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PSHE
Association

LESSON PACK:
EXPLORING RISK IN
RELATION TO GAMBLING

Lessons and resources
for key stage 2

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Check out:

www.pshe-association.org.uk/gambling

For our handbook, podcast & other materials on this topic

This key stage 2 lesson focuses on pupils' understanding and assessment of risk and how to manage when risk arises. It enables pupils to talk about what is meant by risk and develop strategies for dealing with it. It provides a suitable starting point prior to exploring different types of risk in more detail, for example in relation to drug, alcohol and tobacco education or gambling education. A follow-up lesson exploring risk in relation to gambling is provided for pupils in Year 5/6.

This lesson is not designed to be taught in isolation and should form part of a planned, developmental programme for PSHE education. Timings provided are approximate – teachers are expected to adapt delivery according to the needs of their pupils and their previous learning on risk.

Learning objective	<ul style="list-style-type: none"> To learn about risk in everyday situations
Learning outcomes	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> assess how risky different everyday activities are describe how important it is to 'stop and think' before taking a risk explain what makes a risk worth taking and what makes it too risky
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Paper Resource 1: Risky activities Resource 2: Risk scenarios Resource 3: Risk reflection sheet

Activity	Description	Time
1. Baseline assessment	Discuss what is meant by risk, types of risks and what makes something more or less risky	5-10
2. Risk continuum	Pupils draw an example of a risky activity then place them on a risk continuum - class feedback and discuss	15
3. Paired discussion	Pupils discuss why people take risks	5
4. In the moment	Class discuss how a character could manage a situation involving risk	10
5. Risk scenarios	Pairs of pupils assess levels of risk in different situations, potential consequences and suggest how to minimise the risk	15
6. Endpoint assessment	Pupils complete a self-evaluation sheet about their learning on risk	5
7. Extension activity	Pupils create a cartoon strip using the 'in the moment' scenario as stimulus, provide advice and depict a positive outcome	-

Make sure you have read the accompanying teacher guidance: [How to address gambling through PSHE education](#) before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Remind the pupils of the ground rules for PSHE lessons and emphasise any that are especially relevant for this lesson, such as the importance of not sharing personal stories

risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome

Baseline assessment: discussion

5-10 mins

Use this activity to gain a sense of pupils' understanding of the concept of risk and those they are familiar with.

Discuss, as a class what is meant by risk.

- What kinds of things are risky?
- What makes something more or less risky?

Example definition of risk: *Risk is the possibility of taking an action when we cannot always predict what will happen and when there is the potential of losing something of value. Most things people do carry some risk, but some activities are much riskier than others.*

(Adapted from Wikipedia definition of 'risk')

Draw out that high-risk activities are likely to include:

- possible loss to life, health or other serious loss (e.g. financial, environmental)
- a high chance of a negative outcome (not being successful)

Pupils may or may not include gambling-related risk - if gambling is included in the pupils' awareness, it may indicate an increased likelihood that pupils would benefit from Lesson 2 as a progression from this lesson.

Risk continuum

15 mins

Working in small groups, each pupil draws a risky activity, then as a group - rank them on a line of continuum (lower risk, medium risk, higher risk).

If you want to use or add in other examples for the pupils to consider, see: Resource 1: Risky activities.

Take feedback, making a class version of the risk continuum on the whiteboard or flipchart, choosing some of the example activities and asking pupils to explain and justify where they would place the activity on the line of continuum.

Support: *Use a simple continuum: lower risk – higher risk.*

Challenge: *Use a more complex continuum: lowest risk, lower risk, medium risk, higher risk, highest risk. Pupils explain what else would affect the level of risk (e.g. the person taking the risk – their age or capability level) or other details relating to the activity.*

Paired discussion

5 mins

Choose one of the examples from the previous activity, and ask pairs to discuss why someone might take or want to take the risk – what might encourage them? Discuss that with risk, can sometimes come gain.

Pupils might say: *to have fun, because it's exciting, to get or win something, because their friends are doing it, it will help them or they can't live without it, because they feel confident, it's a low risk activity anyway.*

In the moment

10 mins

Read the following scenario to the class:

Jamie is skateboarding with a group of friends. They dare Jamie to do a skateboard trick on the road. Jamie does it, thinking it will be fun, without thinking of the risks.

Pupils discuss:

- Why doesn't Jamie think about the risks?
- What could Jamie have done in this moment instead?

Discuss how important it is to 'stop and think' before taking a risk, but that people can find this difficult when they are caught up in the excitement of the moment, they are with others who are encouraging them, they may want peer approval (to be liked, accepted, show off their skills).

