

## ACTIVITY 6 The Image 1 (40 minutes)

*In this activity and in Activities 7 and 8, students consider different images and stereotypes used in media (advertisements, films, music) and how they condition our thoughts and perceptions about gambling.*

### Preparation

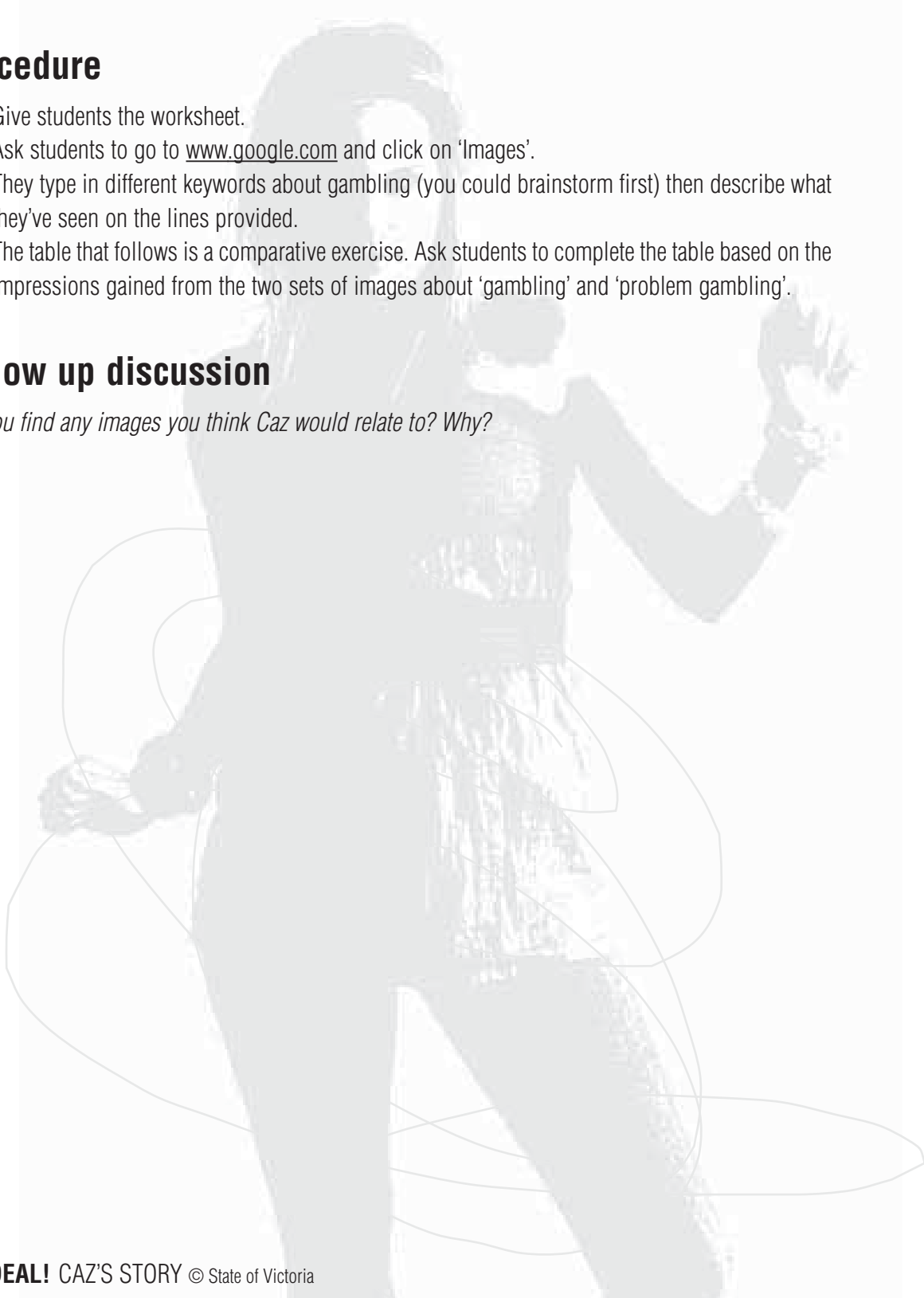
- Photocopy the **The Image 1** worksheet for each student.
- Students will need to use the Internet for this activity.
- Give students access to dictionaries.

### Procedure

- Give students the worksheet.
- Ask students to go to [www.google.com](http://www.google.com) and click on 'Images'.
- They type in different keywords about gambling (you could brainstorm first) then describe what they've seen on the lines provided.
- The table that follows is a comparative exercise. Ask students to complete the table based on the impressions gained from the two sets of images about 'gambling' and 'problem gambling'.

### Follow up discussion

*Did you find any images you think Caz would relate to? Why?*



# The Image 1

Go to [www.google.com](http://www.google.com) and click on Images. Type in various keywords about gambling. Try these:

**casino**

**Las Vegas lights**

**poker**

**Crown Casino**

**horse racing**

**lottery**

Write some adjectives to describe what you see – positive and negative. Look at the example.

**Keyword:** Las Vegas lights

**Description:** mesmerising, spectacular, dazzling, glittering, flashy, overpowering, exciting, unreal, overdone, hypnotising, inviting

**Keyword:** \_\_\_\_\_

**Description:** \_\_\_\_\_

**Keyword:** \_\_\_\_\_

**Description:** \_\_\_\_\_

**Keyword:** \_\_\_\_\_

**Description:** \_\_\_\_\_

Now type in the keywords 'gambling' and 'problem gambling' and look at the pictures.

Compare the results – write your ideas in the table below.

<b>Gambling pictures</b>	<b>Problem gambling pictures</b>
<ul style="list-style-type: none"><li>• Excited, happy people</li><li>• Glitzy images / no negative images</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Down and out people</li><li>• Real life situations / negative images</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

## ACTIVITY 7 The Image 2 (20 minutes)

*This activity continues the exploration of the effect of gambling images in the media.*

### Preparation

- Photocopy the **The Image 2** worksheet for each student.(4pp)

### Procedure

- Distribute the worksheet to students.
- Students choose one of the pictures, write the number of the picture at the top of their worksheet, and answer the questions.  
(Pictures: 1. Footy Tipping 2 & 3. Casino table gaming 4. Pokies)

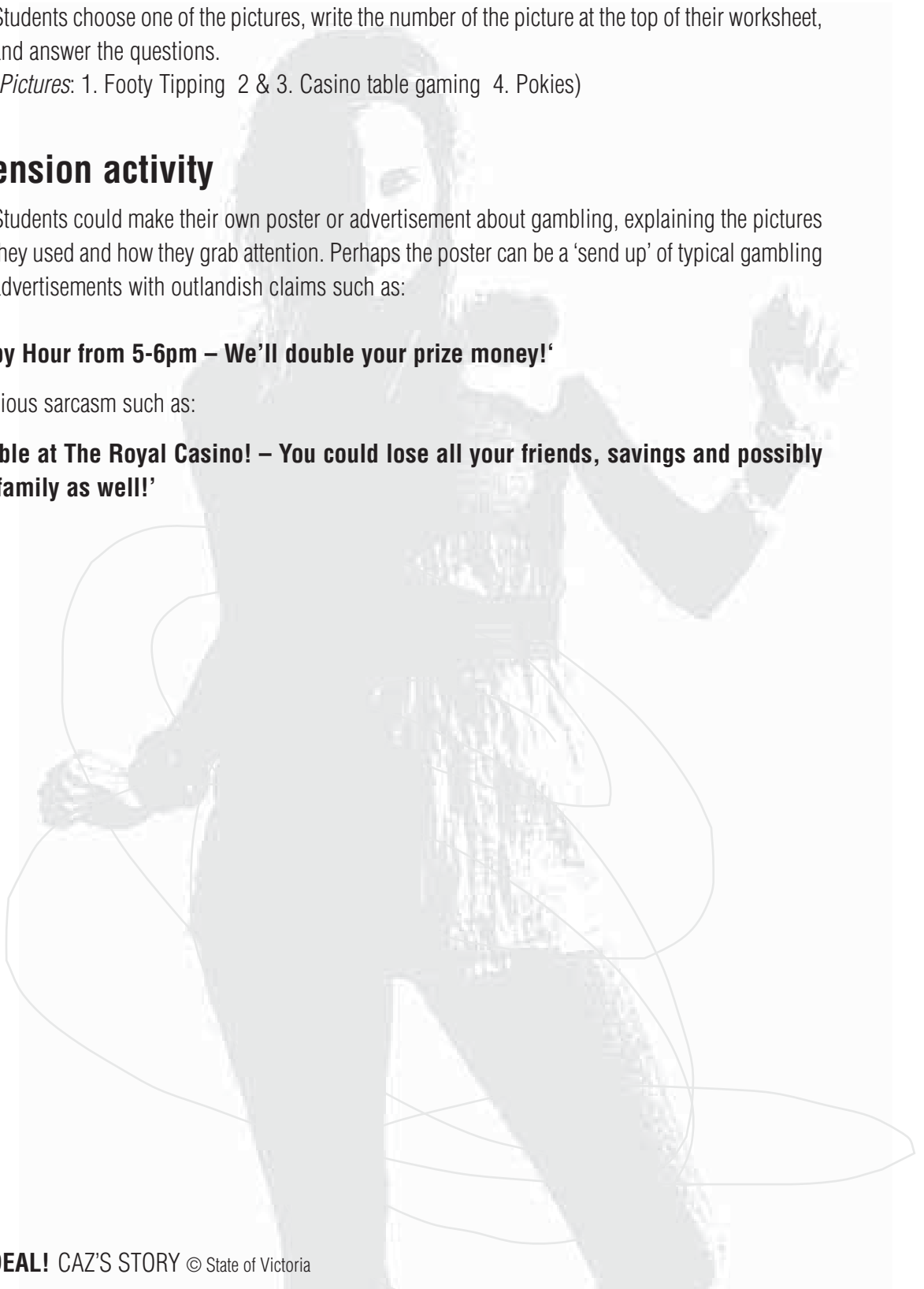
### Extension activity

- Students could make their own poster or advertisement about gambling, explaining the pictures they used and how they grab attention. Perhaps the poster can be a 'send up' of typical gambling advertisements with outlandish claims such as:

