

BILLIE : Session Two

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:



Cause and Effect Handout
Jarvie Family Relationships
Handout

In this session, participants will explore Billie's situation more deeply, unpacking how the impact of other people's gambling might affect our lives. The group will examine casual relationships amongst events in the film, develop an understanding of the different types of harms that individuals can experience from others' gambling and use their creativity to give the film a positive ending.

ACTIVITIES

- 1** CAUSE AND EFFECT
- 2** JARVIE FAMILY RELATIONSHIPS
- 3** HOW WILL THE STORY END?

CAUSE AND EFFECT

In this starter activity, we will recall events from the film and think about their impact on Billie and her family.



TIME:
10 min



RESOURCES:
Pens and Handout



MATERIALS TO PRINT:
Cause and Effect Handout
(Double - Sided)

METHOD

1

Organise participants into groups of 2 or 3 and give them a copy of the double-sided Cause and Effect handout. Once participants are settled, read them the following directions.

2

In this activity, you and your partner(s) will come across 6 scenes from the film. If the scene is in the Cause column, I would like your group to draw a picture (stick figures welcome) of what happens as a result of that event in the film. If the scene is in the Effect column, I would like your group to draw a picture of what happened to cause that event in the film.

3

To help you remember the film, I will describe each scene. I will briefly pause in between each descriptor to allow you and your group to complete the missing picture.

4

Sheet 1:

- The classroom teacher receives a serious and urgent call.
- Billie realises Lewis had no money for his taxi home or for their dinner.
- Lewis receives a text message about a poker game.

Sheet 2:

- Billie receives a text message from Auntie Janice who says she will no longer be helping out.
- Lewis is running down the street with a bloody nose.
- A distressed Billie is hiding behind the couch.

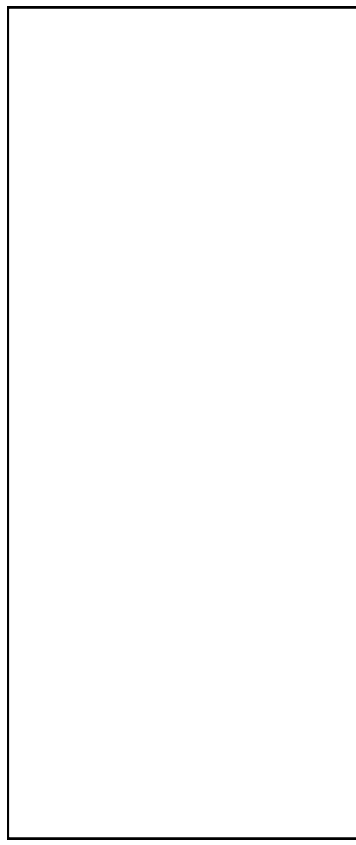
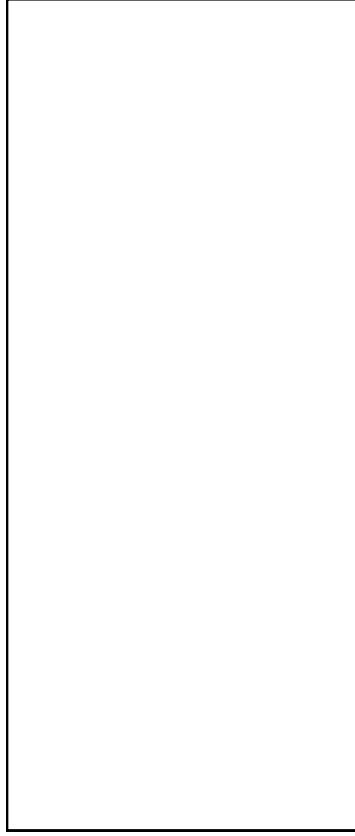
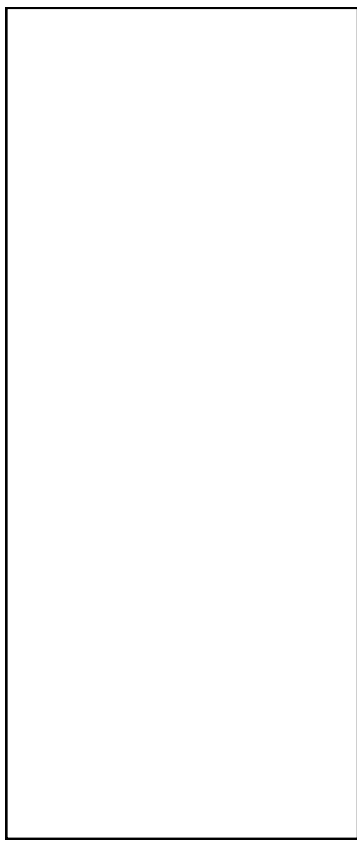
If participants feel uncomfortable with drawing encourage them to write a brief summary instead.

