

YOUTH WORK ACTIVITIES. U16 20 MINUTES

Contents

NOTES FOR PROFESSIONALS:.....	3
Safeguarding:.....	3
Why do People Game? Option 1	5
Why do People Game? Option 2	7
Why do People Game? Option 3	9
Why do People Game? Option 3: Resource 1	11
Why do People Game? Option 3: Resource 2	12
Why do People Game? Option 3: Resource 3	13
Why do People Game? Option 4	14
Why do People Gamble? Option 1	18
Why do People Gamble? Option 1: Resource.....	20
Why do People Gamble? Option 1: Resource (Answers).....	21
Why do People Gamble? Option 2	22
Why do People Gamble? Option 2: Resource.....	24
Why do People Gamble? Option 3	25
Why do People Gamble? Option 4.....	27
Probability and Luck? Option 1.....	29
Probability and Luck? Option 2.....	31
Probability and Luck Option 2: Resource 1.....	33
Probability and Luck? Option 3.....	34
Probability and Luck? Option 4	36
Probability and Luck? Option 4: Resource 1.....	38
The Gambling Industry: Option 1	39
The Gambling Industry. Option 1: Resource.....	41
The Gambling Industry: Option 2.....	42
The Gambling Industry. Option 2: Resource 1	44
The Gambling Industry: Option 3	45
The Gambling Industry: Option 4.....	47
The Gambling Industry. Option 4: Resource 1.....	49
The Gaming Industry: Option 1	50
The Gaming Industry Option 1: Resource 1.....	52
The Gaming Industry: Option 2	53
The Gaming Industry: Option 3	55
The Gaming Industry. Option 3: Resource.....	57
The Gaming Industry: Option 4.....	58

The Gaming Industry. Option 4: Resource 1 (PEGI LABELS)	60
The Gaming Industry. Option 4: Resource 2 (PEGI LABELS)	61
Money and Debt: Option 1	62
Money and Debt: Option 2	64
Money and Debt: Option 3	66
Money and Debt. Option 3: Resource 1	68
Money and Debt: Option 4	69
Money and Debt. Option 4: Resource 1	71
Addiction and Mental Health: Option 1	72
Addiction and Mental Health. Option 1: Resource	74
Addiction and Mental Health: Option 2	76
Addiction and Mental Health: Option 3	78
Addiction and Mental Health: Option 4	80
Addiction and Mental Health. Option 4: Resource 1	82
Appendices	83
Youth Work Curriculum and Framework Mapping	83
References:	84
Youth Work in Wales	84
Support/Sign Posting Services	86

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 13-16.

- 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

Gaming: The Good, The Bad and The Misunderstood

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16s

Aims:

- To promote critical thinking skills
- To develop literacy and presentation skills

Outcomes:

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

Resources:

- Pens/Paper

Activities:

Mind Map:

Create a mind map to show how gaming might be viewed by non-gamers and adults. What are the things they worry about? How do they feel about games and gaming? Do they understand, do they get involved?

Note: they may think about time spent playing, grooming, strangers, health, wellbeing etc

What advice would you give to a parent whose child enjoys gaming?

Logic Lists:

In groups ask the young people to discuss the type of games they play, what features does it have? What makes it fun? Are there any cons?

Ask them to make a list of the Pros and Cons to share. You could turn these into wall displays and/or resources in future sessions.

Share ideas with the group. Ask each group to choose the most appealing feature to them and the least appealing and explain why.

Staying Safe:

Ask the group to think of five safety tips to staying safe when gaming.

They may think of things such as knowing who you're talking with, managing time, budgeting money for games/microtransactions, balancing with other hobbies etc, getting enough sleep, eating well etc.

Why do People Game? Option 2

Game Designer

Framework of Outcomes for Young People:

- Communication
- Planning and Problem Solving
- Creativity

Youth Work Curriculum Links:

- OF – Healthy and Safe Relationships
- QS – Skills Development
- UNCRC – Creativity and Fun

Age: This activity is aimed at U16

Aims:

- To promote critical thinking skills
- Develop descriptive abilities and discussion skills in a group environment
- To promote creativity
- To develop literacy and presentation skills

Outcomes:

- You will be able to 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 think:

OPTION 1: If they completed the first session which explored the good and bad points of gaming, you could ask them to revisit their work to begin planning their own game; agreeing a concept. (split the group into teams)

OPTION 2: Split the group into teams and ask them to discuss the games they play. What do games do to draw you in? What are fun parts? What are the negative parts? Ask them how they feel about/what they think of loot boxes.

Loot box: a virtual item you can buy or win, and the contents is randomised. You may receive items, modifications etc but the outcome is based on chance. They are very profitable to the game designers.

Let's design:

OPTION 1: The group is then to 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.

Ask the group to discuss:

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

OPTIONS 2: Loot box luck. Design a poster to explain Loot boxes. What are they? What are the issues?

