Trust Me

digital youth work session two

60-minute session to facilitate in a digital youth work setting.

**To facilitate this Action pack digitally, we have prepared a PowerPoint file, which you can download below.**

The session also makes use of the Zoom “Annotate” feature, which allows participants to add text and drawings to what is being shared on the screen. As host, you are able to remove any inappropriate contributions immediately.

**To enable this feature:**

* Visit the Zoom website
* Click on “Settings”
* Under “Annotate”, ensure this box is ticked: “Allow host and participants to use annotation tools to add information to shared screens.”

### 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 understand Jack’s choices, 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.

This activity is most effective without screensharing. As the facilitator, you will read out each statement (below), and ask participants to turn off their camera 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.

If some participants have their camera turned off anyway, ask them to “put their hand up” using the Zoom Reactions feature. Then, instead of turning their camera off, they can “take their hand down” if a statement doesn’t apply to them.

Keep your camera on, 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 or youth group 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.

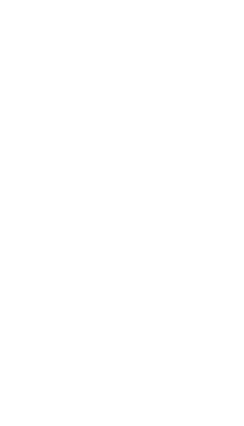
## Jack’s Cycle

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 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.

The PowerPoint slide for this activity shows a silhouette of Jack as well as a big circle around it. Using the Zoom “Annotate” feature, participants will add words/thoughts to each area in stages (the circle, the silhouette, the area outside the circle) with reflection time in between.



1. Using the “Annotate” feature, 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, accessibility of gambling …)*

Ask participants to add their thoughts in **black text** inside the circle around Jack.

1. Now, using **red text**, 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 their thoughts inside Jack’s silhouette.

1. Now, ask the participants 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 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, …)*

Ask the participants to add their thoughts in **white text** to the outside of the circle.

## How will the story end?

40 minutes.

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

Ask all participants to grab a sheet of paper and a pen. The young people will now be given 7 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.

Ask the young people to illustrate their story by drawing a story board or comic strip. Mute the video call for this time to give the young people some quiet time.

After the time is over, ask each person to share their story.

***Note:*** *If a young person 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?*

## Harm Reduction Poster

20 minutes.

Learning outcomes: To summarise the learning from previous sessions, 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.**

To co-produce this virtually you can use the Zoom whiteboard, or the collaboration platform Jamboard ([jamboard.google.com](http://www.jamboard.google.com)) where all participants can contribute pictures, text and drawings to a shared document.

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 should also include information on blocking software, and on which staff members within your organisation the young people can consult about gambling.

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