Trust Me

youth work session two

90-minute session to facilitate in a face-to-face youth work setting.

### Session 2

In this session, participants will explore Jack’s situation more deeply, unpacking why he gambles and what could help him stop. The group will examine how gambling relates to our own lives, develop an Empathy Map to better understand Jack’s situation, and use their creativity to finish the story. The group will then work together to develop a poster on gambling harm reduction.

## Last ONE Standing

10 minutes.

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

Ask the group to stand up in a circle. As the facilitator, you will read out each statement (below), and ask participants 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.

Stay 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 you can gamble.
	+ You can name one harmful effect of gambling.
	+ Know what a loot box is.
	+ You have ever played a video game/app game 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

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. On a whiteboard/large sheet of paper, draw out Jack’s silhouette, as well as a big circle around it. Participants will add post-it notes to each area in stages (the circle, the silhouette, the area outside the circle) with reflection time in between.

1. Using post-it notes, ask the participants 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, easily accessible …)*

Ask participants to stick these post-it notes in the circle around Jack.

1. Now, using a different colour of post-it note, ask participants 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 participants to add these post-it notes into Jack’s silhouette.

1. Now, ask the participants to have a look at all the post-it notes 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 participants to have a look at some of the individual post-it notes 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, …)*

## How will the story end?

40 minutes.

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

Split up the group into teams of 3 or 4. 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 behavior 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?*

## Harm Reduction Poster

20 minutes.

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

Depending on group size, split the group or facilitate this activity in one big group.

**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.**

Start this process by gathering ideas on a mind map, asking all participants to contribute what should be included in the poster. Then, sort the ideas into headings or “sections” of the poster. You can then split up the group into smaller teams and ask each team to design one section, which can then be assembled to make up the poster.

Ensure that the poster includes the GambleAware website (begambleaware.org) and the National Gambling Treatment Service Hotline (0808 8020 133). It could also include information on blocking software, and on which staff members within your organization the young people can consult about gambling.

Participants may also want to include information about BigDeal.org.uk, a website designed for young people to provide information about gambling and support available.

This poster will be a great resource to hang up in your space, ensuring young people remember the key learnings from the session.