Note: they may think of the fact it's chance, similar to gambling. They may think about the cost, the fact they often only change the aesthetics of the game/character. They may feel that loot boxes can make children feel bad if they don't have the best items, could lead to bullying and sometime children buy them without permission etc.

Presentation stations:

Ask each group to present their designs.

Why do People Game? Option 3

YGAMi Island

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

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 in a group environment
- To develop numeracy skills
- To work as a team under pressure

Outcomes:

- You will be able to 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 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 randomised, 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	200 m of paracord	Strong enough to lift a human, multipurpose and lightweight but prone to damage	25
26	100 m 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 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
- Relationships and Leadership

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- QS – Skills Development
- QS – Global Citizenship
- NOS – Identity and Belonging
- NOS/UNCRC – Leadership, Civic Engagement and Participation
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

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

Young People don't gamble; do they?

Framework of Outcomes for Young People:

- Confidence and Agency
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of why young people gamble and the types of activities they engage in
- To develop critical thinking skills

Outcomes:

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

Resources:

- Resource 1 and answers

Activities:

What is gambling and what forms of gambling are you aware of?

In 2 to 3 minutes ask the children/young people to list as many forms of gambling as they can. Agree upon a definition to explain what gambling is.

The Gambling Commission defines it as: Betting, gaming, or participating in a Lottery.

Support the YP to discuss gambling such as playing coin games (penny up/pitch and toss) betting on the outcome of something with a friend is also gambling.

Why might young people gamble?

Explain that the Gambling commission report from 2019 shared that 11% of 11-16-year olds said they had gambled in the last week. This equates to around 350,000 young people.

Ask young people to order the reason young people gamble, using resource 1.

What does the Gambling Commission research show us?

- Read the results

Ask children and Young people:

Is there anything that surprises/concerns you about the results?

What's the risk?

The Gambling commission estimated that 55,000 children and young people are already problem gamblers. What are the risks to children and young people?
5-minute discussion activity. YP may highlight, mental ill health, relationship difficulties, issues at school/work, loss of job/exclusion, debt etc.

SOURCE: Gambling commission: Young people and Gambling 2019. Available at:
<https://www.gamblingcommission.gov.uk/news-action-and-statistics/Statistics-and-research/Levels-of-participation-and-problem-gambling/Young-persons-survey.aspx>

Why do People Gamble? Option 1: Resource

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 1: 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 2

Impact:

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of gambling related harm and the impact

Outcomes:

- You will be able to identify the impact gambling related harm can have on various people
- You will be able to work as part of a team to explore the issues surrounding gambling related harm

Resources:

- Resource 1: Bingo Card
- Paper and pens

Activities:

People Bingo

Give each YP a bingo card (resource 1) and ask them to find someone in the group for which each statement applies. They should not choose themselves and they cannot have one person more than twice. Note you could mix these rules up depending on group size

What's the impact?

Q: Who might be impacted by gambling harm? If someone is experiencing harm what is the impact?

Ask YP to create thought shower identifying those who may be impacted by gambling related harm. They may think of the individual themselves, family, friends, children, parents, siblings etc, and the wider community. They may also think about the resources to support all of those people. You could do this individually or in small groups.

Make a List:

Explore the responses from each group.

In groups ask the YP to list what the impact might look like. You could assign a different category to each group. E.g. you may have one group looking at the individual and the immediate family, another looking at the community and extended family

Extension:

Create an information leaflet about gambling related harm capturing the impact for various people/groups.

Why do People Gamble? Option 2: Resource

<p>Has ever won a prize in bingo</p> <p>.....</p>	<p>Has 2 siblings</p> <p>.....</p>	<p>Has been given a scratch card</p> <p>.....</p>
<p>Has chosen a horse for the grand national or similar event</p> <p>.....</p>	<p>Ate breakfast today</p> <p>.....</p>	<p>Has paid to open a loot box</p> <p>.....</p>
<p>Has visited seaside arcades and put money in the fruit machines</p> <p>.....</p>	<p>Knows someone who has won money on the national lottery</p> <p>.....</p>	<p>Whose favourite food is Pizza</p> <p>.....</p>

Why do People Gamble? Option 3

Spotting the signs

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of gambling related harm
- Develop your knowledge of the signs and symptoms of gambling related harm
- Develop critical thinking

Outcomes:

- You will be able to identify the signs of gambling harm
- You will be able to suggest ways to minimise harm

Resources:

- Paper and pens

Activities:

What are the signs:

Ask YP to create a thought shower to list all the signs of gambling related harm.

They may think of, lying about gambling/where they're going/what they're doing on their device, spending more than they can afford, chasing losses, borrowing money and not paying it back, neglecting personal needs, not spending time with friends/family, not attending school/work/youth groups, stopping/neglecting hobbies, arguing with family and friends, mental ill health, feeling anxious, worried, selling possessions, interest in the value of items.