Discuss different exit-strategies that can help to 'buy time' to stop and think or walk away from potentially unsafe situations such as:

- Quickly assessing the situation and saying no... 'I'm not risking doing a trick like that on the road, no!'
- Giving an alternative option... 'I'll do the trick but not on the road – let's go to the skate park.'
- Providing a reason to leave the situation... 'Actually, I need to get to the shop before it shuts.'
- Using humour... 'You must be joking – I've only just recovered from the last trick I tried!'
- Asking for advice... 'I'm not sure, I might just check with (trusted adult e.g. parent/teacher) first.'

Risky scenarios

15 mins

Display scenarios from **Resource 2: Risk scenarios**. Teachers should select the scenarios they think are relevant and appropriate for their class.

Explain that risk assessment also depends on:

- The person (e.g. their age, capability, whether they can afford to take the risk)
- Who else is there (if they can help or how taking the risk will affect them)
- Where it is happening – the place or situation

Core activities

Plus...

- Whether the risk-factor can be reduced

Whether taking the risk is likely to pay off

Pupils work in pairs to read the scenarios and consider the questions:

- What are the potential dangers or consequences of taking the risk?
- How risky is the situation? Why?
 - ◇ The situation is high / medium / low risk because...
- Is it worth them taking the risk?
 - ◇ Yes, they should take this risk.
 - ◇ Yes, they should take the risk but only if... (are there things that would make this activity lower risk?)

No, they should not take the risk, this activity is too risky because...

Compare pupils' ideas and responses from some of the examples. Reiterate the importance of pupils checking risky situations with adults.

Support: *Instead of the above questions, pupils identify two dangers or consequences of each example and one suggestion of what the characters could do in the situation to reduce risk.*

Challenge: *Extend pupils' thinking by asking them to place each example on a scale of risk from 1-10 (1 is low risk, 10 is high risk) and whether this would change if actions to mitigate the risk were taken.*

Plenary / Assessment for and of learning

Endpoint assessment

5 mins

Individually, pupils reflect on their learning about risk using Resource 3: Reflections on risk sheet (or recording their responses to the following three questions in their workbooks).

Before this lesson, I felt...

This lesson about risk has made me think about...

Before taking a risk people should...

Extension activity

Extension Activity

-

Pupils create a cartoon strip of the In the moment scenario up to (but not beyond) the point where Jamie is about to take the dare. Pupils add speech and thought bubbles for the characters and include themselves (or another character if they prefer) giving Jamie advice about what to do. They should ensure they include a positive outcome to the situation.

This lesson is designed to support pupils in key stage 2 to consider risk in relation to gambling and is intended to build on prior learning exploring the nature of risk and risk assessment. Young people are increasingly exposed to gambling and gambling-related activity, including through gaming, advertising, social media, betting shops, arcades and casinos. It is important that even at a younger age, pupils build the skills to navigate an offline and online world where gambling is prevalent and start to develop a nuanced understanding of risky gambling behaviours and the impact of gambling related harms on people’s health and wellbeing.

This lesson is not designed to be taught in isolation and should form part of a planned, developmental programme for PSHE education. Timings provided are approximate – teachers are expected to adapt delivery according to the needs of their pupils.

Learning objective	<ul style="list-style-type: none"> To learn about risk in relation to gambling
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Learning outcomes	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> explain risk in relation to gambling identify how winning or losing can affect a person’s feelings and what makes someone want to take the risk describe what can influence someone to gamble or feel pressure to do so recognise who to ask for help if concerned about gambling or the pressure to do something like gambling
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Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Flipchart paper and pens Resource 1: Draw and write Resource 2: Chance cards
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Activity	Description	Time
1. Baseline assessment	Before the lesson, pupils complete a draw and write activity and ask anonymous questions – assess prior understanding	20
2. Introduction	Explain what is meant by gambling	5
3. Dilemma discussion	Pupils discuss a gambling scenario and respond to questions in relation to the dilemma	15
4. Analysing influences	Pupils discuss what might influence a person to gamble and what makes them more likely to win or lose	15
5. Pupils’ question time	Pupils respond to some of the questions they had before the lesson, provide additional input	10
6. Signposting support	Provide guidance on where to ask for support and further advice on issues relating to gambling	5

7. Plenary/ Endpoint assessment	Pupils provide advice to the character from the dilemma about how to manage the scenario	10
8. Extension activity	Pupils add further advice imagining the character wins or loses the money in the scenario	-

Climate for
learning

Make sure you have read the accompanying teacher guidance: [How to address gambling through PSHE education](#) before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Be aware of sensitivities – some pupils may have family experience of theft, bailiffs, loan sharks, gambling addiction or related harms. Reinforce ground rules about not sharing personal stories.