**'Happy Hour from 5-6pm – We'll double your prize money!'**

or obvious sarcasm such as:

**'Gamble at The Royal Casino! – You could lose all your friends, savings and possibly your family as well!'**



## The Image 2

Choose one of the following images, and answer the questions.

1.



2.



## The Image 2

3.



4.



## The Image 2

Answer the following questions.

Picture No. \_\_\_\_\_

1. What are the types of gambling shown in the picture?

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2. What are some of the emotions shown in this picture?

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3. What do the people look like? What is their clothing like? What are they doing?

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4. Is there anything negative about gambling in the picture?

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5. What effects are used? (colours, lights etc.) Why are they there?

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6. Can you relate to the people or situations in the picture? Why / Why not?

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7. What does the picture want you to feel about gambling?

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8. Make a slogan for the picture, for example – 'Gambling at The Royal Casino will make you feel elite', or 'If you play the lottery all your dreams could come true'.

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## ACTIVITY 8 The Image 3 (30 minutes)

This cloze and discussion activity is a follow up to Activities 6 and 7. It reflects on images about gambling in other media such as popular film and music.

### 1. CLOZE ACTIVITY

#### Preparation

- Photocopy the **The Image 3** worksheet for each student.

#### Procedure

- Students read the information on the worksheet and complete the cloze activity.
- Ask students to think about movies or music clips they have seen with images about gambling, and discuss.

*What does the movie or music clip say about gambling?*

*What pictures or actions does it use to give you this idea?*

### 2. DISCUSSION ACTIVITY

#### Preparation

- Download and print the song lyrics from **Gambler's Roll** by the **Allman Brothers Band** from [www.absolutelyrics.com](http://www.absolutelyrics.com) To do this, type Gambler's Roll in the search box and click **Go** (NB: this website allows printing and use of lyrics for educational purposes.)
- Photocopy the lyrics for the students or present as an OHT.

#### Procedure

- Read and discuss the lyrics.  
*What is the meaning of the title?*  
*What do the lyrics say about gambling?*
- Discuss the following metaphors in the lyrics. What do they mean?

*You know the gambler he rides. . . .rides on a fool's train*

*But his luck will change. . . .time takes its toll.*

*(She) Gained her freedom but lost her soul on a gambler's roll.*

## The Image 3

Use the words in the box to fill in the gaps in the passage.

<b>imagery</b>	<b>glamour</b>	<b>media</b>
<b>influence</b>	<b>exposed</b>	<b>perspective</b>

Teenagers are \_\_\_\_\_ to gambling almost every day. This happens through the \_\_\_\_\_, television ads, newspapers, using the home computer or even walking into shops.

In films and music we are constantly presented with different images about gambling. There are a lot of movies about gambling and gamblers showing the \_\_\_\_\_ and glitz, corruption, and winning or losing. Recent films such as James Bond's *Casino Royale*, classics like *Casablanca* or *Phar Lap*, mafia films or other films like *Croupier* or *Owning Mahoney* all \_\_\_\_\_ our \_\_\_\_\_ about gambling and how it makes us feel.

Even in music clips, *Gangsta Rap* clips for example, there is often \_\_\_\_\_ referring to the band's success with girls, gold, throwing dice or card games or business deals.

## ACTIVITY 9 Keep it in the hood (20 minutes)

*This activity will help students to identify alternative recreational activities in their local community. It entails a search of local newspapers, phone books and the Internet.*

### Preparation

- Bring copies of local newspapers, phonebooks and arrange access to the Internet.
- Photocopy the **Keep it in the hood** worksheet for each student.

### Procedure

#### 1. Pre-discussion – What do you know about your area?

*Does your local community provide any of the following? Give examples.*

- Music / entertainment facilities
- Leisure and sport centres
- Outdoor activities
- Places to visit
- Parks and skate parks
- Special interest classes, groups or clubs (e.g. dance, languages, musical instruments, photography, art and craft)

*Can you suggest any other recreational activities in your local area?*

#### 2. Research task and survey

- Ask students how they find out about recreational activities in their local area. Write their responses on the board. eg local phonebook, schools, learning centres, TAFE or evening colleges, youth or community centre, sporting complex, newspapers, local newspaper, special interest newspapers and magazines, community noticeboard, internet, local council, street zines, blogs, notices, postcards and flyers in cafes and shops, street posters on telegraph poles.
- Give students a copy of the **Keep it in the hood** worksheet. Ask them to use the Internet, newspapers etc to research four things the local community provides in terms of recreation and fill in the worksheet .
- In the survey that follows, ask students to write their own thoughts and opinions, then interview someone else (preferably someone outside their normal social group, so that their answers are more likely to differ).

### Extension activity

- Have a discussion or debate on the following issue:

A lot of pubs are removing pool tables and live music areas to make way for poker machines because they bring more revenue.

*Are the pokies changing Australian pub culture?*

*Have pokies killed pubs and live music?*

# Keep it in the hood

## Research task

Scan your local phonebook, newspapers and the Internet for information about activities you can do in your local area. List four things you didn't know about.

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## Recreation survey

Do the survey yourself then interview a classmate. What can you do in your local area?

SURVEY	You	A classmate
What do you like to do in your spare time? Where do you and your friends like to hang out?		
What do you do to make yourself feel happy, escape boredom or keep busy?		
Are there any activities that the local community needs or needs to have more of?		

## ACTIVITY 10 Coping? No Worries! (40 minutes)

*This three part activity encourages students to reflect on stressful situations and look at ways to cope. It analyses the feelings associated with major life stresses and ways of helping friends who are experiencing them.*

### Preparation

- There are three worksheets for this activity. Photocopy each one for the students.
- Provide dictionaries for Worksheet 2.

### Procedure

#### Worksheet 1. Life stresses

- Students read through the situations rank them by themselves according to their own feelings.
- Perhaps do a tally of all the members of your class or just discuss answers for 'the most' and 'the least'. This is individual and personal. However if you chose to do a tally the class would probably discover similarities.
- Students then brainstorm other life stresses (apart from those listed) and note them down.

Key questions for brainstorm:

*What are some stresses between people in relationships or in families?*

*What are some stresses related to events?*

*What are some fears and thoughts people might have?*

#### Worksheet 2. Helping friends

- Tell students that all the words in the box describe how people can feel when they go through a major life stress.
- Use a dictionary to check the meaning of unfamiliar words.
- Ask students to circle the feelings Caz might have had when her parents separated.
- Students then do the Do/Don't quiz.

Answers:

1. Do 2. Don't 3. Do 4. Do 5. Don't 6. Do 7. Do 8. Don't 9. Don't 10. Do 11. Do.

#### Worksheet 3. Ways to cope

- Take time to do the discussion before starting the activity. Get students to brainstorm for Caz and what she could have done when her parents separated.
- You could ask students to consider each coping strategy for Caz's situation or you could just get them to choose the best five.

**Note:** Some examples of key stresses which young people face that can change their lives:

Serious accidents, loss of a possession or animal, pregnancy, conflict with friends or family, relationship break-up, being in a foreign country, harassment, moving to a new area, parental unemployment or work stress, family splitting or blending, body image and changes, leaving school, suicide attempts, assault, theft, witnessing or being involved in physical violence, natural disasters, sexuality issues, money, the law or police, housing.

# Coping? No worries! <sup>1</sup> Life stresses

*There are some things that worry us more than others. Below is a list of things that could cause you stress.*

*Write these in order from your biggest stress to the thing that stresses you the least.*

Possible stress situations	What makes you worry?
School work	<b>The most</b>
School	_____
Family	_____
Own future	_____
Friends	_____
Opposite sex / Relationships	_____
Appearance / Image	_____
Work	_____
Money	_____
Sport	_____
Health	_____
Self-esteem	_____
	<b>The least</b>

For Caz, earlier events in her life were difficult. She spoke a little about her parents' separation and the lack of support when it happened.