Create a poster for young people to help them spot the signs:

YP to work in groups to create a resource for young people to help them spot the signs of gambling related harm and support them to reach out for help.

You could support them with identifying sign posting options, utilising page 4 of this document.

Extension: What would you do?

Pose the following Question:

Your friend always wants to play a coin game. They seem preoccupied with the game and trying to win the other coins, even though they lose fairly often.

YP: What could you do, what might you say?

Draw around your hand and for each digit list one person/place you could reach out for support for yourself or a friend.

Why do People Gamble? Option 4

Gambling A-Z

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Understand the stages of addiction relating to gambling harm

Outcomes:

- You will be able to identify the stages of gambling harm
- You will be able to use empathy to suggest the emotions one may feel if they are experiencing gambling related harm

Resources:

- Paper and pens
- Post it notes for exit ticket

Activities:

Gambling A-Z competition.

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

A – addiction, B – Betting etc.

The stages of addiction - lets map:

Explain that some professionals state that there are four stages of addiction relating to gambling harm. (1)

- Winning phase
- Losing phase
- Desperation
- Hopelessness

Split the YP into groups and ask them to list the emotions of the person experiencing each stage.

Group discussion: Recovery stage - what might this look like?

Exit ticket:

On your post it note, write one tip to help reduce the risk of gambling related harm.

REFERENCES:

- Four phases and steps of Gambling addiction: available at: <https://psychcentral.com/lib/four-phases-and-steps-of-gambling-addiction/> [Accessed March 2020].

Probability and Luck? Option 1.

Chance, Luck and Probability:

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand and define the terms probability and luck
- To understand how probability, chance and luck relate to gambling.

Outcomes:

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

Resources:

- Coins for heads and tails game.

Activities:

The Sun shines on:

Leader to ask young people to get into a circle except one person who will stand in the middle.

- The person in the middle says, “the Sun shines on...” and completes a sentence (examples below)
- For those who the statement applies to, they must move/swap spaces with another who also identified with the statement. The person on the middle needs to try and take a space from someone swapping.
- The person who does not get to swap now becomes the person in the middle.
- The leader should use statements regarding probability and luck
- Try to encourage the group to think of things related to probability, chance and luck when saying their statements.

Examples:

- The Sun shines on... anyone who has a lucky number
- The Sun shines on... anyone who thinks gambling is all about luck
- The Sun shines on... anyone who thinks the house always wins
- The Sun shines on... anyone who thinks they cannot get 3 tails in a row
- The Sun shines on... anyone who has a lucky charm

You could add other examples to ensure everyone can participate.

- The Sun shines on... anyone who has long/short hair
- The Sun shines on... anyone who has had breakfast this morning / pizza this week
- The Sun shines on... anyone who has a sibling / pet

Define Probability and Luck

Young people to spend 3 minutes brainstorming the word probability and the word luck, agree upon a group definition for each.

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
- Planning and Problem Solving
- Relationships and Leadership
- Creativity

Youth Work Curriculum Links:

- QS – Skills Development
- NOS – Identity and Belonging
- UNCRC – Creativity and Fun

Age: This activity is aimed at U16

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:

I feel lucky:

Leader to discuss the following questions with the group:

- Do we have lucky numbers?
- Always call heads or tails?
- Do we believe that luck exists?
- How does this relate to probability?
- Explore: do different cultures view luck differently?

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.

What's the chance?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Creativity

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

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:

- Dice (enough for each group to have 2)

Activities:

What's the chance?

Give each group 2 dice and ask them to work out the following:

Rolling 7

Rolling 4

Rolling 12

Rolling 5

ANSWERS:

Outcome	Number of options	2 dice (6x6=36) So divide number of options by 36 then x 100
Rolling a 7	6 ways to get a total 7	16.67%
Rolling a 4	3 way to get a total of 4	8.33%
Rolling a 12	1 way to get a total 12	2.78%
Rolling a 5	4 ways to get a total of 5	11.11%

Discussion: how could this be applied to gambling, what does it tell us?

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, 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.

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 any gaps in knowledge.

Probability and Luck? Option 4

Gamblers Fallacy:

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand probability in relation to gambling
- To understand and define the term gamblers 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 gamblers fallacy

Resources:

- Flip Chart paper
- Resource 1: Event cards
- Coins

Activities:

Probability Investigator:

Provide 6 young people with an event card. Ask them to put themselves in a line based on the likelihood of each happening. Most likely at one side, and then least likely at the other. You should then ask another young person to give them the probability card based on where they are stood.

Encourage debate and discussion then reveal the answers. Any surprises?

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.

Questions and cues:

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** or a slogan to inform people about the risk and chance involved in gambling.

POST IT:

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

Probability and Luck? Option 4: 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

The Gambling Industry: Option 1

Advertising

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase understanding of advertising within the gambling industry
- Recognise how gambling is advertised within the media

Outcomes:

- You will be able to discuss how gambling is advertised within the media
- You will be able to offer an opinion about advertising in the gambling industry
- You will be able to work with others to agree key points and will be able to offer your opinion

Resources:

- Resource 1: Do you know the brands?













