

Lesson 1:

Self-Awareness: Leisure Time is Important

 Each activity
30 minutes

Learning Intentions

Pupils will:

- identify the leisure activities they enjoy, and those they don't;
- accept their own preferences and those of others; and
- realise that the activities they choose have a direct impact on how they feel, and that this is part of their wellbeing.

What you need:

- *Resource 1: Which Activities Do You Enjoy?*
- A3 pages
- Scissors

Learning for Life and Work: Personal Development

Key Concept – Self-Awareness

Pupils should have opportunities to explore and express a sense of self.

Emotional Health and Wellbeing Framework

Key Aspect of Emotional Wellbeing – Self Awareness

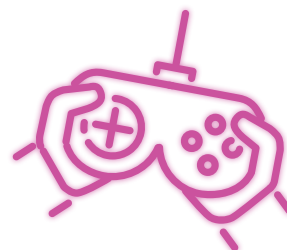
Activity 1: Which Activities Do You Enjoy?

1. Give each pupil a copy of *Resource 1: Which Activities Do You Enjoy?*, an A3 page, scissors, and drawing materials.
2. Working as a class, guide the pupils to create their own Venn diagram.
3. Ask them to cut out the images on the resource sheet and place them on their Venn diagram showing the activities which they:
 - enjoy;
 - sometimes enjoy;
 - don't enjoy; and/or
 - have never tried.
4. Complete a class tally chart of each of the activities.
5. Order them from the most to the least popular.
6. Talk to the class about how:
 - each of them enjoys a different variety of leisure activities; and
 - none of them is more acceptable than another.

Remind the pupils that we all have equal rights to our feelings and opinions.
7. As a class, agree the top five favourite activities.

Activity 2: How much is too much?

1. Divide the class into pairs or small groups. Allocate **one** of the favourite activities to each of them.
2. Ask the pairs/groups to identify the best aspects of their allocated activity. Then, ask them to imagine what the impact could be if this was the **only** activity that every person took part in.
3. Debrief as a class. Discuss how any activity can have negative effects if it gets out of our control.



Lesson 2: Self-Control: Feel-Good Hormones

Each activity
30 minutes

Learning Intentions

Pupils will:

- discover that our experiences cause our brains to produce chemicals and hormones that affect how we feel;
- learn that there are four types of brain signals, which are sometimes called our 'feel-good hormones';
- recognise that a balance of these 'feel-good hormones' promotes our wellbeing; and
- understand that making choices that create this balance is part of self-control.

What you need:

- *Resource 2: What Do You Know About Your Feel-Good Hormones?*
- Highlighters

Learning for Life and Work: Personal Development

Key Concept – Personal Health

Pupils should have opportunities to investigate the influences on physical and emotional/mental personal health.

Emotional Health and Wellbeing Framework

Key Aspect of Emotional Wellbeing – Self Control

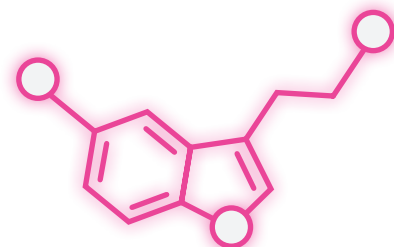


Activity 3: What Do You Know About Your Feel-Good Hormones?

1. Explain to the class that the brain produces hormones, chemicals and signals all the time in response to our experiences, which affect your whole body and wellbeing.
2. Give out *Resource 2: What Do You Know About Your Feel-Good Hormones?* and discuss the four 'feel-good hormones' as outlined in the Pupil Information section.
Please note: This is a simplification of much more complex scientific information.
3. Divide the pupils into small groups. Give each group a copy of *Resource 2: What Do You Know About Your Feel-Good Hormones?* and ask them to talk about the activities listed on it (the same ones listed on *Resource 1: Which Activities Do You Enjoy?*). Place ticks to show which 'feel-good hormone/s' are most likely to be triggered by them.
4. Debrief the activity as a class. Ask the pupils to record their findings on a collective sheet for future use. **Please note:** Brain chemistry is a complex area of scientific study, so there are no definitive correct answers here!