**“My Dad left when I was 12....Mum didn't handle the split very well...I guess I've been unhappy about the fallout from when Dad left. Mum was all I had and she really fell apart when I needed her.”**

There are many big events in our lives that may become major life stresses. For example: the death of a friend or relative, a serious illness (yourself or others) or a change of school.

Can you think of some more major life stresses? Brainstorm with your teacher. Write the ideas from the brainstorm below.

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## Coping? No worries! 2

### Helping friends

All the words in the box below describe how stress can feel and what happens to you. The feeling may come straight away, or it could come later.

Read through them and use a dictionary to check the meaning of words. Circle the ones you think Caz experienced when her Dad left.



It usually helps to talk to someone about your problems or how you feel. What would you do if a friend or family member came to you? Here's some advice. Fill in **Do** or **Don't**.

1. **Do** listen carefully.
2. \_\_\_\_\_ allow privacy and space.
3. \_\_\_\_\_ avoid them or avoid talking about it.
4. \_\_\_\_\_ offer support – even if you haven't been asked for it.
5. \_\_\_\_\_ help with everyday tasks – carrying things, cleaning, study, family matters.
6. \_\_\_\_\_ tell them it was lucky it wasn't worse or minimise their feelings.
7. \_\_\_\_\_ tell them you're sorry that event occurred and want to help.
8. \_\_\_\_\_ give them reassurance that they are safe.
9. \_\_\_\_\_ give unrealistic or unachievable advice.
10. \_\_\_\_\_ take their anger, resentment or other feelings personally.
11. \_\_\_\_\_ send a card, talk to them on the phone or give them a hug.
12. \_\_\_\_\_ advise to see a professional if the stress is severe or lasts for a long time.

## Coping? No worries! 3 Ways to cope

For Caz, gambling helped her forget her problems. It was entertainment. It made her feel good. It gave her a buzz. But gambling can be dangerous!

### **Discuss:**

How was Caz's gambling making things worse for her future? What could Caz have done to cope when her parents separated?

*Here are some ideas for dealing with life stress. Tick ones you think would have helped Caz.*

- Keep to your normal schedule as much as you can.
- Focus on something enjoyable.
- Talk to people you feel close to and to others who have had a similar experience.
- Try to describe your feelings and thoughts as they happen. Don't bottle them up!
- Write a diary, story, song, or letter to a person involved - you don't have to send it!
- Make a collection of photographs or reminders of special moments and memories.
- Problem solve! What can be done to change or improve things now? Try a new angle.
- Keep in touch with friends and family.
- Ask someone to keep you company or look after someone else.
- Try to rest more than you normally do.
- Allow time for things to settle down and become less painful. Don't fight your feelings.
- Accept your own feelings and reactions. Don't feel over-responsible.
- Be optimistic. Focus on positives even if they're small. It doesn't mean everything in your life is negative.
- Accept ups and downs in life. There are some things you can't change. Everybody experiences difficult times.
- Put it in perspective. How will you be in 5 years time? Will it be as important?
- See a funny side. Use humour to reduce tension and give you energy. Smile.
- Think of metaphors and images to make you feel stronger, in control or positive.
- Eat good food even if you're not hungry.
- Do physical exercise or walk and try relaxation exercises.
- Seek professional help if you feel helpless, alone or if the pain is severe or lasting.

## ACTIVITY 11 Coping? No Worries! card game (30 minutes)

*This group activity provides practice in applying the range of coping strategies learnt in the previous activity **Coping? No Worries!***

### Preparation

- Photocopy a set of the **Coping? No Worries!** cards for each group and cut them out.

### Procedure

- Players (4-5 people) sit on chairs arranged in a circle.
- Students take turns to draw a card and read out the problem.
- Students work together to brainstorm solutions.



# Coping? No worries!

Card game



## Coping? No worries!

Your parents have decided to divorce.  
Your father has moved out and your mother isn't functioning.  
You feel alone.  
You think your family can't help you.

Think of a range of strategies to cope with this situation.  
Choose the best five.

## Coping? No worries!

Your boyfriend or girlfriend has just broken up with you.  
This time it's for good!

Be optimistic.  
What can you tell yourself? Be gentle!  
Try to focus on the positives.

## Coping? No worries!

You have to move to a new area.  
You're worried about making new friends.

Make five positive self-talk statements to give you confidence  
and help you relax on your first day at your new school.  
Think of ones to help you if you feel left out or lonely.

e.g: Making new friends will be great - I could meet someone interesting.



TRAINER  
RESOURCE

# Coping? No worries!

Card game



## Coping? No worries!

You're always thinking about your image.  
You often worry about your popularity and your body changes.

What are some examples of negative self – talk? Give five examples.

e.g. criticising – I'm too fat

What are five things you can tell yourself to feel good about yourself?

e.g. I look okay as I am.

## Coping? No worries!

You feel pretty miserable!  
You were dropped from your local soccer team  
and you've flunked your Maths test.  
On top of that, you've got no money to buy lunch.

Try to make jokes about your situation. Say five funny things about your week.

e.g: I feel like I'm dodging bullets! At least...

## Coping? No worries!

Caz feels so alone.  
None of her friends want to talk to her  
because she told them lies and borrowed money but didn't pay it back.  
She's realised she hasn't been a good friend.

Give Caz some advice about how to cope  
and which strategies to use.



# Coping? No worries!

Card game



## Coping? No worries!

You've been in an accident and are out of action for a few weeks.

Think of mental pictures you can use to:

Make you feel better about yourself.

Make you feel stronger and able to fight, not helpless.

Be optimistic about your situation and feel calmer.

(e.g: the winner of a race with a trophy, a swan on a calm lake)



TRAINER  
RESOURCE

## ACTIVITY 12 Reflections (15 minutes)

*The aim of this final activity is to encourage students to reflect on what they have learnt from Caz's story.*

### Preparation

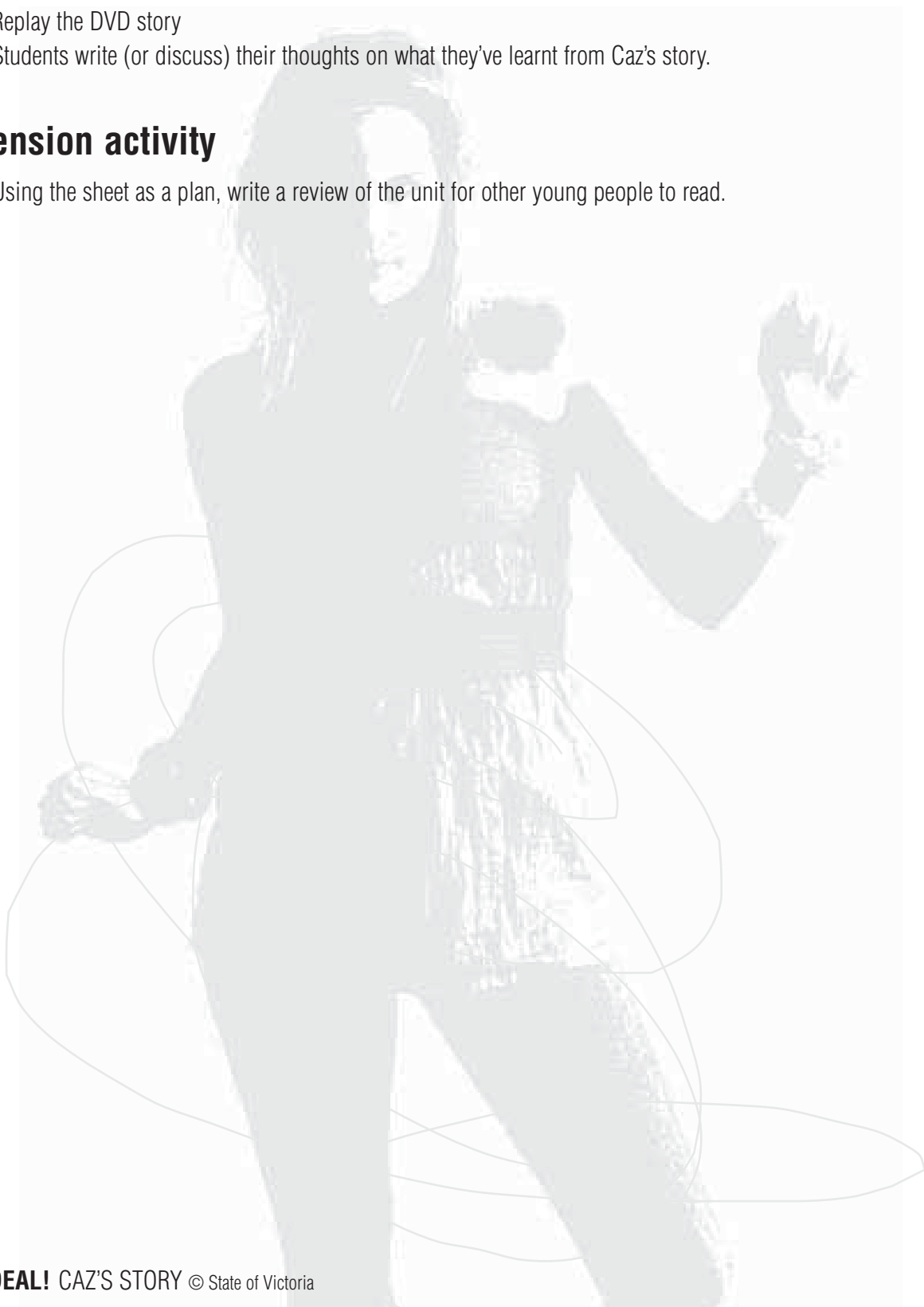
- Photocopy the **Reflections** worksheet for each student.