U16: 20 MINUTE ACTIVITIES

Activities:

OPTION 1: Split the group into two or four depending on size. Provide half with the brand images and half with the organisations. Explain they will have 10 minutes to match the name of the organisation to the image.

OPTION 2: You could do this as an individual task or in pairs and provide a set time to identify as many as the images as possible within the time limit.

ANSWERS:













			
<u>Ladbrokes Coral</u>	<u>32Red</u>	<u>Betfred</u>	<u>Fun88</u>
			
<u>Sky Bet</u>	<u>Mecca Bingo</u>	<u>Casumo</u>	<u>Betway</u>
			
<u>National Lottery</u>	<u>Bet365</u>	<u>Dafabet</u>	<u>Foxy Bingo</u>

Ask the young people. (1) Where have you seen these images? They may think about TV/ social media/ billboards/ sports etc. Ask them to (2) think about how the gambling industry use media to promote their products. (3) Do they think this makes people more or less likely to gamble and do they think given their age they should see these images? (4) has advertising normalised gambling amongst children and young people? (5) do think young people should be exposed to advertising about gambling?

EXTENSION ACTIVITY:

Write a statement about advertising and young people to present to the group/ display on the wall as part of a larger campaign.

The Gambling Industry. Option 1: Resource

		
		
		
		
Ladbrokes	Mecca Bingo	National Lottery
Coral	Sky Bet	Casumo
32Red	Sky Bet	Casumo
Bet365	Betfred	Dafabet
Fun88	Foxy bingo	Betway

The Gambling Industry: Option 2

My Story.

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase understanding of gambling related harm

Outcomes:

- You will be able to explore gambling related harm and the impact
- You will be able to assign thoughts and feelings to gambling related harm

Resources:

- Resource 1: My Story
- Coloured pens/pencil and paper
- Optional: post it notes

Activities:

Read or provide YP with My Story. You could display it on a whiteboard. (explain this is a fictional example)

OPTION 1: Ask YP to draw a picture of the characters face with 5 thought bubbles. They should write in each:

- **How do they feel?**
- **What are they thinking?**
- **What behaviours do they exhibit?**
- **What might they say?**
- **What might they hear?**

OPTION 2: hot seating. Someone in the hotseat responds to the questions as if they were the person in the scenario. You could do this for family members and a friend too.

What advice would they give to this person?

Explain if this was a friend of theirs, what might they say? What might they do? YP to suggest one thing they could say and share it with the group.

Alternatively, you could ask them to write on a post it notes and pin them to the wall/board. Then read them all out, noting any common themes, useful advice etc.

EXTENSION ACTIVITY:

Create a piece of drama about this person's experience with gambling.

The Gambling Industry. Option 2: Resource 1

My favourite memory from being younger was visiting my grandparents in the school holidays. They lived by the seaside and would take me to the beach and to the arcades to play games. I started off playing on the penny slots and sometimes on the fruit machine with my Grandma. At the age of 8 we won a lot of money on the fruit machine. My Grandma was so happy. We jumped about and celebrated; it was so cool. I loved seeing my Grandma's happy, smiling face. We spent the money and had a fab day out.

At home, I struggle all the time. School is difficult, I'm struggling in class and I don't feel as close to my friends anymore. My parents have their own stuff to worry about instead of worrying about me. All I can think about now is going to see my Grandparents and that fab day we had. Until then, I think I might start playing on the slot machines on gambling websites. It looks like a good way to make money and if I did it once, surely, I can do it again? I just want to feel that buzz and excitement again.

The Gambling Industry: Option 3

Peer Pressure:

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Creativity

Youth Work Curriculum Links:

- OF – Arts, Culture and Heritage
- OF – Healthy and Safe Relationships
- OF/QS – The Environment and Sustainable Development
- NOS – Health and Wellbeing
- UNCRC – Economic and Financial Wellbeing

Age: This activity is aimed at U16

Aims:

- Increase your understanding of why young people may gamble

Outcomes:

- You will be able to recognise why some young people gamble

Resources:

- Pens, pencils and paper
- Post it notes optional

Activities:

Stand up if:

- If there's a betting shop near where you live
- If you've ever been given a lottery ticket
- 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

You could encourage conversation about whether this normalises gambling for young people. What are their views? Try to illicit information to understand any concerns or misconceptions YP may have.

Peer Pressure poster:

Peer pressure was listed as one of the reasons as to why some young people gamble. Ask the YP to create a poster about dealing with peer pressure. They should think of a title and a hashtag. You could share their work on the social media channels for your organisation.

Advice to your younger self.

Ask the YP to give one piece of advice to their younger self. They could write these on post it notes, or you could create a word collage.

The Gambling Industry: Option 4

What's the problem?