Activity Extension (10 minutes):

Combine the small teams into 2 larger groups. Encourage each group to discuss their findings and to share their drawings.

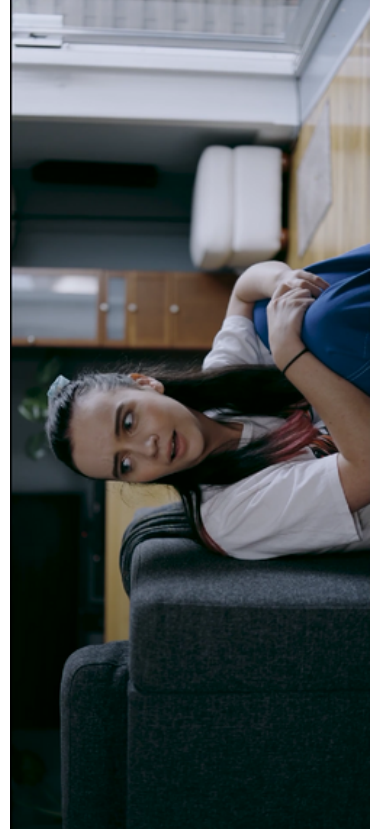
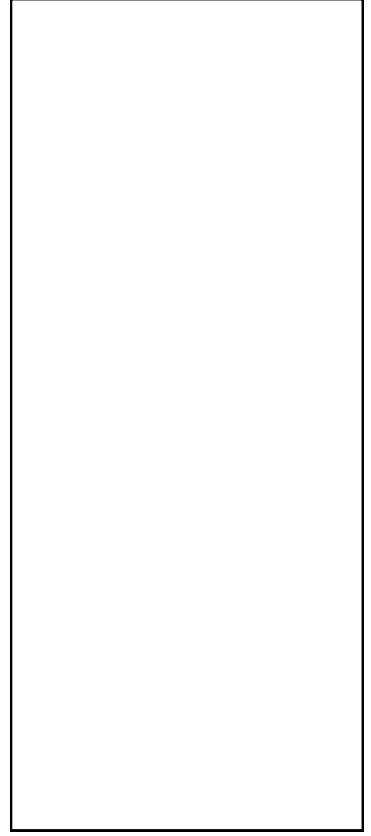
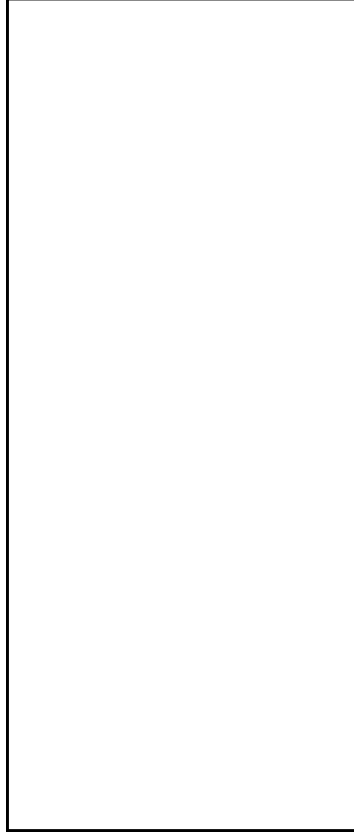
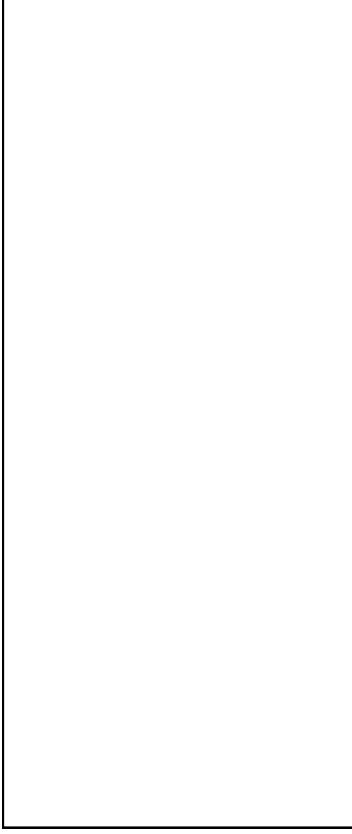
CAUSE AND EFFECT