### Procedure

- Replay the DVD story
- Students write (or discuss) their thoughts on what they've learnt from Caz's story.

### Extension activity

- Using the sheet as a plan, write a review of the unit for other young people to read.



# Reflections



1. What did you like most about this unit? \_\_\_\_\_

2. What did you learn about...?

*Different ways that gambling can affect a person's life:* \_\_\_\_\_

\_\_\_\_\_

*Future consequences of gambling:* \_\_\_\_\_

\_\_\_\_\_

*Identifying problem gambling behaviour:* \_\_\_\_\_

\_\_\_\_\_

*Images about gambling:* \_\_\_\_\_

\_\_\_\_\_

*Activities in your local area:* \_\_\_\_\_

\_\_\_\_\_

*Stresses and coping:* \_\_\_\_\_

\_\_\_\_\_

3. Write one thing (or more) that you learnt in this unit that surprised you. \_\_\_\_\_

\_\_\_\_\_

4. What do you think you'll remember most about this unit? \_\_\_\_\_

\_\_\_\_\_



# Matt's story

## ***DVD story***

Matt is 16 and lives with his parents out in the sticks. He's left school without finishing Year 10. Matt's Dad, Huey, is a hardened gambler whose bad moods affect the whole family whenever he loses.

Most days, Matt relies on his parents to give him a lift on their way to and from the nearest Tabaret. He spends most of his time playing Gameboy and hanging out with older friends.

Matt happily bonds with Huey over horse betting. When Matt's horse comes in, he wins his father's approval.

Eventually Matt discovers that, because of his father's gambling, his parents had to give up a house that they were actually buying. When Matt begins to think about how gambling has affected his family, he opts not to follow his parents' lifestyle. He decides to go back to school.

## ***Objectives***

Students will:

- identify areas in one's family and social life that are favourable or that could be improved
- learn the meaning of resilience and practise resilience building strategies.

## ***Activities***

There are eight activities in this unit. Please select those that are most suitable for your learners, given the available time.

## ***Support materials for Matt's story***

The following information sheets from the *Gpack* (see Further resources in *About this resource*) are particularly relevant to **Matt's story** and may provide a source of further activities.

- Why do people develop problems with gambling?
- When a parent has a gambling problem

# Matt's story

## Alignment of activities to VCAL and CGEA (new)

Activity	VCAL Level/Unit/Learning Outcome	CGEA Level/Unit
1. The DVD story	<p><b>Foundation - Oral Communication</b> L01 Oracy for Knowledge</p> <p><b>Foundation - Oral Communication</b> L03 Oracy for Exploring Issues and Problem Solving</p>	<p><b>Certificate I</b> VBQU132 Engage with texts of limited complexity for personal purposes</p>
2. Ripples	<p><b>Foundation - Oral Communication</b> L03 Oracy for Exploring Issues and Problem Solving</p>	<p><i>Does not align with any particular CGEA unit</i></p>
3. Job profile: Liam Rollins – Croupier at Grand Casino	<p><b>Foundation - Reading and Writing</b> L07 Reading for Knowledge</p>	<p><b>Certificate I</b> VBQU132 Engage with texts of limited complexity for personal purposes</p>
4. Family, friends and feelings	<p><b>Foundation - Oral Communication</b> L03 Oracy for Exploring Issues and Problem Solving</p>	<p><i>Does not align with any particular CGEA unit</i></p>
5. Who shows resilience?	<p><b>Foundation - Oral Communication</b> L03 Oracy for Exploring Issues and Problem Solving</p> <p><b>Foundation - Personal Development Skills Unit 1</b> L02 Solve problems specific to an established goal</p>	<p><b>Certificate I</b> PUATEA001A Work in a team</p>
6. Building resilience	<p><b>Foundation - Oral Communication</b> L03 Oracy for Exploring Issues and Problem Solving</p> <p><b>Foundation - Personal Development Skills Unit 1</b> L02 Solve problems specific to an established goal</p>	<p><i>Does not align with any particular CGEA unit</i></p>

# Matt's story

Activity	VCAL Level/Unit/Learning Outcome	CGEA Level/Unit
7. Nipping it in the bud	<p><b>Foundation - Reading and Writing</b> L07 Reading for Knowledge</p>	<p><b>Certificate I</b> VBQU132 Engage with texts of limited complexity for personal purposes</p>
8. Reflections	<p><b>Foundation - Reading and Writing</b> L03 Writing for Knowledge</p>	<p><b>Certificate I</b> VBQU136 Create texts of limited complexity for personal purposes</p>
Overall	<p><b>Foundation - Personal Development Skills Unit 1</b> L02 Solve problems specific to an established goal  <b>Foundation - Personal Development Skills Unit 1</b> L03 Demonstrate knowledge specific to an established goal  <b>Foundation - Personal Development Skills Unit 1</b> L05 Demonstrate team work skills</p>	<p><b>Certificate I</b> PUATEA001A Work in a team</p>

## ACTIVITY 1 The DVD story (20 minutes)

*This activity encourages students to reflect on and discuss what they have seen in the DVD story.*

### Preparation

- Photocopy **The DVD story** worksheet for each student.

### Procedure

- Watch the DVD of Matt's story with the students.
- After watching, ask students to fill in their answers on the worksheet.
- They then discuss Matt's story using worksheet questions as prompts.



## The DVD story



**Matt**



**Huey**



**Moira**

1. Matt's living situation is \_\_\_\_\_  
\_\_\_\_\_
2. Huey gambles on \_\_\_\_\_  
\_\_\_\_\_
3. How do you think Moira feels about Huey's gambling?  
\_\_\_\_\_
4. How does Huey's gambling affect the family?  
\_\_\_\_\_  
\_\_\_\_\_
5. What does Matt know by the end of the story?  
\_\_\_\_\_
6. How does Matt feel about going back to school?  
\_\_\_\_\_  
\_\_\_\_\_
7. What do you think Matt will be doing in five years time?  
\_\_\_\_\_  
\_\_\_\_\_
8. Who did you relate to most in the story? Why? \_\_\_\_\_

## ACTIVITY 2 Ripples (20 minutes)

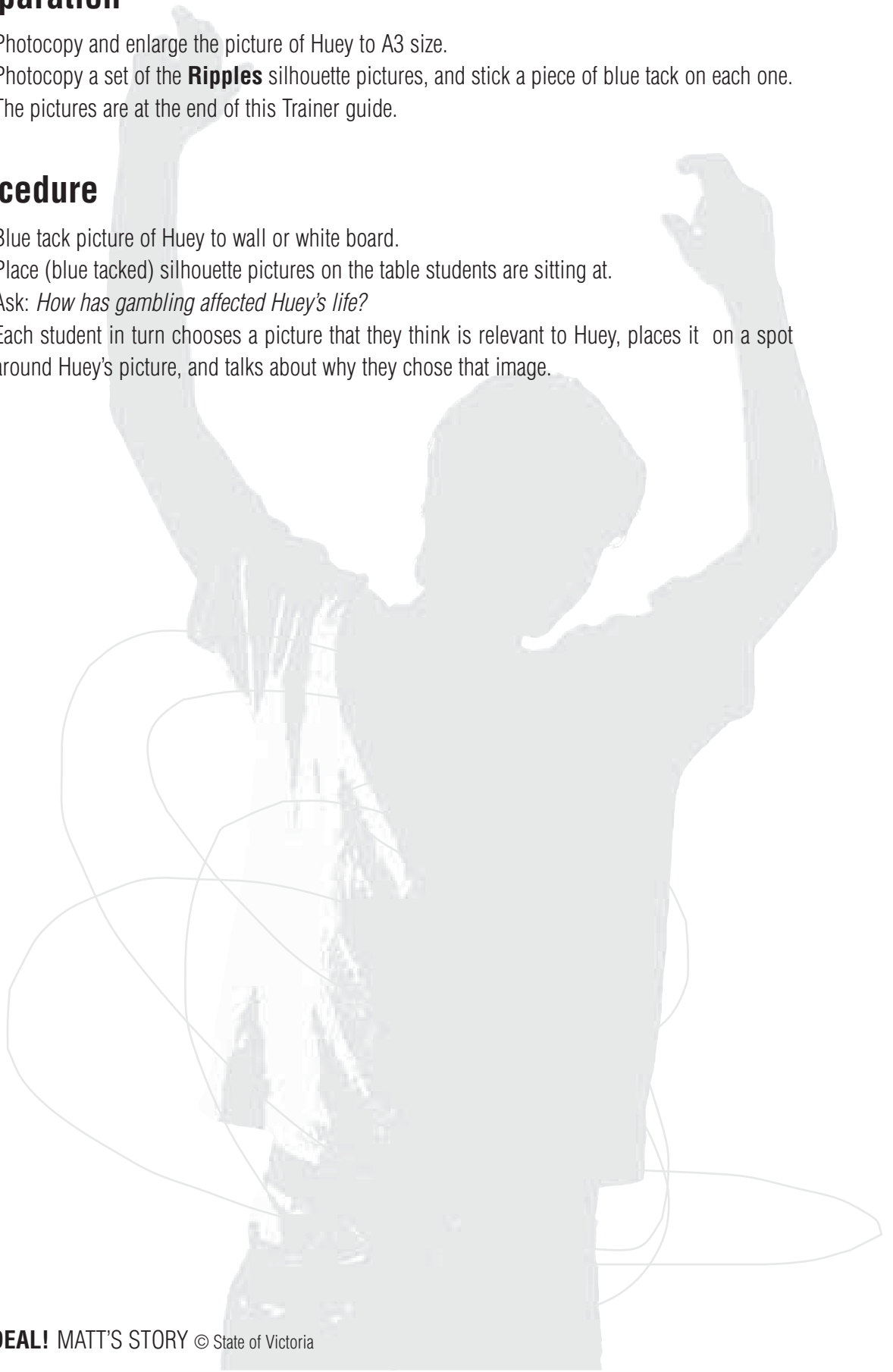
*This interactive activity demonstrates the effects of Huey's gambling. It shows how gambling takes a hold and leads to other problems for someone raising a family - inability to pay bills, debt, loss of home and disconnection from family.*