Framework of Outcomes for Young People:

- Confidence and Agency
- Relationships and Leadership
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of what gambling related harm looks like
- Help you to know how and where to get help

Outcomes:

- You will be able to recognise signs of gambling related harm
- You will know how and where to get help

Resources:

- Pens, pencils and paper
- Resource 1: Scenario Cards
- Paper to create traffic lights

Activities:

What does harm look like?

2-minute scribble to identify what gambling harm might look like.

Traffic lights:

Give YP the scenario cards and ask them to consider if this person is experiencing harm.

They could attach them to traffic lights displayed on the wall. (you could use markers to create or coloured paper)

Red - experiencing harm

Amber - at risk

Green- not experiencing harm and not at risk

What can we do if we are worried about our own or another's relationship with gaming/gambling?

- Bigdeal
- Childline
- NHS
- Talk to a youth worker/safe adult

Encourage open conversation about seeking help if needed.

The Gambling Industry. Option 4: Resource 1

Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.

Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.

Anna spends all her pocket money on loot boxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometime uses her mother's card to buy loot boxes. She's surprised her mother hasn't realised.

Danny's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.

Zane stole money from Mum's purse to pay off a gambling debt.

Chris spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.

Gayle gets £20 pocket money and quite often spends £5 or £10 on loot boxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.

Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and noting more than £10.00. She's got to win big on the next one, right?

Whenever Jack gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA ultimate team and hopes to get Ronaldo. His mates say it's a waste of money, but Jack doesn't mind, it's his money and he doesn't have much else to spend it on anyway.

Lou inherited some money which was meant to be going towards driving lessons. All the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.

The Gaming Industry: Option 1

Gaming and Gambling: Blurred Lines

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand and analyse the gambling style features within games

Outcomes:

- You will be able to explore the gambling style features within games
- You will understand the risks within games
- You will be able to reflect upon the link between gaming and gambling

Resources:

- Paper and pens/ post-its
- Resource 1

Activities:

Stand up if:

Read out the statements. Young people stand up if they agree with the statement or if it applies to them.

1. I know what a loot box is
2. Spending money on a loot box is a good way to spend your pocket money
3. Gambling style features like roulette wheels should not appear in kids' games
4. I play games on a mobile or tablet
5. I have spent money on an in-game item
6. I use virtual currency
7. I use real currency to buy virtual currency
8. I have bet on skins.

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 2

Microtransactions

Framework of Outcomes for Young People:

- Communication
- Relationships and Leadership

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

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

Outcomes:

- You will be able to 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

Gaming Regulations

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand the reasons for introducing video game regulations

Outcomes:

- You will be able to reflect upon the reasons why video game regulations have been introduced in the UK and around the world

Resources:

- Resource 1: Regulations
- Pens / Paper

Activities:

Stand up if...

Read the following statements and ask the children/young people to stand up if they agree:

- There should be an automatic shutdown timer on games consoles
- Mobile games are predatory
- Age ratings on games are not necessary
- Children should not have game consoles in their bedrooms
- Loot boxes should be banned
- I regularly spend more than 3 hours gaming
- All items within a game should be free if you have purchased the game
- I have stayed up all night gaming

Facilitate a quick discussion regarding the above statements. Does anyone have any thoughts on the above statements or were surprised by how many people stood up/stayed seated?

Video Game regulations

Working in small groups, ask the children/young people to read the regulations resource. Allocate one regulation to each group and ask them to create a thought-shower on the reasons why the regulation may have been introduced, the positives, the negatives, how it could be enforced or if it is even necessary.

Ask the children/young people to feedback their thoughts to the rest of the group and discuss.

Alternative: Split the group into two teams, *for* and *against*. Ask the children/young people to read the regulations resource and prepare a 2 minute *for* or *against* argument for each regulation. Let the debate begin.

The Gaming Industry. Option 3: Resource

UK Regulation: PEGI video game ratings are mandatory under UK law. Games which carry a PEGI rating of 12, 16 or 18 cannot be sold to someone under the age of the rating. PEGI ratings can help parents choose appropriate games.

China Regulation: Gamers under 18 are banned from playing online between 22:00 and 08:00 and are also restricted to 90 minutes of gaming on weekdays and three hours on weekends and holidays.

Belgium Regulation: Video game loot boxes are "in violation of gambling legislation", according to the Belgium Gaming Commission. Loot boxes give random rewards and can be acquired either through gameplay or by spending real cash. Those that can be bought for real money must now be removed from video games in Belgium.

The Gaming Industry: Option 4

PEGI

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

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

Outcomes:

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

Resources:

- Resource: 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). 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)

 <p>www.pegi.info</p>	 <p>www.pegi.info</p>	 <p>www.pegi.info</p>
 <p>www.pegi.info</p>	 <p>www.pegi.info</p>	 <p>VIOLENCE</p>
 <p>BAD LANGUAGE</p>	 <p>FEAR</p>	 <p>GAMBLING</p>
 <p>SEX</p>	 <p>DRUGS</p>	 <p>DISCRIMINATION</p>

Money and Debt: Option 1

An introduction to money and debt

Framework of Outcomes for Young People:

- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To understand the issues surrounding money and debt.

