

BILLIE : Session One

50 minute sessions aimed at schools with activity extensions to suit longer sessions in youth work & community settings.

TIME:

 50 min

RESOURCES:



Pens

MATERIALS TO PRINT:



Statements Sheets
Billie's World Handout
Individual Impact of Gambling Handout

This session will provide an opportunity to reflect on the Billie film through discussion and teamwork. You will play an “Agree/Disagree” game to explore common misconceptions about gambling, examine the film characters’ world and how their communities are impacted by gambling, and challenge your young people to collaboratively assess how one’s thoughts and feeling might link to their gambling behaviours.

ACTIVITIES

- 1** AYE OR NAE
- 2** BILLIE'S WORLD
- 3** INDIVIDUAL IMPACT OF GAMBLING
- 4** SUPPORT AVAILABLE

AYE OR NAE

In this starter activity, we will think about events in the Billie film, share our opinions and unpack common misconceptions around gambling by opening up discussion.



TIME:
10 min



RESOURCES:
N/A



MATERIALS TO PRINT:
Statements Sheets for facilitator (optional)

METHOD

1

Select a few of the following 8 statements to read out to the group.

4

Each statement allows an opportunity to open up discussion around different elements of gambling. The statement sheets below provides examples of linked topics of conversation to further explore with participants.

2

Give participants the opportunity to agree or disagree with each statement. Based on your preference, they can do this by raising hands, picking a side of the room, standing up or sitting down to show their choice.

3

Ask participants to defend their choice.

- Why do they agree or disagree with this statement?
- What influences their decision?

Activity Extension (15 - 20 minutes):

Divide participants into 3 - 4 small groups. Give each group 10 minutes to explore one linked topic of their choice. Ask them to create either a comic strip or a simple art piece to share their findings with their peers.

AYE OR NAE

Statement Sheet 1

| Statements | Linked topics |
|--|---|
| <p>Lewis proves that gambling is an effective way to make lots of money quickly if you know what you're doing.</p> | <p>Concept of the house edge</p> <p>How odds work</p> |
| <p>Gambling on a regular basis can help improve your mood.</p> | <p>Dopamine and withdrawal</p> <p>Supporting your mental health</p> |
| <p>It's never too early to ask for help if you or someone you know is struggling with their gambling.</p> | <p>Supporting your mental health</p> <p>Where you can get help</p> |
| <p>You have to be in debt to experience harm from your gambling.</p> | <p>Relationship breakdown</p> <p>Impact on mental health</p> |

AYE OR NAE

Statement Sheet 2

| Statements | Linked topics |
|--|---|
| Grandad wins all the time because he is lucky. | <p>Secrets around losses</p> <p>How odds work</p> |
| Some people gamble because they have nothing else to do. | <p>Gambling premises and low socioeconomic areas</p> <p>Supporting your mental health</p> |
| People have to gamble for years to develop an addiction. | <p>Dopamine and withdrawal</p> <p>Design of gambling products</p> |
| Mum's gambling harmed Billie the most. | <p>Stigma of women who gamble</p> <p>Affected others</p> |

BILLIE'S WORLD

In the film, we meet and learn about Billie and her family. In this activity, we will create a clearer picture of her life. Using our knowledge of events in the film, we will map what, where and who is important to her.



TIME:
15 min



RESOURCES:
Pens and Handout



MATERIALS TO PRINT:
Billie's World Handout
(Double - Sided)

METHOD

1

Organise participants into groups of 3 or 4 and give them a copy of the double-sided Billie's World handout. Once participants are settled, read them the following directions.

4

Who are the people who are important to Billie?

- Turn to page 7 again, make a list of people who are important to Billie.
- Draw or label them onto the map.

2

What are Billie's interests?

- Make a list of what Billie might like to do on page 7.
- You may want to include what she was hoping to accomplish by her 16th Birthday.

3

Where does she go regularly?

- Draw a map of Billie's Town on page 6.
- You may want to include where Billie goes to school, runs errands and hangs out in her spare time.

