

Sample session plans

Developing an appropriate programme is essential to ensure a positive and effective learning experience. In this chapter you can find a general outline of how Fast Forward would develop a youth problem gambling session: this is a structure you can use to generate your own session plan.

This suggested framework breaks a session down in different stages, sustaining an optimal progression of the learning process. Indeed, this outline will help you create a session that supports young people to reflect on their current knowledge and thoughts as well as to learn new information about gambling. Also, with room for discussing and exploring the consequences of gambling, participants will further develop their problem solving skills and become better able to make healthy choices for themselves. The table on the next page outlines the stages of a session plan and it also gives you a few ideas regarding which activities could fit in well. The full description for each activity can then be found in the chapter 'Activities and Templates'.

When creating your own youth problem gambling programme, it is advised you keep in mind:

- the length of time for your session(s);
- the age, circumstances and number of participants;
- the overall aim and learning objectives of your session;
- if there is any specific focus you may wish to have when discussing gambling issues;
- if you need to adapt the session outline provided in this chapter, e.g. by changing or excluding some of its elements;
- if you have only a limited time available, you may find it necessary to merge together in your plan the 'information gathering' and the 'exploring attitudes' stages; alternatively you could leave the discussion of people's opinions till the 'making choices' stage of your session;
- some of the activities in this toolkit could be used with more than one purpose or at different stages of your session.

Session Outline

	Stage	Description & Aims	Activities
1	Energiser & Icebreaker	A general 'get to know people' activity, this could be combined with an introduction to the topic for your session. At the beginning of the session you will also want to set an agreement of ground rules and confidentiality, to address wherever there may be personal opinions expressed, and wherever there may be a possibility that personal experience will be divulged.	<ul style="list-style-type: none"> - Gambling Brainstorm & Name Game - Problem Gambling Brainstorm - Stand Up If - Sunshine On
2	Information gathering	This is to gauge where participants are at in their knowledge.	<ul style="list-style-type: none"> - A-Z of Gambling - Bingo Game - Coin Game - Definitions' Bingo Game - Gambling Crossword Puzzle - Gambling Tree - Logo Game - Problem Gambling Brainstorm
3	Exploring attitudes	Exploring young people's attitudes and thoughts on the topic.	<ul style="list-style-type: none"> - Agree / Disagree - Community Map - Empathy Map - Gambling Adverts - Ripple Effect - Risky Behaviour Ladder - Underage Participation - Recreational vs Problem G.
4	Passing on information: New knowledge	This could be seen as the central purpose of your session: supporting young people in discovering and learning correct facts and information on the topic. Be careful not to make it the only purpose. Bombarding people with information for an hour is likely to result in not much going in! By mixing up the activities you can make a bigger overall impact, which will help to meet your overall session aim.	<ul style="list-style-type: none"> - Coin Game - Consequences of Problem Gambling - Dice Game - Empathy Map - Events' Odds Game - Gambling Quiz - Gambling Quiz Cards - Gambling Tree - Problem Gambling Brainstorm
5	Making choices & Problem solving	This part of the session allows young people to discuss how the new information they just gained can help them in making healthier choices and in staying safe when gambling. These activities could also challenge possible misconceptions they might have expressed in the stages 2 and 3 of the session. This could include risk taking scenarios and talking about how people can resolve them and looking at ways of changing personal behaviour.	<ul style="list-style-type: none"> - Agree / Disagree - Decisional Balance - Do's and Don'ts - Gambling Adverts - Gambling Tree - Last Man Standing - What Would You Do If...?
6	Consolidation & Ending	End the session with an activity that allows the group to recap what has been learned, highlighting the key points young people are going away with. Make some time for any final question, then consider doing a short evaluation to gather feedback on the session.	<ul style="list-style-type: none"> - Gambling Crossword Puzzle - Stand Up If - Sunshine On - The Ultimate Quiz

Creating your own session plan

In order to illustrate how to use the session framework outlined on the previous page, see below for:

- an example of two consecutive short sessions;
- an example of a long one-off session.

These session examples are designed to be used primarily with S3 to S6 pupils / 14-17 years old, in school and youth work settings, although they may be adapted to be suitable also in other contexts. Please consider adapting these examples to your own session plan, according to what you think might be more suitable for your group of young people.

When designing your own session and selecting specific activities, please remember to consider:

- the needs of the young people you work with;
- the learning outcomes you wish to achieve;
- the aims of the Curriculum for Excellence and/or the Youth Work Outcomes that you wish to work towards.

Moreover, as mentioned in the Session Outline, it is important to start any session with the group agreeing on ground rules. This should include confidentiality, in order to create a safe environment for everyone to take part in.

We recommend you design your session with SMART objectives: specific, measurable, achievable, relevant and time-bound. To help you do so, please refer to the table at page 30 which illustrates overall outcomes for each stage of the suggested session plan and for the relevant activities.

In the Activities and Templates section you will find a few examples of learning objectives. However we recommend that practitioners identify the specific learning objectives of the individuals they work with and adapt these to the specific settings, needs and circumstances.

