

2) Expressive

The world has evolved from OHPs and PowerPoints and now young people connect and express themselves in completely different ways. Our sessions encourage young people to present thoughts, statistics, and information in different and creative ways. Either promoting their current knowledge or challenging them to find other solutions.

3) Participative

Together Everyone Achieves More. Our sessions include contemporary topics that are taking an increasing place in our lives. That said, everyone will engage with those topics differently and so we want to empower groups and individuals to not only get involved, but also to lead, contribute and take ownership of the session.

4) Inclusive

We want all participants to feel included and engaged, and with our subject matter you may find young people have different relationships with gambling and gaming based on religious, cultural or societal background. We want young people to feel they can express themselves and their beliefs in a non-judgemental and safe environment. You do not have to be a gamer or have gambled to participate in these sessions, instead we want to empower young people to reflect on their relationship and understanding of them and, if they are comfortable to, share their thoughts with their group.

5) Empowering

Through these sessions we will look at regulation, influences and opportunities giving young people a wider picture of the subjects. Giving them the ability to make informed choices and to know where to go should they need help or help for someone else.

Engagement by young people should be voluntary, and they should feel empowered to participate and engage as they see fit and provided a safe environment to learn and explore their own and others relationship and feelings relating to each activities content. We want young people to feel informed and empowered to decide on what is right for them, but also to know who they can turn to for support should they need it.

Support/Sign Posting Services	
Service	Role
 <p>NATIONAL GAMBLING HELPLINE 0808 8020 133</p>	<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.</p> <p>Young People Support service: YoungPeopleService@gamcare.org.uk T: 02030926964</p>
	<p>https://gamban.com/ Self-exclusion tool: Provides ability to block access to online gambling sites and apps.</p>
	<p>BigDeal.org.uk Provides support for 11-19 year olds.</p>
 <p>ONLINE, ON THE PHONE, ANYTIME childline.org.uk 0800 1111</p>	<p>Childline works with children and young people until their 19th 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.</p>
 <p>for support in a crisis</p>	<p>Text service: 85258. Free service to anyone in crisis. https://giveusashout.org/</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. National Gaming Clinic and Gambling Clinics ncba.cnwl@nhs.net 02073817722</p>
 <p>PAPYRUS PREVENTION OF YOUNG SUICIDE HOPELINE UK 0800 068 41 41</p>	<p>Provides support for children and young people and their families if a young person is experiencing suicidal thoughts. Home Papyrus UK Suicide Prevention Charity (papyrus-uk.org)</p>