### Preparation

- Photocopy and enlarge the picture of Huey to A3 size.
- Photocopy a set of the **Ripples** silhouette pictures, and stick a piece of blue tack on each one. The pictures are at the end of this Trainer guide.

### Procedure

- Blue tack picture of Huey to wall or white board.
- Place (blue tacked) silhouette pictures on the table students are sitting at.
- Ask: *How has gambling affected Huey's life?*
- Each student in turn chooses a picture that they think is relevant to Huey, places it on a spot around Huey's picture, and talks about why they chose that image.



# Huey



## ACTIVITY 3 Job profile: Liam Rollins – Croupier at Grand Casino (30 minutes)

*In this reading comprehension and discussion activity, students read a newspaper article about the job of a casino croupier. It aims to dispel some myths about the glamour of gambling at a casino.*

### Preparation

- Photocopy the article and worksheet for each student.

### Procedure

- Students read the article and answer the questions individually, in writing.
- They then come together to discuss their answers.
- Most answers require the student's own opinion but some check comprehension.

### Answers

1. What it's like to be a croupier.
2. 1g, 2f, 3b, 4h, 5d, 6c, 7e, 8a.
3. (Answers will differ): Fun, doesn't feel like work; pay's pretty good, can use the skills overseas.
4. (Answers will differ): The hours, not good for relationship, some people can get nasty, see a sad side of life (eg man on phone to kid), can't accept tips.
5. This is a bit tricky, but highlights understanding of the question. Liam's relationship is referred to twice in the article. The correct answer is that the long hours mean he has less quality time with his girlfriend. The second reference shows not how Liam's job affects his relationship but how his relationship affects his career plans ie. if he was single, he'd use his croupier skills to travel overseas. Ask students who choose second answer to re-examine the question.
6. Extrapolation- answers might be along the lines of workers being tempted to cheat the system by finding ways to let generous clients win more often, or workers paying more attention to generous clients to the detriment of other players.

## Job profile: Liam Rollins



# Job profile: Liam Rollins

Liam Rollins, 25, a croupier at the Grand Casino

### **What's your job?**

I'm a croupier at Grand Casino. I've worked there for about two years.

### **What part of the casino do you work in?**

I'm a blackjack dealer. I work at the blackjack tables, all over the casino.

### **Do you like your job?**

Yeah I really like it. It's fun. It doesn't feel like work. And the pay's pretty good.

### **Anything you don't like about it?**

Yeah, the hours I guess. I usually work from 8pm to 4am. Sometimes I do ten-hour shifts. I don't really get a lot of quality time with my girlfriend.

### **How did you get into the job?**

Well it's not that easy to get into. The police check is pretty brutal (he laughs) and there's a six week training course. Most of us managed to stick that out though.

### **Are customers usually polite?**

Generally yes. But some of them can get pretty nasty if they have a losing streak. They blame me or say the cards are dodgy.

### **I guess you see some hard cases.**

Yeah, I can tell sometimes when someone's playing with more than they can afford to lose. And I overheard a guy on the phone to his kid once. It was obvious the kid was asking him to come home and he was

pretending to be held up at work. I felt like saying "Go home, mate", but it's not my job. I guess some people get sucked in by the atmosphere here; the lights and the freebies...They think they're leaving their problems behind.

### **What do you think the percentage of losers and winners is in blackjack?**

Well I don't know the official figures but from what I see, I reckon people lose about 90% of the time. But I think they usually stay until they've lost any winnings.

### **Do you ever get tips from the people who win?**

You mean money? Well people offer it but I'm not allowed to accept it which is a bummer. But if we could take tips, we might be open to corruption so I guess I can see the logic.

### **Can you see yourself being a croupier in 5 years time?**

Not really. If I was single I might use the skills to travel and work, you know, on a cruise ship or maybe in Vegas but it's not really a job I see myself doing when I'm thirty.

### **And finally, what's your opinion of gambling as an activity?**

It's good for entertainment, you know, the occasional night out, but it's not really a career choice.

# Job profile: Liam Rollins

Answer the questions about the article and then discuss your answers with the class.

1. What's this article about?
  - 1) What a great job being a croupier is.
  - 2) What it's like to be a croupier.
  - 3) The problem with gambling.
  - 4) What a good worker Liam Rollins is.
  
2. Match the definitions for the following words.

1. croupier	a. reason
2. tips	b. dishonesty for personal gain
3. corruption	c. approved by a government office
4. obvious	d. rate per 100
5. percentage	e. ready to do anything to get what you want.
6. official	f. money given to workers by customers
7. desperate	g. a worker at a casino who is in charge of a gaming table
8. logic	h. easy to see
  
3. What do you think is the most positive thing about Liam's job? Why?  

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---
  
4. What do you think is the most negative thing about Liam's job? Why?  

---

---
  
5. How does Liam's job affect his relationship?  

---
  
6. Liam says he can see the logic in why he can't take tips. What do you think could happen if casino workers were allowed to accept tips?  

---

---

7. Would you like to work at the casino? Why/ why not?

---

---

8. What does the article tell you about gambling?

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## ACTIVITY 4 Family, friends and feelings (40 minutes)

A self discovery activity aimed at getting students to think about their place in their family and group of friends. Questions are aimed at examining positives as well as identifying any areas that could be improved. Note: This activity is a lead-in to the resilience building activities (Activities 5 and 6).

### Preparation

- Photocopy and cut up a set of **Family, friends and feelings** cards for each group.
- Establish the context. (A replaying of the DVD story may be necessary)
- Elicit responses about Matt's situation. Ask:

*Matt believes his family is very "close". Do you think so? Why/Why not?*

*When does Matt's father show the most interest in Matt?*

*Do you think Matt's parents would be able to advise him if he had a problem?*

*Does Matt have other support around him? (friends, peers, other family)?*

*Which of the following aspects of healthy family life does Matt have in his home situation - security, love, support, good communication, understanding, having fun, trust, respect, friendship? Explain why you think so.*

### Procedure

- Players (4-5 people) sit on chairs arranged in a circle.
- Play is clockwise around the circle.
- Player 1 picks a card from the top of the pile and reads aloud to Player 2.
- Player 2 responds and play continues around the circle.
- When game has finished, encourage students to discuss anything new they learnt about themselves while playing.

Some questions reproduced with the permission of the publisher from a card set entitled *Deepspeak* by Geoff Barker and Michelle Lane Jenner, and published by St Luke's Innovative Resources [www.innovativeresources.org](http://www.innovativeresources.org)

## Family, friends and feelings



**How do you feel about where you come in your family?**

**(eg oldest, youngest, only child etc)**

**How do you and your friends look out for each other?**

**What is a belief you have that is different from your parents'?**

**Do you feel comfortable in your own home?**

**Which member of your family has influenced you the most?**

**Has a friend ever let you down?**

**What makes you a good friend?**

**What's the best compliment you've ever received from someone who knows you well?**



## Family, friends and feelings



**Who is your greatest hero?**

**How important is your family to you?**

**Who would you not want as a next door neighbour?**

**Do you prefer to have a lot of friends or just one very close friend?**

**What reaction do you get when you talk to your family about your feelings?**

**Do you think things are fair in your family?**

**Finish this sentence:**  
**An older brother/sister should be...**

**What is the most important thing your mother or father ever taught you?**



## Family, friends and feelings



**When you move out of home do you think you'll still live close to your family?**

**How is "breaking the rules" punished in your family?**

**What's a fun activity you do with your family?**

**What do/did you like most about living with your family?**

**Name one thing you'd do to improve your home environment.**

**If you could ask your mother or father to stop doing something, what would it be?**

**Think of one of your brothers or sisters.**

**If you could pay them one compliment what would it be?**

**If you could pay your mother or father one compliment, what would it be?**



## Family, friends and feelings



**In what ways does your family support your study?**

**If you told your family of a secret dream you have, how do you think they'd react?**

**What's something a friend likes to do that annoys you.**

**Who's the strongest personality among your group of friends? How easy is it for you to tell them what you think if it differs from their opinion?**

**How do members of your family respond if someone (over the age of 10) at home is upset or crying?**

**How do members of your family react if someone at home starts singing?**

**Which member of your family gives the best advice?**

**Which of your friends can you trust with a secret?**



## Family, friends and feelings



**What's something that makes you angry?**

**What's something that makes you happy?**

**What's your first reaction when a friend says: "I need to talk to you about something"**

**Is it easy to bring friends home to your place?**

**What's your favourite space in your house?**

**What's the best holiday you've ever had with your family?**



## ACTIVITY 5 Who shows resilience? (30 minutes)

The following resilience building activities are aimed at assisting students to learn resilience by viewing problems in a different light, making the transition from “victim” to survivor, establishing a goal and thinking of strategies to help achieve that goal.