Key
words

gambling, bet, risk, loss, gain, win, lose, luck, chance, play, gaming, likely, unlikely, influence, pressure

Baseline assessment and core activities

Baseline assessment: draw and write

20 mins

Before teaching this lesson, it is important to be aware of pupils' prior knowledge of, and attitudes towards gambling.

Pupils should complete the activity: **Resource 1: Draw and write** before the lesson.

Following the draw and write activity, provide an anonymous question box – pupils write down any questions they have and post it in the box.

Allow time to consider their responses and assess current understanding. This can help you decide whether this lesson is appropriate for your children's needs; prepare for questions and concerns pupils might raise in the lesson and get a sense of the type of responses you might expect from the lesson activities. Prepare responses to pupils' questions to revisit in the lesson – choose age-appropriate questions and answers that are suitable to be explored in the classroom.

Introduction

5 mins

Explain that gambling is a risk where money (or something else of value) is swapped in the hope of winning something better (e.g. more money). Participants have no idea if they will win or lose. Gambling is an activity meant for adults, but that sometimes even adults can find it difficult to manage the risks and feel they can easily lose control. Many adults choose not to gamble at all (because they think it is not worth it and it can cause bad feelings; for some people it is against their values or religious beliefs).

Discuss other words or phrases that relate to or mean the same as gambling that may be more familiar to the pupils, such as: placing a bet, betting

Read Drew's Dilemma to the class:

Drew's Dilemma: *Drew is thinking about playing a game. Drew has £5. There are ten boxes: nine contain £0 and one contains £50. Drew can choose to keep the £5 or gamble (bet, swap, play) the £5 for one box. Drew can choose which box but has no way of knowing what is in any box.*

Working in small groups, pupils consider the scenario and respond to the questions below. Pupils can record their ideas on a piece of flipchart paper.

- How is Drew feeling about making this decision?
- What makes this game risky?
- If Drew lost, how would Drew feel?
- What might influence Drew to take the risk?

Support: *Pupils can use drawings to respond to the questions.*

Challenge: *Pupils respond to an additional question: What if Drew could not afford to lose the money? Would this affect Drew's decision whether to gamble? (For example, imagine Drew needs the £5 to buy their mum a birthday present).*

Analysing influences

15 mins

Provide each group with cards from **Resource 2: Chance cards**. This activity could be delivered as carousel (passing the cards around the groups, giving each group a short while to discuss the information, before moving on to the next one) or by displaying them in the classroom and doing a 'walk around' activity.

Ask the pupils to answer two questions about the information on the cards:

- Will this mean Drew is more likely to gamble or not gamble?
- Will this mean Drew is more likely to win or lose?

Take feedback. Draw some conclusions, such as:

Adverts or pop-ups are often designed to try and 'hook' people into gambling or to keep them trying over and over again; people can be persuaded or tricked into thinking it is easy to win; pressure can come from inside ourselves or from other people; gambling can become a habit – people get hooked on the idea they will win at some point; that it will make them feel better if they are not feeling good (although evidence shows it is more likely to make people feel bad more than it helps them to feel good). Sometimes people believe that 'thinking positive thoughts' or 'luck' can help them win, but gambling is based on chance, so there is (usually) no way of telling whether someone will win or lose.

Pupils' question time

10 mins

Display questions about gambling (asked previously by the pupils). Pupils come up with responses to the questions themselves; help and guide their responses as appropriate.

Signposting support

5 mins

Explain that sometimes people can become 'hooked' on gambling (addicted) or that people can be tempted to gamble money or things they cannot afford to lose or that it's not always easy to tell if a game is encouraging gambling. If pupils are worried about something they have seen (or heard about) or about someone they know in relation to gambling, they can ask for help and advice at school (e.g. teacher) or out of school (e.g. parent) or through Childline – www.childline.org.uk Phone: 0800 1111. The National Gambling Helpline: 0808 8020 133, provides free help support and advice 24 hours a day, seven days a week, and is completely anonymous. www.BeGambleAware.org/NGTS

Plenary / Assessment
for and of learning

Plenary / Endpoint assessment

10 mins

Pupils imagine themselves in the situation with Drew as 'phone a friend' – they provide advice for Drew and how best to manage the situation. Ask pupils to record a brief script of the phone advice they would give to Drew.

Extension
activity

Extension Activity

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Pupils add to their advice for Drew...

- Imagine Drew gambled and won. What would you advise Drew does now... and in the future?
- Imagine Drew gambled and lost. What would you advise Drew does now and in the future?



reading a book

opening an on-screen pop-up
without checking with an adult

teasing an angry dog

playing a game
where money might be lost

playing outside
in the park

eating too many sweets

lighting a firework

cycling without a helmet

entering a singing competition

dropping litter

taking something that doesn't
belong to you

going on a fairground ride
meant for older children

not going to the dentist



Afreen (age 4) is cutting out different shapes from paper and card. Dad is watching. They are at home, sitting at the kitchen table.



