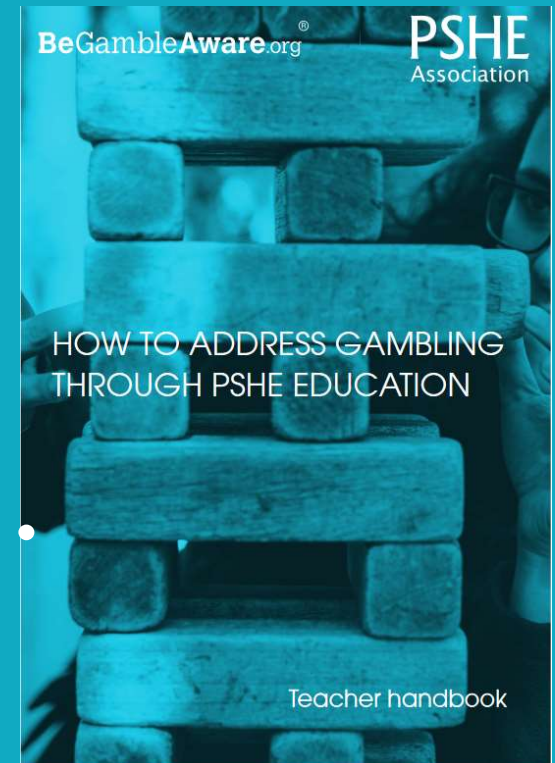


# Chancing It!

Exploring risk in  
relation to gambling

KS2 – Year 5/6

Ensure you read  
the guidance  
before teaching  
the lesson



# Using this PowerPoint

Teacher  
slide

The slides in this presentation are divided into two sections:

- (i) **Teacher slides** (blue) – provide key information regarding lesson preparation
- (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.

Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

# Context

Teacher  
slide

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. 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.

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 a world (both offline and online) where gambling is prevalent and start to develop a nuanced understanding of risky gambling behaviours and the impact of problem gambling on people's health and wellbeing.

## Learning objective

- To learn about risk in relation to gambling

## Learning outcomes

Pupils will be able to:

- explain risk in relation to gambling
- identify how winning and 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

# Preparing to teach

Teacher  
slide

## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson – for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

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## Duration

This has been designed to be taught as a sixty minute PSHE education lesson

## Resources required

- Box/envelope for anonymous questions
- Flip chart paper and marker pens
- Resource 1: Gambling draw and write
- Resource 2: Chance cards

# Lesson summary

Teacher  
slide

Activity	Description	Timing
1. Baseline assessment	Before the lesson, pupils complete a draw and write activity and ask an anonymous question	20 MINS
2. Introduction	Explain what is meant by gambling	5 MINS
3. Dilemma discussion	Pupils discuss a gambling and respond to questions in relation to the dilemma	15 MINS
4. Analysing influences	Pupils discuss what might influence a person to gamble and what makes them more likely to win or lose	10 MINS
5. Pupil questions	Pupils respond to some of the questions they had before the lesson, provide additional input	10 MINS
6. Plenary	Signpost appropriate support. Pupils provide phone advice to the character from the dilemma about how to manage the scenario	15 MINS
7. Extension activity	Pupils add further advice imagining the character wins or loses the money in the scenario	

# Chancing It!

## Exploring risks related to gambling

# Ground rules

[Add your class rules here]





# What's our starting point?




Draw and write:

Draw or write a response in each box on the sheet... write your name at the top of the sheet.

## LESSON 2

## Resource 1: Draw and write

Read each question, then draw or write a response in the box below 

Freddie and Jo see an advert 'Your chance to win the jackpot!' Where do you think they saw it?	What is it advertising? What do people do?
Are there are other ways or places people can do this activity?	Why might people do this activity?
Are there any rules or risks that go with this activity?	What might Freddie and Jo think about this activity?

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We are learning about gambling and risk



We will be able to:

- explain risk in relation to gambling
- identify how winning and losing makes someone feel and what makes them 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

# What is gambling?

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.

# 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 (swap, bet, play) the £5 for one box. Drew can choose which box but has no way of knowing what is in any box.



# Influences

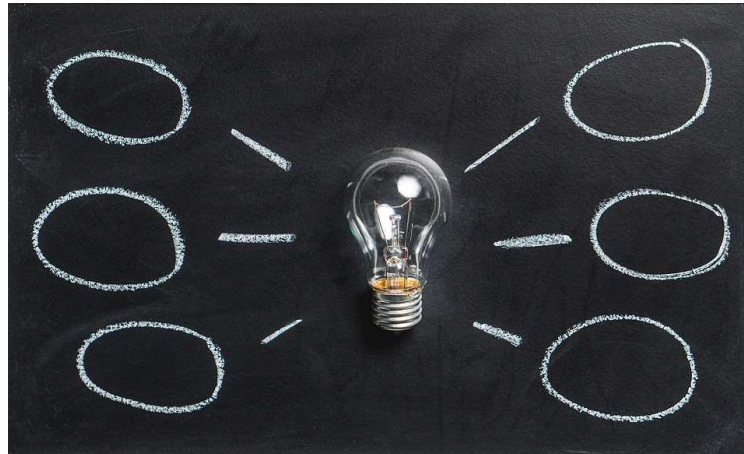
## Read the card...

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



# Question Time

**Can you give answers to your classmates' questions?**



# Remember...

Sometimes people can be tempted to gamble things they cannot afford to lose or can feel like they have to gamble (it can become a habit) and can cause them to worry or feel bad.

If you are worried about someone and gambling, or you are not sure whether a game is encouraging you to gamble, talk to someone you know and trust - at home or school.



**The National Gambling Helpline** for help, support and advice about gambling:

[www.begambleaware.org/NGTS.html](http://www.begambleaware.org/NGTS.html)

Phone: 0808 8020 133

The **ChildLine website** also has advice about gambling for young people: [www.childline.org.uk](http://www.childline.org.uk)

Phone: 0800 1111

# Where are we now?



## Can you help advise Drew?

Imagine Drew has phoned to ask for advice, what would you say?



# More activities

## Phone a friend

Continue the phone conversation with 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?