SHEET 1



CAUSE AND EFFECT

SHEET 2



JARVIE FAMILY RELATIONSHIPS

In the film, we learn that although Billie does not gamble herself she is affected by the gambling of those around her. In this activity, we will examine how the gambling activities of Grandad, Mum and Lewis not only affects their own life but also the lives of their loved ones.



TIME:
20 min



RESOURCES:
Pens and Handout



MATERIALS TO PRINT:
Jarvie Family Relationships Handout

METHOD

1 Divide participants into groups of 4 and give them a copy of the Jarvie Family Relationships handout. Once participants are settled, read them the following directions.

2 In the UK, around 6 people are affected by one person's gambling. In this activity, we will spend some time thinking about how Grandad's, Mum's & Lewis's gambling all effects one another.

3 First, I want you all to think back to last week's activity called the Individual Impact of Gambling. Which gambling activities were Grandad, Mum and Lewis involved in? I want you to write down these activities in the blue sections of your sheet.

Give participants 5 minutes to complete this.

4 Now I want you to think about the impact of Mum's gambling on Lewis & Lewis's gambling on mum. Find the overlapping peach space on the Venn Diagram and write how their gambling might have impacted each other.

After 2 minutes: Do the same thing for the other two sections that looks at Lewis & Grandad's relationship and Mum's & Grandad's relationship.

Give participants 5 minutes to complete this.

5 Lastly, I want you all to jot down how the gambling of all 3 has impacted Billie.

Give participants 3 minutes to complete this.