Outcomes:

- You will understand what is meant by debt
- You will 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

The Impact of debt

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To explore the impact of debt.

Outcomes:

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

Resources:

- Pens paper
- Post it notes

Activities:

Give me 5...

Young people draw around their hand. They then write down five ways that they think debt may impact on someone's life, one idea on each finger.

Community impact

Young people should divide their paper in to three sections and use headings: The individual, the family and the wider community. In each of the sections they should write how debt might affect each category.

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

Young people write down advice on how to get support with debt caused by gambling or gaming. This could include mentioning a support service, as well as speaking with a trusted friend etc.

Extension:

Create an information leaflet that includes information on how debt can affect gamers/gamblers and those around them. Include signposting to key support services.

Money and Debt: Option 3

Risk

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- To explore healthy and risky spending

Outcomes:

- You will be able to identify healthy and risky spending
- You will explore ways of managing risk when spending money on gambling and/or gaming

Resources:

- Resource 1: Money and Debt: Managing Risk

Activities:

Stand up if...

The youth worker reads out the following statements and young people stand up if the statement applies to them. This activity should promote further discussion as young people will see that some statements apply to more people than others.

- You have spent money on a scratch card or lottery ticket.
- You have ever gamed online.
- You have ever gambled.
- You have spent money gaming or gambling in the last month.
- You have bought a loot box.
- You have had to borrow money before.
- You have been worried about money.
- You have spent money on in-app purchases.
- You have spent more money than you can afford on gaming or gambling.

If working 1-1, the handout can be used to prompt yes/no responses and further discussion.

Safe or risky?

Young people are given a card sort and must sort the scenarios into safe spending or risky spending (resource 1). Youth worker to go through answers with young people.

Discussion: Are the young people surprised by the information shown? What are their thoughts?

What are your thoughts?

What positives methods of managing finances can young people take from the session e.g. setting spending limits. Does anyone have any concerns?

Extension:

Create a 'managing your finances' bookmark to give to another young person. Include some of the positive strategies from the session, as well as any other ideas or strategies.

Money and Debt. Option 3: Resource 1

<p>I haven't eaten at school all week because I spent my dinner money on betting with my friends.</p>	<p>I have had to borrow money a couple of times in order to gamble. I've been able to pay it back but its sometimes taken a while to win the money back.</p>
<p>I use my pocket money to buy in-app purchases. I always set a spending limit to make sure that I have enough left for other things such as going out with friends or for buying lunches.</p>	<p>I sometimes buy loot boxes online as I want new skins and rare items. I probably buy one or two every few months. We have parental controls which limit what I can spend.</p>
<p>I've lost all my pocket money gambling this week but I know that if I keep going I'll win it back. I just need to win enough to cover my losses.</p>	<p>I use my dad's bank card when buying in-app purchases. I used to ask him but now I buy things all the time and he doesn't notice. I don't know how much I've spent. I'm worried he will find out.</p>
<p>I often spend money online when playing games with my friends. We all do it and I make sure I have enough money to afford it.</p>	<p>Gambling is a quick way to make money. You need to know what you're doing but I reckon I'm an expert. There's no way I can lose!</p>

Money and Debt: Option 4

Money and Debt: Support and Advice

Framework of Outcomes for Young People:

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

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

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

Outcomes:

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

Resources:

- Resource 1: Support and advice

Activities:

Give me 5:

Ask YP to list five options for support if someone is struggling with Gambling or Gaming related harm and financial worries.

Agony Aunt

Young people are given scenarios and should use post-its to 'post' advice to each scenario. This would work well as an around the room task.

The Youth worker should then discuss each 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 4: Resource 1

Scenario 1: Sadiq

I started off buying the odd in-app purchase. I'm under 16 so I had to use my Dad's bank card. I asked my Dad and he didn't mind, though I'm not sure he fully understood. Now I use his card every day. I've racked up quite a bit of debt and I'm scared to tell him. I feel so alone and don't know how to pay it back without him finding out! I may need to borrow some money from somewhere! My whole family will be so disappointed in me.

Scenario 2: Lucia

I started betting on games with my friends in the playground and after school. We drink alcohol in the park and I always spend more than I can afford once I've had a bit to drink. I don't have any money left for my school lunches next week – this is the third week I've not been able to eat at school. Last week I had to steal £10 from my dad's wallet. I feel so upset and overwhelmed.

Scenario 3: Dele

I play this game online where you buy skins and different items. I can't afford it, but my friends bully me if I don't have any of the cool new stuff. I use all my pocket money which means I can't go out and do things with my cousins. They always have more money and better games items than me and it makes me feel worthless. I feel so down and depressed all the time and don't know how to feel better.