Activity 4: Are Your Feel-Good Hormones Balanced?

1. Give pupils time to reflect on their own favourite leisure activities.
2. Ask them to find the activities they enjoy on their resource sheet. They should highlight each one, continuing the highlight across all the 'feel-good hormones' columns and add up their feel-good hormones total at the bottom of each column.
3. Finally, ask them to indicate which 'feel-good hormone/s' they have too many of, and which they need more of. If they are balanced, they can tick the box.



Lesson 3: Motivation: Leisure and Money

Each activity
30 minutes

Learning Intentions

Pupils will:

- learn to differentiate between leisure activities that are free or cost very little, and those which cost money;
- realise that leisure activities that cost money are products;
- identify that gaming, gaming machines and lotteries are gambling products;
- understand that the use of the words 'playing' and 'games' are misleading, as these products are not games; and
- recognise that the wording used to describe a product is part of deliberate advertising.

What you need:

- *Resource 1: Which Activities Do You Enjoy?*
- *Resource 3: Is Your Leisure Activity a Product?*
- *Resource 4: Gaming, Gambling or Both?*
- A3 pages
- Scissors

Learning for Life and Work: Personal Development

Key Concept – Personal Health

Pupils should have opportunities to develop strategies to promote personal safety.

Emotional Health and Wellbeing Framework

Key Aspect of Emotional Wellbeing – Motivation

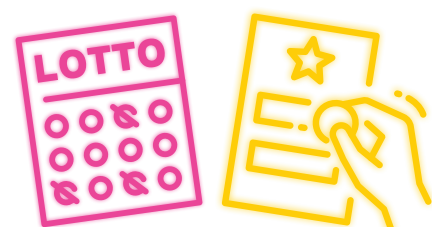


Activity 5: Do You Pay to Play?

1. Ask the pupils to get into pairs or small groups.
2. Give each a copy of *Resource 1: Which Activities Do You Enjoy?*, an A3 page, scissors, and drawing materials.
3. Ask the pupils to create Venn diagrams showing which leisure activities cost money, and which are free, or cost very little.
4. Debrief this activity as a class. The pupils will probably identify the activities that cost money as follows:
 - a. Watching sports
 - b. Playing the lottery
 - c. Online gaming
 - d. Listening to music
 - e. Playing gaming machines.

Activity 6: Is Your Leisure Activity a Product?

1. Divide the class into groups and give each a copy of *Resource 3: Is Your Leisure Activity a Product?*
2. Give them time to discuss and complete the resource before debriefing as a class.
3. Emphasise the importance of identifying when a leisure activity is being used to make money.
4. Highlight how vocabulary associated with games, fun, play and sports is deliberately chosen to describe gaming and gambling products and discuss why this might be.



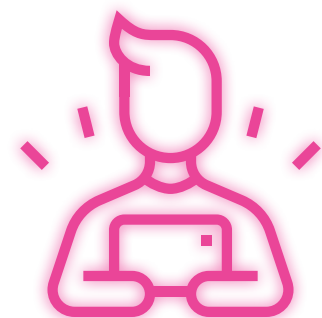
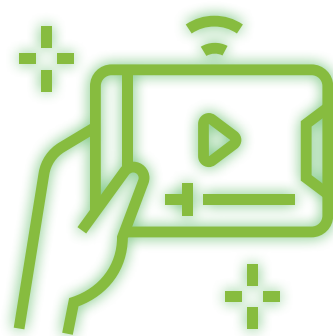
Lesson 3:

Motivation: Leisure and Money (Continued)

Each activity
30 minutes

Activity 7: Gaming, Gambling, or Both?