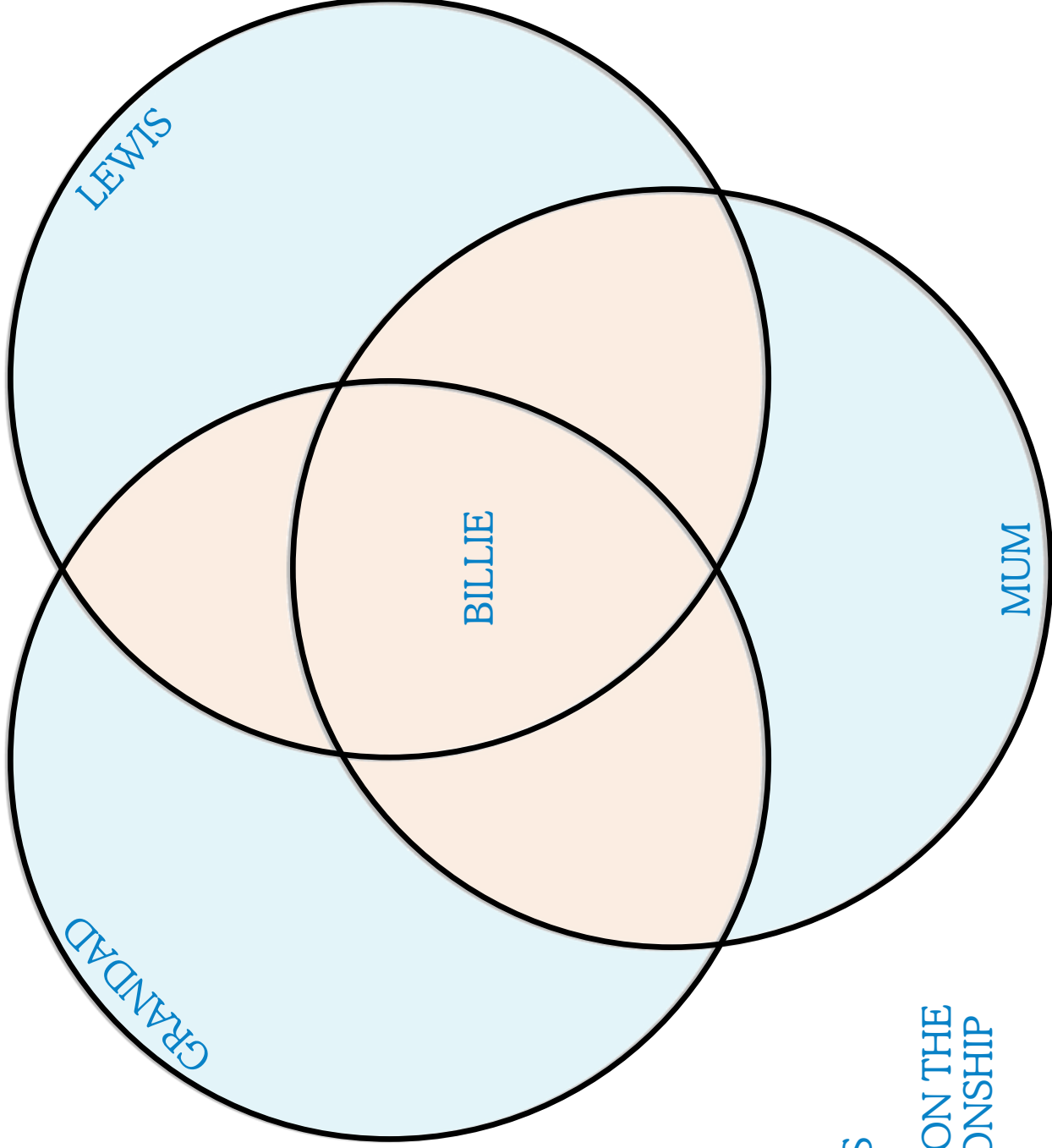
Use the remaining 5 minutes to discuss as a whole group.

Activity Extension (10 - 15 minutes):

Split the class up into 4 groups. Give each group one risk taking behaviour: Alcohol, Drugs, Vaping and Smoking. Have them discuss how those risk taking behaviours might impact those around them.

JARVIE FAMILY RELATIONSHIPS

VENN DIAGRAM



- ACTIONS
- IMPACT ON THE RELATIONSHIP

HOW WILL THE STORY END?

The film Billie ends on a cliff-hanger. In this activity, we will write our own ending as a way to explore and share strategies to help reduce the harm if one chooses to gamble.



TIME:
20 min



RESOURCES:
Pens



MATERIALS TO PRINT:
N/A

METHOD

1

Organise the participants into 3 or 4 groups. Each team is now given 10 minutes to come up with a continuation of the story from the end of the film.

2

This can take place from either the moment Billie hears the second knock at the door or from some point in the future.

3

Each group's story should :

- set the scene
- include 3 characters from the film
- be realistic to their circumstances
- end in a positive way.

4

If the young people need guidance, you can share the following prompts.

- Did things get better for Billie? How?
- What happened to Lewis, Dad, Mum, Grandad?
- Were any harm reduction strategies put into place?

At the end of the planning time, each team will take turns telling their story.

Activity Extension (15 - 20 minutes):

Instead of having participants tell their story, give each group an extra 10 minutes to create a script.

Have each team trade their script with another team and act out their new script.