### Preparation

- Photocopy the **Who shows resilience?** case studies for each student. (3pp)

### Procedure

- Define **Resilience**: (Elicit students’ ideas first).  
*Resilience is the ability to recover easily from illness, depression, shock, or other of life’s setbacks. Analogy – good suspension on a really great car - can take the bumps.*  
eg A person is crippled in a car accident but they train to become an athlete in the Paralympics, or girl may have been abused or neglected by her parents but she grows up to learn from her experience and to raise well cared-for children.
- Students can then be asked to think of people, (famous people or people they know) whom they think are/were resilient. eg the late Christopher Reeve (Superman) who became a quadriplegic after a riding accident but went on to direct and act in movies and to champion stem cell research.
- Hand out the case studies. Ask students to read through at least six of them and tick the characters that they think show resilience, then in small groups discuss why.

### Answers (note, this is a guide only, students may find resilience somewhere in the situation!)

**Matt**- shows resilience. He’s not going to be tied to the same fate as his Dad.

**Jo** – shows resilience. Can’t change the situation at home so finds a way to make herself feel better, to channel her anger/frustration without hurting anyone.

**Josh**- has shown lack of resilience at time of tragedy – bottled up/ denied his feelings. But the fact that he’s listening to his friend and realises he’s feeling different is the first step in building resilience.

**Marina** – shows resilience. Hasn’t let the heartbreak stop her from going out. Realises that her sadness is temporary.

**Alex** – is not showing resilience. He’s seeing the situation negatively and conclusively. He’s not considering that there are other reasons he may be failing exams.

**Cyan** – not showing resilience. Takes criticism personally and doesn’t learn from it. Withdrawing only keeps her in the same place. She’s not allowing herself to grow.

**Katrina** – Not showing resilience. Can’t leave her problems at home, she lets guilt spoil her fun.

**Dylan** – Shows resilience. Has suffered a serious setback but accepts that there are some things we just can’t change. Has found a new interest to pursue.

**Deb** – Not showing resilience. Has dwelt too much on her problem without finding a solution and she’s let it spoil her social life. She’s concentrated on the negatives.

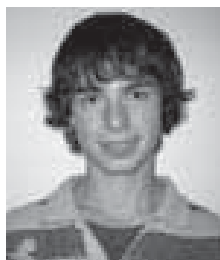
**Abby** – Not showing resilience. Is denying herself experience by trying to punish those who rejected her for the main role.

**Hal** – Shows resilience. Hasn’t let the rejection get him down. Will learn from the experience.

**Denis** – Not showing resilience. He’s listening only to his brothers’ negative messages and taking them on instead of finding ways to prove his brothers wrong.

## Who shows resilience?

*Tick the ones you think show resilience.*



**Matt**

My Dad's got a gambling problem. He's been unemployed for ages and he throws money away, betting on the horses... We've had to move from house to house further out of the city because we can't afford the rent. I don't want to end up like my Dad.



**Jo**

My step father gives me a really hard time. Home's meant to be a place to relax but things are really tense when he's around. I've started doing boxing at the PCYC.

I punch the bag and let off a lot of steam. No one gets hurt and it makes me feel much better!



**Josh**

My older brother died suddenly last year. I didn't think it affected me as much as the rest of my family... they were crying and carrying on... But I'm still not feeling normal like I did before he died. Just feel flat, you know. One of my friends told me I don't laugh like I used to.



**Marina**

My boyfriend broke up with me a month ago. It's been really hard because we move in the same circles and so I bump into him a lot but what am I gonna do - stop going out? I don't think so!

I guess it's just gonna take a while longer to get over him for good.

## Who shows resilience?



**Alex**

I keep failing my exams at school because I'm not smart enough.



**Cyan**

I don't take criticism very well. It makes me feel like I'm worthless and I feel my spirits falling when someone tells me off or criticises what I'm doing. I can stay feeling that way for weeks after.



**Katrina**

My Mum's a single mother and she works after hours and on weekends. She expects me to look after my 8-year-old twin brothers whenever she's not there. This means I can't go out with my friends very often. I'm young. I don't want to be at home all the time and Mum and I fight about it a lot. Even when I go out, I can't really have good time because I feel guilty about Mum.



**Dylan**

I was all set to be selected for a footy team. My coach said I had what it takes to make the AFL. But I was in a car accident last year and I lost a couple of toes. Goodbye AFL. Major bummer - but what can ya do? S\*\*t happens.

Anyway, I've taken up guitar. I've been teaching myself. I'm getting pretty good too.

## Who shows resilience?



### Deb

About a month ago I overheard my friends talking about me negatively. They called me “immature” and “shallow”. They still don’t know I heard them say it but it hurt so much, I’ve stopped going out with them. They still ring and ask me out but I just say no. Trouble is, I’m really lonely now with no one to hang out with.



### Abby

I went for the lead in the school play but they gave it to someone else. They said I’d be better in another part but it’s really small – about ten lines. Stuff ‘em. I’m not doing it.



### Hal

I went for four job interviews last week and not one call back. I’m gonna ring a couple of the places and ask why I didn’t get the job,.. you know, get some feedback. If I’m doing something wrong I wanna know about what it is before my next interview.



### Denis

Most of the time, when I talk to people I feel like I’m talking through glass... like they just don’t get me. My brothers have always said I’m a freak so I guess I’ll always have trouble with people.

## ACTIVITY 6 Building resilience (30 minutes)

*In this activity, students are encouraged to analyse Matt's situation and discuss his coping strategies. "Getting inside" Matt's mind in this way will involve some projection and perhaps start them thinking of answers to their own situations.*

### Preparation

- Make an OHT of the **Building resilience** worksheet.
- Have the **Matt's model - Trainer guide** ready for the activity. In this Trainer guide, suggested answers and notes (*italic*) are provided to inform and assist you in explaining the process.

### Procedure

- Take students through the process on OHT. There are four sections – **Problem, Possibilities, Goal** and **Strategies**.
- Encourage students to try and get inside Matt's mind and come up with suggestions.
- Write their answers on the OHT.

*Steps to highlight:*

**Name the problem** (in as few words as possible).

**Possibilities** Looking at the situation in a new light. Examining the "stories" we tell ourselves about situations.

**Goal** Focussing on the best outcome. (Optimism and resilience studies show that it is best to focus on the goal or ideal outcome rather than the problem).

**Strategies** To help students think of things they can do to improve the situation.

### Extension activities

- **Step 1** - Students can take a blank **Building resilience** sheet to work on their own situations in their own time. The nature of this activity is very personal so it should be optional.
- **Step 2** - Students who fill out the sheet can choose to share their answers with their trainer or not.
- **Step 3** - Students could be encouraged to start a personal "Change Diary" to record the steps they take and the outcomes.

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# Building resilience

## Problem

What's the situation/problem? \_\_\_\_\_

\_\_\_\_\_

How do I feel, physically or emotionally when I think about this problem?

\_\_\_\_\_

## Possibilities

What are the facts of this situation? \_\_\_\_\_

\_\_\_\_\_

What is my part in creating this situation? \_\_\_\_\_

\_\_\_\_\_

Is there anything positive or funny about the situation?

\_\_\_\_\_

What might an onlooker say about this? \_\_\_\_\_

\_\_\_\_\_

## Goal

How would I like things to be? \_\_\_\_\_

\_\_\_\_\_

Which parts of this are up to me? \_\_\_\_\_

\_\_\_\_\_

## Strategies

What am I doing that has stopped things from getting worse? \_\_\_\_\_

\_\_\_\_\_

Who else could help me change this situation? \_\_\_\_\_

\_\_\_\_\_

What is the first step towards achieving what I want?

\_\_\_\_\_

What action will I take tomorrow to lead me towards my goal? \_\_\_\_\_

\_\_\_\_\_

# Building resilience

Matt's model – Trainer guide

## Problem

### What's the situation/problem?

My dad gambles too much... I don't want to end up like my dad.