Addiction and Mental Health: Option 1

Addiction: what is it?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Relationships and Leadership
- Managing Feelings
- Creativity
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of addiction
- Increase your understanding of the signs of gambling related harm

Outcomes:

- You will be able to define the term addiction
- You will be able to recognise the signs of gambling related harm

Resources:

- Resource 1: Signs of addiction statements

Activities:

5 Minute Scribble:

Using the letters **ADDICTION** ask the young people to

- 1) Create an acrostic poem about addiction
- 2) Scribble down all the words they associate with addiction. They may think of things such as mental ill health, drugs/alcohol, smoking, gambling, gaming etc.

Definition mission:

Working in pairs ask the children/young people to write down on a post-it note their definition of addiction and stick them on the board. Discuss then agree upon a group definition.

Example: Addiction is defined as not having control over doing, taking or using something to the point where it could be harmful to you (NHS Website)

The Signs of Harm: Venn Diagram

First ask the group if you can recognise someone who has an addiction. Try to illicit the fact that it may be easier/more difficult depending on the things someone is addicted to and how well you know the person.

In groups sort the signs of addiction statements (resource 1) under the correct headings: Gambling, Alcohol and Drug Addiction. You could create a 3 circle Venn diagram using hoops, string or drawing them on flipchart paper. Some statements will overlap.

Discussion: Ask the children/young people to feedback their thoughts, was there any surprises/differing opinions when sorting the statements? The aim is to show that there are many similarities between the three, hence the need to develop young people's awareness of gambling as we do with drugs and alcohol.

Addiction and Mental Health. Option 1: Resource

Appearing intoxicated more regularly
Unexplained sources of money
Change in set of friends/ meeting places
Being secretive or dishonest
Dangerous, risk taking behaviour whilst under the influence
Borrowing or stealing money
Becoming more anxious or depressed
Always being short of money
High tolerance, lack of 'hangover' symptoms
Physical health problems
Experience withdrawal symptoms – shaky, depressed, sick, sweats and/or headaches
Appearing tired, unwell or irritable
Increased interest in tips and odds
Needing more and more to get the desired effect
Choosing the activity over other responsibilities and commitments
Losing interest in other activities such as education, hobbies, your health and appearance
Chasing losses

Extreme mood swings
Doing the activity to relax, reduce stress and/or feel normal
Pre-occupation with the activity
Potential involvement with criminal activity
Developing unhealthy relationships
Becoming isolated and distant from friends and family
Physical changes: bloodshot eyes, frequent bloody noses, bad breath, changes in your weight
Large, unexplained debts

Addiction and Mental Health: Option 2

Gambling: What's the Problem?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of the potential harms of gambling
- Increase your understanding of how gambling can impact a person's mental well being

Outcomes:

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

Activities:

Gambling Vocabulary:

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 word associated with gambling.

Alternative: In small groups, ask the children/young people to create a list or thought shower of the reasons why people may gamble and the reasons why people may not.

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? How could harmful gambling impact your mental health (debt, anxiety, stress, depression, irritable, pre-occupied with gambling only, guilt, loss of interest in other activities, deception, unable to cope, suicidal, isolation, breakdown in relationships)
- Can you think of any gambling adverts you have seen over the last 7 days? What type of advertising was it (e.g. social media, TV, Radio, Billboards, Shops) and what was it advertising? How would such adverts impact someone who is dealing with gambling related harms already? How do gambling adverts make you feel?
- What measures can you put in place to reduce the possibility of gambling related harm? (e.g. set financial limits, time limits, never gamble on your own, only gambling when in a good mood)
- Do you think you would be able to speak to your friends or family if you got into gambling related debt, or if you feel it was harming your mental health?

Alternative: In small groups ask the children/young people to explore a few points each and record on flipchart paper. Ask them to feedback to the group.

Addiction and Mental Health: Option 3

Gaming: What's the Deal?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

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

Outcomes:

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

Resources:

- Pens/Paper

Activities:

Agree/Disagree

Assign corners of the room to agree /disagree or ask them (the YP) to create a movement for agree and a different for disagree. Read the statements. (you may wish to select your own)

- Gaming is fun and has no risks
- Gaming online is a good way to catch up with mates
- Having a bet on FIFA is normal and safe
- Loot boxes are a waste of money
- You can't be addicted to gaming
- Gaming is safer than hanging out with mates on the evening/at the weekend

Encourage conversation and debate around each point.

Gaming: The Pros and Cons

In groups, ask the children/young people to create a thought shower detailing the pros and cons of gaming, paying particular focus on the mental health benefits or potential harms. Think about the effect on the individual and their family/friends.

Groups to present their work to each other.