For example, the session plans in the next few pages help pursuit the following learning objectives:

- understand more about how gambling works, and how chance and the law of averages affect one's likelihood of winning;
- explore misconceptions that people commonly have about gambling;
- discuss how advertising might influence attitudes towards gambling.
- understand what problem gambling is and its consequences;
- discuss risk-taking behaviours in relation to gambling;
- identify ways to stay safe if they are gambling, and become aware of sources of support;
- consolidate the knowledge gained through the previous activities.

Finally, including an evaluation at the end of your session will help you assess the impact and effectiveness of the work done. Please consider that, particularly with short inputs, a gambling awareness session is more likely to achieve a change in attitudes and an increase in knowledge and awareness rather than an immediate change in behaviours.

One-off Session: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information Gathering	Definition with post-it notes	10 min	Ask pupils to discuss with their partner a suitable definition for 'Gambling'. Highlight key words that come up from different definitions and write a suitable definition up on the board. "Gambling is risking money or anything of material value on something with an uncertain outcome in the hope of winning additional money or anything of material value." Now ask pupils to discuss with their partner a suitable definition for Problem Gambling or Gambling Addiction and follow the same process. "Problem gambling is behaviour related to gambling which causes harm to the gambler and those around them."
3	Exploring Existing Attitudes	Recreational vs Problem Gambling	5 min	Split into groups. Hand-out 5 cards. Ask groups to order 5 cards from least problematic gambling behaviour to most problematic gambling behaviour. Discuss each card starting with the least problematic, asking why it was more problematic than the previous card.
4	Making choices	Discussion with flipchart or whiteboard	5 min	Ask class to identify behaviours related to gambling that would be considered safe/recreational/responsible (eg. spends only what they can afford to lose). Then, ask class to identify behaviours related to gambling that would be considered problematic/dangerous (eg. Doesn't know when to stop)
5	New Knowledge	Consequences of Problem Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each groups writes as many negative effects from problem gambling as they can in 2 minutes then rotate.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

One-off Session: Gambling Awareness (1.5 hours)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session.
		A-Z game	5 min	
2 - 3	Information Gathering & Exploring Existing Attitudes	Gambling brainstorm	10 min	What do we think of when we think of gambling? Touch on the words used in the A-Z game Touch on what is gambling (money/something of material value, uncertain outcome) What types of gambling do they know?
4a	New Knowledge	Dice Game	15 min	Highlight, through discussion during the activity, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
5a	Making choices	Adverts	10 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts.
	Break	(Energiser)	10 min	Please consider having a break half-way through the session, possibly followed by a short energiser once the group gathers again.
4b	New Knowledge	Consequences of Problem Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each group writes as many negative effects from problem gambling as they can in 2 minutes then rotate.
5b	Making choices	Do's and Don'ts	10 min	How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

One-off Session: Introduction to gambling and problem gambling (2.5 hours)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro Icebreaker: Sunshine On or Name Game	5 min 10 min	Introducing the session. Getting to know each other.
2	Information Gathering	Definitions' Bingo Game or Bingo Game	15 min	Key information about gambling: how much do the young people know already? At the end of the game make sure that any new information is clear to everyone in the group. You could also ask them if there's anything they find surprising or that they would like to add.
3	Exploring Existing Attitudes	Gambling Brainstorm or Tree Game	10-15 min	What do participants think about gambling? And what are their opinions about people who gamble? What reasons can they identify?
4a	New Knowledge	Dice Game Events' Odds Game	15 min 10 min	Highlight, through discussion during these activities, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
	Break	(Energiser)	15 min	Please consider having a break half-way through the session, possibly followed by a short energiser once the group gathers again.
4b	New Knowledge	Consequences of Problem Gambling	15-20 min	Discuss when gambling could become problematic, and what consequences could arise from it. You could link this to the Tree Game activity, if you included it in stage 3.
5	Making choices	Adverts Do's and Don'ts	15 min 10 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts. How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
6	Consolidation & Ending	Recap discussion or Stand Up If Questions Evaluation	10 min 5 min	Summarise the main learning points to take away from the session Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/

Session 1 of 2: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information Gathering	A-Z of Gambling Game Definition with post-it notes	10 min	Ask the group to write down anything to do with gambling that begins with the first letter of their name (e.g. Amy – Addiction; Brian – Betting etc.) Now, ask participants to discuss with their partner a suitable definition for ‘Gambling’. Highlight key words that come up from different definitions. “Gambling is risking money or anything of material value on something with an uncertain outcome in the hope of winning additional money or anything of material value.”
3	Exploring Existing Knowledge	Discussion / Brainstorm	5 min	Ask the group to come up with as many different places to gamble / ways to gamble with money that they can think off. Eg. Bookies, Casino, Fruit Machines, Private bets with friends, Bingo, Lottery, Scratch Cards, Raffles, Arcade games, Loot boxes Discuss age limits and common demographics that play each game. Discuss how the risk of harm is not equal and depends on many factors, such as the impulsivity of the individual. Mention how all of the above can be done easily online , where there is a high potential risk of harm.
4	New knowledge	Discussion: “The House Always Wins”	5 min	Regarding official forms of gambling, are the odds ever 50:50? Why not? So the industry makes profit. Discuss how the gambling industry is an extremely profitable industry. Ask the class where profit comes from in the gambling industry? Answer: People losing. Explain that this is not by chance. The odds are calculated so that <i>the house always wins</i> .
5	New Knowledge	Dice Game	15 min	See Gambling Education Toolkit (using coins or counters help make the game more visual) Discuss important messages following the game.
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/).