*Paraphrase the problem - as few words as possible.*

### How do I feel, physically or emotionally when I think about this problem?

Sometimes I feel angry. Other times I feel sad because I can't change anything. I just feel this sinking feeling in my stomach.

*A part of resilience building is recognising physical cues of negative emotions such as despair. eg: "If this situation makes me feel like crying... where does that feeling start... in my stomach, in my eyes, in my throat?" and "If I get a cue, what can I do to help the feeling pass quickly?" eg go out with friends, kick a ball around, punch a pillow etc ... (Coping strategies are explored in the following activity.)*

## Possibilities

### What are the facts of this situation?

Dad is unemployed and has caused my family a lot of problems because he gambles too much. We've had to run away from people he owes money to.

*Establish how much of the problem is real or imagined. Could also be phrased "What stories am I telling myself about this situation?"*

### What is my part in creating this situation?

I'm not responsible for Dad's gambling but I did choose to leave school on my own.

*Recognising one's own power and responsibility in the situation. Sometimes the answer can be, "I didn't speak up about it earlier... I've let the situation continue".*

### Is there anything positive or funny about the situation?

Well, I can see where problem gambling leads... enough to not want to follow in his footsteps. I guess that's positive.

*Try to see a lighter, different side. eg a student who was finding it hard to get over a relationship bust-up said he was saving a lot of money because he wasn't spending as much on his girlfriend.*

### What might an onlooker say about this?

Someone might think I'm neglected. They probably think that I should be in school.

*Step outside the situation. See it from a different angle. You can also change your physical position! People have found they see their home situation in a whole new light just by standing on the kitchen or dining room table and taking a few minutes to look around! (Best to do it when no one else is at home!)*



## Goal

### How would I like things to be?

I want to get a good job and be responsible with money.

*This is more important than the problem. Students are encouraged to focus on the outcome they want rather than dwell on the problem.*

### Which parts of this are up to me?

All of it is up to me. Mum and Dad don't really know how to help.

*A move away from simply blaming others and a step towards taking personal responsibility for change.*

### What will it be like when things are the way I want them to be?

It might be hard for Dad to accept that I've chosen a different path to his. He really takes punting seriously. But when Mum and Dad see that I'm serious about studying, I think they'll be proud of me. I'll be proud of myself anyway.

*Visual realisation. Students start imagining themselves in their ideal situation. They might predict negative responses from those around them (who want things to stay the way they are) but should be steered towards the positive outcomes.*

## Strategies

### What am I doing that has stopped things from getting worse?

Nothing up to now. I guess I just thought Mum and Dad can't change so I can't change either. Well I can't change their situation but I can change mine.

*Even "nothing" is an answer that involves acknowledgement of one's own part in the situation and presents the possibility of change if the student takes responsibility.*

### Who else could help me change this situation?

Maybe Mr Fischer my teacher from my old school. He told me about a bridging course once. He listens and he gives good advice.

*Direct students towards people they know who 1. Can be trusted 2. Are on their side 3. Are good listeners 4. Have experience in the area of need 5. Give sound advice. 6. Who have helped them before.*

*Professional support is explored in the Getting help unit.*

### What is the first step towards achieving what I want?

Find out where to go to enrol for school. Call Roddy - he's doing a community class somewhere.

*In this and the next question students are guided towards making tangible steps towards their goal. ie achievement of large goals involves a series of small steps.*

### What action will I take tomorrow?

I'll get my old bike out and fix it up so that I've got transport to the bus stop. Then I don't have to be waiting around for when Mum and Dad are ready to give me a lift.

*Students should be encouraged to ask this question (and follow through with action) every day.*



## ACTIVITY 7 Nipping it in the bud (15 minutes)

*This reading and cloze activity helps students to understand how physical reactions to stress can set off a chain of mental and emotional processes that can exacerbate and protract the situation. Once we recognise the physical cues, we can learn how to nip the feeling in the bud.*

### Preparation

- Photocopy a **Nipping it in the bud** worksheet for each student.

### Procedure

- Students read through the passage and write the appropriate words in the spaces provided.
- Encourage students to discuss any other strategies they've found to work for them.

### Answers

When something stressful happens, it triggers a physical **reaction**. The way our body reacts to stress is different for different **people**. For instance, you might have a change in breathing, or your muscles might tense or your **heart** might beat faster. Next time you're stressed, note how your body feels. And whenever you feel this happening, try the following coping **strategy**. It takes about six seconds!

- smile inwardly (ie imagine yourself smiling, especially with your eyes)
- think – “alert mind, **calm** body”
- inhale an easy, natural breath
- while **exhaling**, relax your muscles – first your face, then your shoulders, then feel a wave of relaxation and warmth flow down to your **toes**.

Here are some messages you can tell yourself to keep a healthy **perspective**.

- Everyone **experiences** difficult times.
- It's OK to feel sad or **worried** temporarily.
- Other people get through difficult times and so can you.
- There are some things that you cannot **change**.

## Nipping it in the bud

Use the words in the box to fill in the passage.

<b>exhaling</b>	<b>reaction</b>	<b>worried</b>	<b>strategy</b>
<b>perspective</b>	<b>toes</b>	<b>muscles</b>	<b>people</b>
<b>change</b>	<b>heart</b>	<b>experiences</b>	<b>calm</b>

When something stressful happens, it triggers a physical \_\_\_\_\_. The way our body reacts to stress is different for different \_\_\_\_\_. For instance, you might have a change in breathing, or your \_\_\_\_\_ might tense or your \_\_\_\_\_ might beat faster.

Next time you're stressed, note how your body feels. And whenever you feel this happening, try the following coping \_\_\_\_\_. It takes about six seconds!

- smile inwardly (ie imagine yourself smiling, especially with your eyes)
- think – “alert mind, \_\_\_\_\_ body”
- inhale an easy, natural breath
- while \_\_\_\_\_, relax your muscles – first your face, then your shoulders, then feel a wave of relaxation and warmth flow down to your \_\_\_\_\_.

Here are some messages you can tell yourself to keep a healthy \_\_\_\_\_.

- Everyone \_\_\_\_\_ difficult times.
- It's OK to feel sad or \_\_\_\_\_ temporarily.
- Other people get through difficult times and so can you.
- There are some things that you cannot \_\_\_\_\_.

Adapted from: *Maximising Your Health* Deanna Stone, MacMillan Education Australia P/L. 2001, with permission from the publisher.

## ACTIVITY 8 Reflections (15 minutes)

*The aim of this final activity is to encourage students to reflect on what they have learnt from Matt's story.*

### Preparation

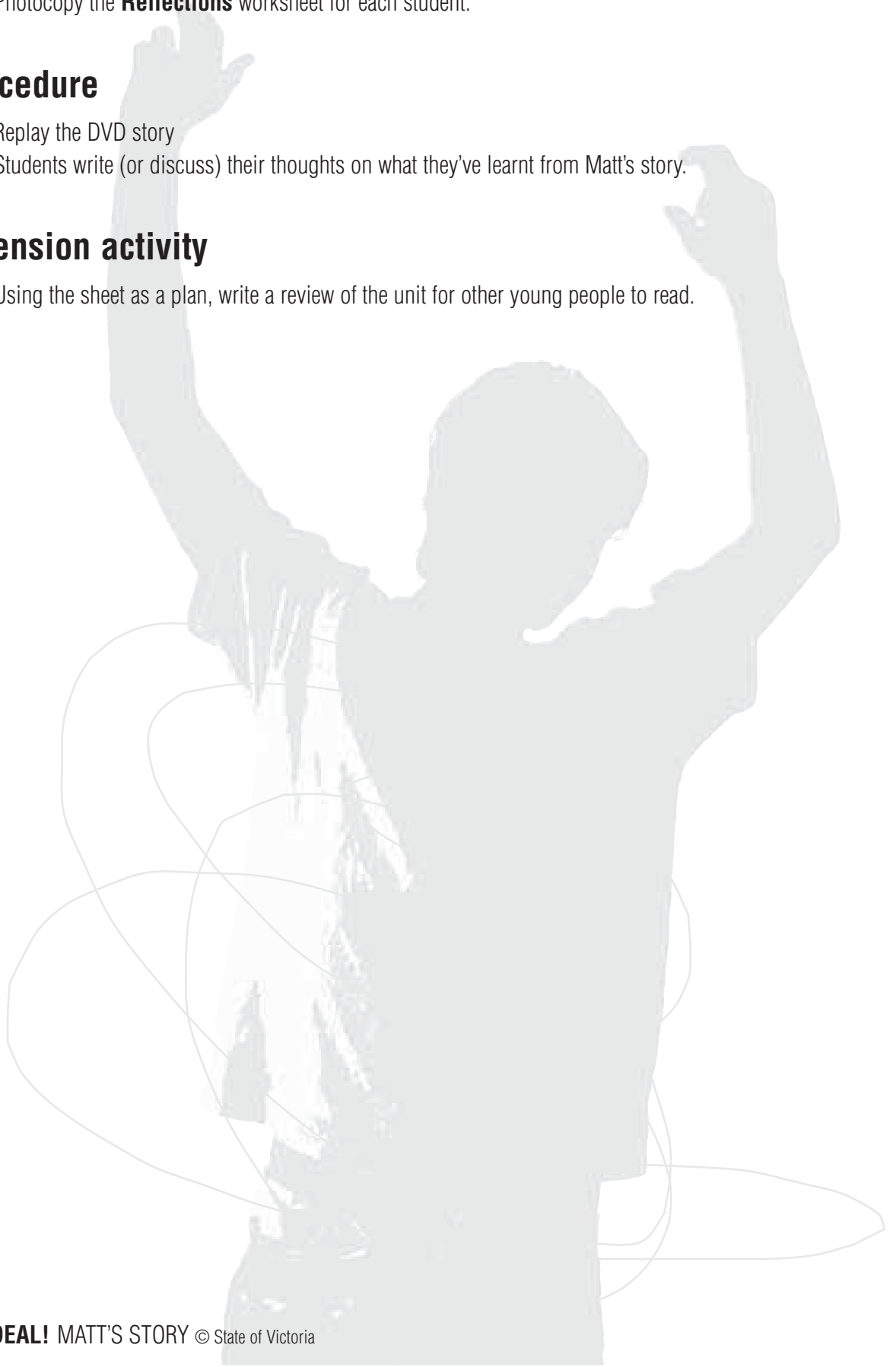
- Photocopy the **Reflections** worksheet for each student.