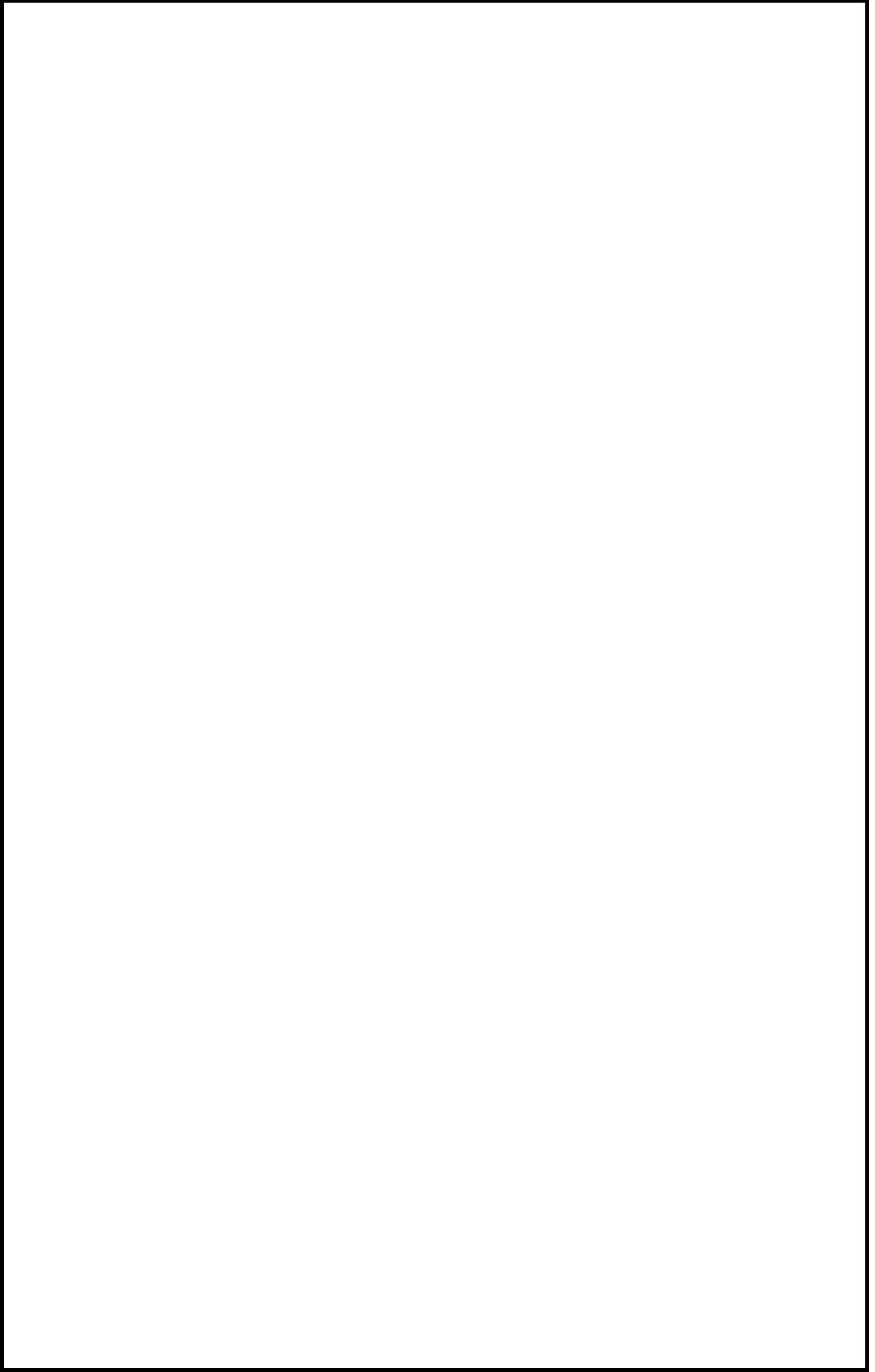
Activity Extension (15 - 20 minutes):

Give participants the opportunity to share their maps with other groups.