Session 2 of 2: Gambling Awareness (45 min)

	Stage	Activity	Time	Key talking points
1	Introduction	Intro	5 min	Introducing the session. Keep safe tips: <i>If the content of the lesson gives rise to any concerns, anxieties or worries you should feel free to approach a teacher, school nurse or any member of staff you feel comfortable talking to if you need help or advice. I will also provide information about organisations that can provide specialist advice in these areas.</i>
2	Information gathering	Problem Gambling Brainstorm	10 min	Discuss how the majority of people that gamble, do so safely and without harm; however, a small number of people develop an addiction to gambling. This is known as problem gambling. Ask participants to discuss with their partner a suitable definition for Problem Gambling or Gambling Addiction and follow the same process. “Problem gambling is behaviour related to gambling which causes harm to the gambler and those around them.”
3	Exploring Existing Attitudes	Recreational vs Problem Gambling	5 min	Explain that gambling behaviour is more of a scale than simple categorising. Split into groups. Hand-out 5 cards. Ask groups to order 5 cards from least problematic gambling behaviour to most problematic gambling behaviour. Discuss each card starting with the least problematic, asking why it was more problematic than the previous card.
4	New Knowledge	Consequences of Problem Gambling	15 min	World Café Style. 4 groups. 4 Flipchart sheets. Each group writes as many negative effects from problem gambling as they can in 2 minutes then rotate.
5	Making Choices	Do's and Don'ts	10 min	How to stay safe / reduce harm if someone wanted to gamble. Although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble https://begambleaware.org/safer-gambling/tips-for-gambling-safely/
6	Consolidation & Ending	Recap discussion	5 min	Summarise the main learning points to take away from the session. Go over keep safe tips and where to find support (Support Available chapter of this Toolkit).

Session 1 of 2: Introduction to gambling (1 hour)

	Stage	Activity	Time	Key talking points
1	Introduction	Programme / session info Name Game / Gambling Brainstorm	5 min 5 min	Introduce the session. Get to know the group and give participants the opportunity to express the ideas and associations they have about gambling.
2 - 3	Information Gathering & Exploring Existing Attitudes	Short Bingo Quiz	10 min	Key information about gambling: how much do the young people know already? At the end of the game make sure that any new information is clear to everyone in the group. You could also ask them if there's anything they find surprising or that they would like to add.
4	New Knowledge	Dice Game Events' Odds Game	10 min 5 min	Highlight, through discussion during these activities, the meaning (and practical implications) of concepts such as the house edge, chasing losses, and myths regarding winning strategies.
5	Making choices	Gambling Adverts	10 min	Perception vs reality: you can also ask young people what adverts they remember from TV, newspapers, tabloids. Make reference to the information they just acquired through stage 4, and ask the group to use it to critically analyse the adverts.
6	Consolidation & Ending	Recap discussion & Questions Link to the second session	5 min	Summarise the main learning points to take away from the session. Mention what the next session will be about.

Session 2 of 2: Young people and problem gambling (1 hour)

	Stage	Activity	Time	Key talking points
1	Introduction	General information	5 min	Introduce the session.
		Recap: Stand Up If	5 min	Refresh participants' memory on what was done in the previous session, creating a connection with the topic of this new one.
2 - 3	Information Gathering Exploring Existing Attitudes	Risky Behaviour Ladder	10 min	Introduce the concept of risk: how does the group understand it? What ideas do they have?
4	New Knowledge	Problem Gambling Brainstorm	5 min	Discuss when gambling could become problematic, and what consequences could arise from it.
		Consequences of Problem Gambling	10 min	Encourage participants to put themselves into someone else's shoes.
5	Making choices	Do's and Don'ts to Stay Safe or Last Man Standing	5-10 min	How to stay safe / reduce the harm if someone wanted to gamble: although it might be preferable that young people do not gamble at all, it is important to look at ways they could stay safe if they decided to gamble.
		Discussion: Where to find help	5 mins	Do young people know where they could go to for support? (Support Available chapter of this Toolkit and https://begambleaware.org/safer-gambling/tips-for-gambling-safely/)
6	Consolidation & Ending	Gambling Crossword Puzzle	10 min	Summarise the main learning points to take away from the two sessions.
		Recap discussion & Questions	5 min	
		Evaluation	5 min	