Brook (age 11) and Taylor (age 9) are at the beach. They have wandered away from their mums. They decide it's time for a swim and start to enter the water ignoring the warning.



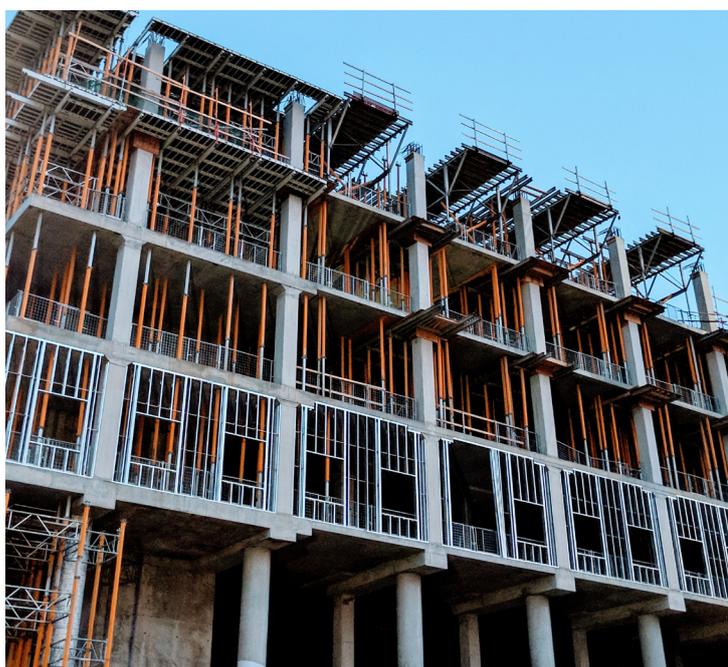
Cam (age 10) is playing computer games online. A pop-up says the next game to be released is the scariest game yet. It says it's for over 18s only but Cam clicks on the advert to try to buy it anyway.



Morgan (11) is playing games online. After winning online credit and in-game items, the instructions explain they can be exchanged for higher value items. But Morgan must first download and pay for the next level game.



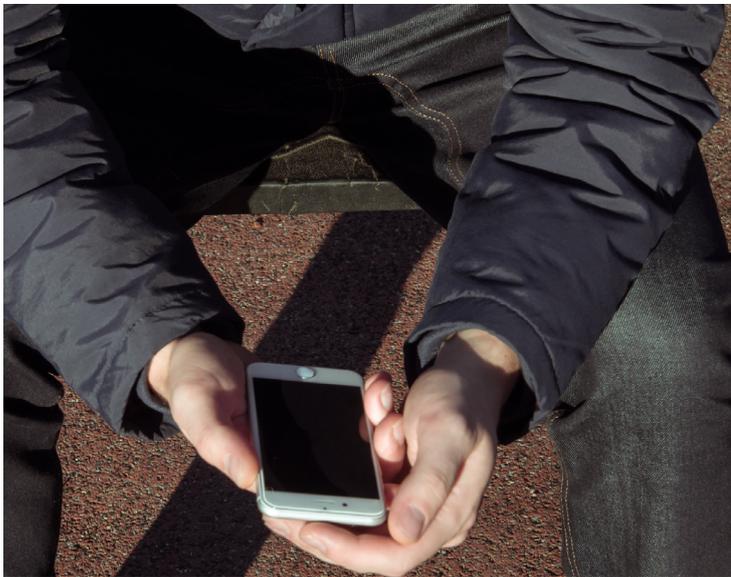
Frankie (age 8) is learning to roller-skate on the ramps in the park with her friends. Her friends can do it but she keeps falling over.



Jordan, Logan and Dee (age 9) are playing somewhere they shouldn't. There are no adults around but they are only a few streets away from where they live.



Kit and Mel's parents had a party last night... when Kit and Mel (age 10) get up in the morning, there are still some glasses of alcohol left out. They decide to drink some.



Blake (age 11) is downloading an App that is meant for adults onto their phone. Blake has seen it advertised on TV so thinks it must be fine.



Rowan (age 6) is playing out. It's a warm day and the sun is shining but Rowan doesn't want to wear a sun hat or put sun cream on.

Thinking about your **learning about risk** from this lesson, complete the sentences.

Use the ideas bank to help you for the first question, if you need it.

<p>Before this lesson, I felt...</p>  <p>Now I feel...</p> 	<p>Ideas bank: </p> <p>not sure ok confident fine aware confused clear worried concerned capable</p>
<p>This lesson about risk has made me think about...</p> 	
<p>Before taking a risk, people should...</p> 	



Feeling down?



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