Cons could include:

Preoccupation with gaming, gaming for hours on end, not physically socialising, losing interest in other activities, breakdown in family relationships, irritable, frustrated, cyber bullying, links to gambling, privacy problems, webcam concerns, predators, hidden fees, malware, inappropriate advertising, health issues, such a text neck, carpel tunnel, obesity, lack of vitamin D, sleep and concentration issues, eye strain, headaches,

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 4

When is it a problem? What does it look like?

Framework of Outcomes for Young People:

- Communication
- Confidence and Agency
- Managing Feelings
- Resilience and Determination

Youth Work Curriculum Links:

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

Age: This activity is aimed at U16

Aims:

- Increase your understanding of what is meant by gambling and gaming related harm
- To recognise the signs of gambling and gaming related harm

Outcomes:

- You will be able to define gambling and gaming related harm
- You will be able to recognise the signs of gaming and gaming related harm

Resources:

- Resource 1: Scenario Cards

Activities:

What does gambling and gaming related harm look like?

Section the room into the following headings: gambling related harm and gaming related harm. Read the following signs and ask the children/young people to decide on what heading the signs fall under. You could have a group discussion after each, some will overlap.

- Headaches/migraines
- Unable to set time limits
- Struggling to stop
- Spending too much time and money on it
- Downplaying time spent doing it
- Arguing with family and friends
- Neglecting hygiene and personal needs to spend to more time doing it
- Thinking about it all the time
- Debt issues
- Extreme fatigue
- Selling possessions
- Lying/hiding what you are doing

Discussion: What are the similarities/ differences? Is it easy/hard to spot?

Spotting the Signs: Scenario Cards

In small groups, give the children/young people 2-3 scenarios each (resource 1). Ask them to discuss the scenarios within their group and decide if the person is experiencing harm and rate it according to the traffic light ratings:

- Red- experiencing harm
- Amber- At risk
- Green- not experiencing harm and not at risk

Ask the children/young people to feedback the ratings and explain their reasoning.

Addiction and Mental Health. Option 4: Resource 1

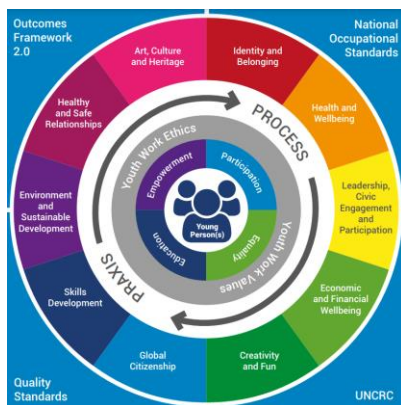
<p>Whenever Kole gets pocket money or birthday/Christmas money, he spends most of it on his computer games. He plays FIFA ultimate team and hopes to get Ronaldo. His mates say it's a waste of money, but Kole doesn't mind, it's his money and he doesn't have much else to spend it on anyway.</p>	<p>Lou inherited some money which was meant to be going towards driving lessons. All the money has gone. One bet turned in to more and Lou had lost lots of money so kept trying to win it back. Lou doesn't know what to do.</p>
<p>Gabriel won a prize at the local amusement park. Gabriel is going to go back next weekend with more money to try and win a bigger prize.</p>	<p>Hassan spent £400 on FUT and still didn't get the player he wanted. He's thinking about ways to get more money. His Dad doesn't know he spent all his savings on FUT.</p>
<p>Anna spends all her pocket money on loot boxes in the game she plays. She thinks about gaming all the time and argues with her family about how much time she spends playing games. She sometimes uses her mother's card to buy loot boxes. She's surprised her mother hasn't realised.</p>	<p>Layla's Grandmother won £100 on a scratch card. Since then Layla can't stop thinking about winning big. If her grandma can win, why can't she? Layla buys scratch cards each day with her lunch money. Her parents haven't noticed, and Layla goes to different shops, so the shop keeper doesn't get suspicious. Layla's not sure how much she's spent but she's only won a few times and noting more than £10.00. She's got to win big on the next one, right?</p>
<p>Danny's Mum puts £2 on the lottery every week when she does the shopping. Danny knows they struggle to pay the bills and wonder why she does that.</p>	<p>April gets £20 pocket money and quite often spends £5 or £10 on loot boxes in the games she plays. She likes to watch gamers online to learn tips and tricks, but she ensures she still finds time to do her homework and goes to football practise.</p>
<p>Robyn joins in a Grand National sweepstake at work and bets £1. The money is for a local charity.</p>	<p>Zane stole money from Mum's purse to pay off a gambling debt.</p>

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 to 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
 GamCare NATIONAL GAMBLING HELPLINE 0808 8020 133	<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>
 Gamban	<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>
 <small>ONLINE, ON THE PHONE, ANYTIME</small> <small>childline.org.uk 0800 1111</small>	<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>
 <small>for support in a crisis</small>	<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 nba.cnwl@nhs.net 02073817722</p>
 PAPYRUS <small>PREVENTION OF YOUNG SUICIDE</small> HOPELINE UK 0800 068 41 41	<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>

References:

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