Trust Me

TEACHER Lesson plan 2

50-minute lesson plan to consolidate the learning from the Trust Me film

Delivering these lessons following the viewing of the Trust Me Film will enable young people to develop their knowledge about gambling harms and strengthen their capacity to make informed choices.

Teachers may find it useful to link the contents of these lessons to the [benchmarks for personal and social education](https://education.gov.scot/media/tbhpydja/hwbpersonalsocial-educationbenchmarkspdf.pdf). These can be particularly helpful when addressing the fact that awareness about gambling and gambling harm can further develop young people’s skills in dealing with risk taking behaviours.

Gambling is mentioned in the benchmarks for assessment for the Health and Wellbeing curriculum, where it is stated that the young person “weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling” (HBW 3). These lessons, however, are suitable for a range of ages and stages, and can be adapted easily through questioning and depth of discussion.

Finally, it is important to make sure that pupils are aware of any advice and support they can access if they are concerned about any of the issues in the Trust Me film or that will be explored in the lessons ahead.

### Lesson 2

In this lesson, pupils will explore Jack’s situation more deeply, unpacking why he gambles and what could help him stop. The class will examine how gambling relates to our own lives, develop an Empathy Map to understand Jack’s choices, and use their creativity to finish the story. There is an extension activity available following the activities, where pupils can use their new knowledge to design their very own harm reduction poster.

## Last ONE Standing

10 minutes.

Learning outcomes: To repeat learning from previous lessons, and to make connections with how gambling may relate to our own lives and circumstances.

Ask the class to stand up, then read out each statement below. Ask pupils to sit down if that statement doesn’t apply to them. The following statement will then be asked only to those still standing. For statements regarding their knowledge, ask some of those standing up to share.

Keep standing, if…

* + You can name 3 examples of gambling games that came up in *Trust Me*.
  + You think that there are young people in your school who gamble.
  + You have watched TV in the last 3 days.
  + You have seen a gambling advert in the last 3 days (on TV/on a billboard/online/…).
  + There is somewhere close to you where people can gamble.
  + You can name one harmful effect of gambling.
  + Know what a loot box is. (An in-game purchase with an uncertain reward)
  + You have ever played a video game or an app that had loot boxes in it.
  + You have never scratched a scratch card.
  + You know what to do if you or someone you know is experiencing gambling harm.
  + You have ever talked to someone about the risks or harms of gambling.
  + You remember how much money Jack lost at the bookies.

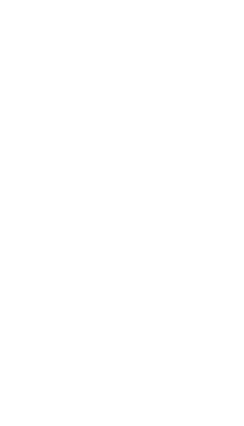
## Jack’s Cycle

20 minutes.

Learning outcomes: To explore in more detail what circumstances, events and choices can lead someone to develop harmful gambling behaviours, and what can be done to break the cycle.

By the end of the film, Jack is trapped in a cycle as he continues gambling to escape his problems caused by prior gambling. This activity helps explore what led him into this situation, as well as opportunities for breaking this cycle.

In pairs or groups, pupils should draw a large silhouette/outline of Jack followed by a big circle around it. Pupils will be adding words/thoughts to each area in stages (the circle, the silhouette, the area outside the circle) with reflection time in between.



1. Firstly, ask the class to answer the question: **What has led Jack to gamble, and to continue gambling?** (E.g. he can’t play football, he doesn’t like his job, he stole money from his friends and needs to pay them back, he keeps getting gambling offers on his phone, accessibility of gambling …)

Ask pupils to add their thoughts in **one colour** inside the circle around the silhouette.

1. Now, using **a second colour**, ask pupils to answer this question: **What is Jack feeling? What is he not sharing with others?** (E.g. he may feel out of control, stuck, depressed, anxious, helpless, guilty for stealing, under pressure for having to make decisions about his future, …)

Ask the pupils to add their thoughts inside Jack’s silhouette.

1. Now, ask the class to have a look at all the contributions in front of them. The many different aspects to Jack’s situation may make him feel overwhelmed and unable to act. Instead of trying to solve all his problems at once, ask the pupils to have a look at some of the individual answers and find examples of things Jack could do to improve this aspect of his situation.

**What could Jack do to improve his situation?** (E.g. talk to his friends about his feelings, install blocking software, try coaching football, find a job or a hobby he enjoys more, ask for help with managing his finances, …)

Ask the class to add their thoughts in **a third colour** to the outside of the circle.

## How will the story end?

30 minutes.

Learning outcomes: To use creativity to come up with harm reduction strategies.

Split up the class into teams of 4 or 5. Each team is now given 15 minutes to come up with a continuation of the story from the moment Jack is standing on the chair in the pub. Their story should be realistic to the characters, and end in a positive way. It should involve at least 3 characters from the film.

Each group then takes turns telling or acting out their story.

**Note:** If a group decides to finish the story by having Jack win the race and solve all his problems using the prize money, spend some time reflecting on how this would impact his gambling behaviour long-term. How likely is it that Jack will never gamble again? What would happen the next time he was in financial difficulties, was tempted by a notification on his phone, or a football game whose outcome he thought he could predict?

## Reminder

Remember make sure that pupils are aware of the where they can access support if they are concerned about any of the issues that were explored in the lesson.

### Extension activity

Pupils can individually or collaboratively develop a poster on gambling harm reduction to help consolidate learning from previous lessons and the Trust Me film.

## Harm Reduction Poster

Learning outcomes: To summarise the learning from each lesson, and to revisit avenues of support.

Design a poster on what advice we can give on:

* + How to reduce the risk of harm when gambling.
  + What to do if you, or someone you know, is experiencing harm from gambling.

Pupils can start this process by gathering ideas on a mind map individually or collaboratively. Ideas could then be sorted into headings or “sections” of the poster.

The poster could include GambleAware website (begambleaware.org) and the National Gambling Treatment Service Hotline (0808 8020 133). It could also include information on blocking software, and on who at the school the pupils could speak about gambling.

The young people may want to mention BigDeal.org.uk, a website designed for children and young people.

This will be a great resource to print out and hang up in the school or classroom, ensuring young people remember the key learnings from the lesson.

Reminder: please make sure that pupils are aware of where they can access support if they are concerned about any of the issues that were explored in the lesson.