1. Discuss gambling with the class to find out what they know about it.
2. Give each pupil a copy of *Resource 4: Gaming, Gambling or Both?* Talk about its definition of gambling. Does this reflect what the pupils understand about gambling? Would they change it in any way?
3. Discuss the new image (scratch cards) and the fact that 'watching sports' from *Resource 1: Which Activities Do You Enjoy?* has now been replaced with 'sports betting' with the class.
4. Ask the pupils to get into pairs and label each of these images 'gambling', 'gaming' or 'both'.
5. Draw particular attention to specific elements of online gaming, such as loot boxes and skins. Discuss whether or not pupils can see that this is a type of gambling: they cost money, and there is no guarantee that the purchaser will get what they want or need as a result.



Lesson 4: Social: Advertising and Leisure

Each activity
30 minutes

Learning Intentions

Pupils will:

- know that there are external factors that can influence them when making choices;
- consider different types of influences and discuss which are trustworthy and which are not;
- realise that some people can unfortunately use what they know about brain responses and activities that we enjoy to make money, including some businesses; and
- appreciate the importance of being aware of this.

What you need:

- *Resource 5: What are the Differences between Physical Games and Virtual Gaming?*
- *Resource 6: What Advice Would You Give?*

Learning for Life and Work: Personal Development

Key Concept – Self Awareness

Pupils should have opportunities to explore the influences on young people.

Emotional Health and Wellbeing Framework

Key Aspect of Emotional Wellbeing – Social

Pupils will realise the importance of identifying those external influences who might profit from you acting against what is good for you.

Activity 8: Physical Games vs Virtual Gaming

1. Divide the class into pairs or small groups. Give each a copy of *Resource 5: What are the Differences between Physical Games and Virtual Gaming?*
2. Ask them to complete the resource sheet.
3. Debrief this part of the activity with the class. Stress how important it is to know:
 - who you are playing with;
 - what the rules are;
 - how much it should cost;
 - who has the power to decide what happens; and
 - when the game will stop.

Activity 9: What Advice Would You Give?

1. Give out *Resource 6: What Advice Would You Give?*
2. Ask the pupils to complete the activity (drawing up some advice for a younger child about keeping safe when playing games).
3. Highlight the importance of knowing when to stop, and being cautious about continuing to play if anything changes during play, for example, if rules change or costs increase.

☆☆☆
WIN 10
FREE SPINS!
☆☆☆

GAME
OVER

Lesson 5:

Resilience and Coping: Knowing Who to Trust

 Each activity
30 minutes

Learning Intentions

Pupils will:

- recognise that gaming and gambling products are designed to make money;
- realise that the gaming and gambling industries use knowledge about brain chemistry to keep us playing;
- understand that difficulty stopping playing games and gambling is not weakness; and
- know that they should check the source of information before they trust it.

What you need:

- *Resource 7: Can You Trust Yourself?*

Learning for Life and Work: Personal Development

Key Concept – Self Awareness

Pupils should have opportunities to explore the influences on young people.

Emotional Health and Wellbeing Framework

Key Aspect of Emotional Wellbeing – Resilience and Coping

Pupils will realise the importance of identifying those external influences who might profit from you acting against what is good for you.

Activity 10: Are Your Eyes and Ears Open?

1. As a class, watch [The Monkey Business Illusion](#). This clip shows how easy it is to be unaware of information that is actually right in front of you.
2. Give each pupil a copy of *Resource 7: Can You Trust Yourself?*
3. Ask the pupils to work in pairs or small groups to discuss and complete Part 2 of the resource sheet.



Activity 11: Who Do You Trust?

1. As a class discuss which, if any, of the sources of information the pupils find most and least trustworthy.
2. Identify some of the key determinants behind the trustworthiness of an information source. You might want to consider:
 - a. Did you ask for the information?
 - b. What do you know about the source of the information?
 - c. Was this a reliable source of information in the past?
 - d. Is the source of the information trying to make money from you?
 - e. Does the information encourage you to do something that you know to be good for you?
3. Stress the importance of questioning information that you receive and making sure that you can trust it before you accept it.