- How does this compare to their own local community?
- Where do the people important to them spend their time?
- What activities are available to them?
- Are there any gambling premises in their community?
- If so, how does it impact them?

BILLIE'S WORLD

MAP



BILLIE'S WORLD

IDEA GENERATION



LIST OF INTERESTS

PEOPLE OF IMPORTANCE

INDIVIDUAL IMPACT OF GAMBLING

In the film, we learn that Grandad, Lewis and Mum gamble. In this activity, we will explore how their thoughts and feelings about their lives impact their choices related to gambling.



TIME:
20 min



RESOURCES:
Pens and Handout



MATERIALS TO PRINT:
Character Sheets 1 -3
(Single - Sided)

METHOD

1 Divide participants into 3 groups, print one single sided copy of Character Sheets 1 - 3 to disperse around the room, and display the Graphic Organiser at the front of the room. Once participants are settled, read them the following directions.

2 Often we make decisions based on how we perceive the world and the emotions associated with them. For example, right now I might be thinking 'Today is going to be a very long day'. I perhaps have this thought because I am feeling distracted, have low levels of energy or sense a rumbling in my tummy. So what might my actions look like?

3 Give participants a chance to answer.
Possible outcomes: Get a snack or a drink, keep checking the clock, fall asleep, etc.

4 Now, I want you all to think about the gambling activities that Grandad, Mum and Lewis engage in.

- Why might they choose to engage in these activities?
- What motivations do they have
- What are their feelings around it?

5 Each group will get 5 minutes to think about each character. Discuss within your group, write down your thoughts and at the end of the 5 minutes I will ask you all to rotate onto the next character. At the end of the 15 minutes, we will come together to discuss our findings.

Use the chart on page 3 to fill in notes from the whole group discussion.

Activity Extension (15 - 20 minutes):

Include an extra rotation station by printing out a single-sided copy of Character Sheet 4. Participants can not only think about Billie's views on gambling but also her thoughts and feelings around other risk-taking behaviours and how that might affect her actions.

INDIVIDUAL IMPACT OF GAMBLING

GRAPHIC ORGANISER



| | Granddad | Mum | Lewis |
|----------|----------|-----|-------|
| Thoughts | | | |
| Feelings | | | |
| Actions | | | |

INDIVIDUAL IMPACT OF GAMBLING

CHARACTER SHEET 1



THOUGHTS

FEELINGS



ACTIONS

INDIVIDUAL IMPACT OF GAMBLING

CHARACTER SHEET 2



THOUGHTS

FEELINGS

Draw a picture of Mum.

A large, empty rectangular box with a black border, intended for a drawing. The text 'Draw a picture of Mum.' is written inside the box at the top left.

ACTIONS

INDIVIDUAL IMPACT OF GAMBLING

CHARACTER SHEET 3



THOUGHTS

FEELINGS



ACTIONS

INDIVIDUAL IMPACT OF GAMBLING

CHARACTER SHEET 4



WHAT ABOUT



?

SUPPORT AVAILABLE

The purpose of this activity is to wind down the session by talking about the avenues of support that are available to someone experiencing gambling harm, as well as to those around them.



TIME:
5 min



RESOURCES:
N/A



MATERIALS TO PRINT:
N/A

METHOD

1

Divide participants into small groups of 3 or 4. Alternatively, participants can work on this exercise individually.

2

Ask participants to think of avenues of support that are available to someone who is experiencing gambling harm, due to their own or someone else's gambling.

3

After giving participants 2-3 minutes to generate solutions, discuss them as a class.

4

Examples include:

- speaking to a friend, parent, teacher or youth worker
- visiting website for information (GambleAware.org);
- calling a helpline
- using a chat service
- self-exclusion from betting shops
- using blocking software for devices

Activity Extension (5 - 10 minutes):

What about mental health services? Where can someone go if they're worried about their own or someone else's mental health?

Examples include: speaking to a friend, parent, teacher or youth worker; Childline; Breathing Space; Place2Be; Papyrus.