### Procedure

- Replay the DVD story
- Students write (or discuss) their thoughts on what they've learnt from Matt's story.

### Extension activity

- Using the sheet as a plan, write a review of the unit for other young people to read.



# Reflections



1. What did you like most about this unit? \_\_\_\_\_

2. What did you learn about...?

*Different ways that a parent's gambling can affect someone's life:* \_\_\_\_\_

\_\_\_\_\_

*What it's like to work in a casino:* \_\_\_\_\_

\_\_\_\_\_

*Your place in your family and group of friends:* \_\_\_\_\_

\_\_\_\_\_

*Resilience:* \_\_\_\_\_

\_\_\_\_\_

3. Write one thing (or more) that you learnt in this unit that surprised you. \_\_\_\_\_

\_\_\_\_\_

4. What do you think you'll remember most about this unit? \_\_\_\_\_

\_\_\_\_\_



# Getting help

In this short unit, students will learn about some different options for seeking help for gambling related issues and how to access that help.

## ***Objectives***

Students will:

- understand the advantages and nature of gambling-associated counselling services
- identify where to seek assistance for gambling related problems.

## ***Activities***

There are two activities in this unit. Please select those that are most suitable for your learners, given the available time.

## ***Support materials for Getting help***

The following information sheet from the *Gpack* (see Further resources in *About this resource*) are particularly relevant to **Getting help**.

- What is Gambler's Help?



## Getting help

<b>Alignment of activities to VCAL and CGEA (new)</b>		
<b>Activity</b>	<b>VCAL Level/Unit/Learning Outcome</b>	<b>CGEA Level/Unit</b>
1. Getting help	<b>Foundation - Reading and Writing</b> L05 Reading for Self Expression	<b>Certificate I</b> VBQU132 Engage with texts of limited complexity for personal purposes
2. Where's the closest Gambler's Help service?	<b>Foundation - Personal Development Skills Unit 1</b> L03 Demonstrate knowledge specific to an established goal	<b>Certificate I</b> VBQU132 Engage with texts of limited complexity for personal purposes

## ACTIVITY 1 Getting help (30 minutes)

*In this reading activity, students read about the different ways in which Luke, Caz and Matt sought help, and are given information about gambling related counselling and support services.*

### Preparation

- Photocopy the **Getting help** stories for each student

### Procedure

- Students read how Matt, Luke and Caz got help and discuss how they might feel doing something similar.
- Students construct a simple flow chart to show the steps Matt, Luke and Caz, took to get help.

### Answers

#### Matt



#### Luke



#### Caz



## Getting help – Matt

Read about Matt and draw a flow chart to show the steps he took to get help.



When I found out that we might have to move again, I was really worried. I mean, we were already out in the sticks. Where could we move to next? Sometimes I feel like I'm the grown up in the family.

Anyway, I went to see my old teacher about how I could go back to school. We got talking about other stuff and I told him about Dad's gambling. He said that there were people I could talk to about that.

I found the Kids Help Line number myself. It was easy... right there on the inside cover of the phone book. I rang them and they referred me to a Youth Counsellor, Renata, at the local Community Health Centre.

It was pretty scary going there by myself. I was worried that I was ratting on my Dad, but Renata said Dad didn't have to know I'd seen her if I didn't want him to. She said I wasn't betraying anyone, I was just looking after myself. She showed me that that the problem wasn't Dad, it was the gambling. She said that I couldn't force him to stop so I should concentrate on what I was going to do about my situation. I told her I was going back to school and she said that was a great start. I still go back to see Renata sometimes, when things get too much at home.

## Getting help – Luke

Read about Luke and draw a flow chart to show the steps he took to get help.



OK. I stuffed up, I know it. I got to the end of the year with nothing in my pocket and I owed nearly a thousand bucks to mates and family and online gambling. To make matters worse, I wasn't getting any calls for work because I'd let them down one time too many.

I didn't feel like I could even go home for Christmas dinner. Everyone was that pissed off with me. So I just spent Christmas by myself. Yeah, rock bottom, eh?

Anyway I can't believe what I did next... I picked up the phone and called Gambler's Help. Just for a bit of a laugh... I didn't think anyone would be there. I mean, it was Christmas Day... but someone answered! Gee those guys are eager... Anyway, it was great. I mean really... the guy was really understanding.. didn't judge me, didn't mess with my head, just gave me the number of the closest Gambler's Help service.

So after New Year I had a sit down session with one of the Gambler's Help counsellors, Sheila. I didn't need to go back. Sheila gave me strategies to use when I feel like gambling again. Haven't needed to use them yet though. I'm done with all that. I can't afford to lose any more.

But Sheila referred me to a Gambler's Help financial counsellor. He helped me work out how I was going to pay back all the money I owed as well as live on apprenticeship wages.

## Getting help - Caz

*Read about Caz and draw a flow chart to show the steps she took to get help.*



When Mum suggested I see a counsellor I thought she needed to get her head read. I mean, I'm only eighteen. I can work out my own problems. It's not like I'm crazy or anything! Anyway, Mum left the Gambler's Help number out for me... on the fridge, the TV, the bathroom mirror! And I was bored one day so I gave them a call.

Weird thing is, as soon as I started talking to the telephone counsellor, I started crying. All this stuff came pouring out of me, about breaking up with Dave, losing Mum's trust, even Dad leaving... and that was years ago. So they gave me the number of my local Gambler's Help service and I made an appointment to see a counsellor face-to-face. I didn't know what to expect. I'd heard that counsellors can mess with your head so I was pretty sussed.

But Margaret - she's the Gambler's Help Counsellor - she's not what I expected. She treats me with respect and I can tell she really cares. She's been helping me work through all this stuff. I was gambling so I'd have an excuse not to face my feelings. But even though it's scary, I'm feeling much clearer now.

## ACTIVITY 2 Where is the closest Gambler’s Help service? (30 minutes)

*In this activity, students use the Melway to research the location of their local Gambler’s Help service.*

### Preparation

- You will need multiple copies of Melway Street Directory for students to use individually or in pairs.
- Photocopy the **Where is the closest Gambler’s Help service?** worksheet for each student (NB if students have access to computers they can use the Internet to access the information on page 1 of this worksheet.)

### Procedure

- Hand out the worksheet and the Melways to students.

#### *Locating suburbs in the Melway*

A list of suburbs can be found on the inside back pages. (If students cannot find the place name here, then the place is a country town. See below).

Students can use the reference numbers to locate the place on the map inside the front cover.

Once they have a rough idea of where the place lies on the map, (they can check against the simplified map on the worksheet) – north, south, east or west, or city, students fill in relevant information.

#### *Locating towns in the Melway*

For country towns students will need to refer to green-margined pages c603 – 606.

References will lead them to one of the maps on green-margined pages c607 – 628.

Students should look for major centres nearby to find the relevant office.

### Answers

1. (Lilydale) Eastern Suburbs 1300 131 973
2. (Thomastown) Northern Suburbs 1800 858 858
3. (St Albans) Western Suburbs 9296 1234
4. (Dimboola) Horsham 5381 1062
5. (Dookie) Shepparton 5823 3200
6. 1800 858 858
7. If some students have a hard time finding their local GH service (even with help!), they can write the FREECALL number (as in answer 6)

## Where is the closest Gambler's Help service?

Gambler's Help services in your local area are available during normal business hours, from 9am to 5pm, with some locations offering after-hours appointments. Call 1800 858 858 to ask someone which service is best for you.

Gambler's Help **FREECALL 1800 858 858**

Gambler's Help **FREECALL 1800 777 706** (TTY for the hearing impaired only)

Kids Help Line **FREECALL 1800 551 800**

### Metropolitan Gambler's Help services

<i>Location</i>	<i>Contact Number</i>
City	9653 3250
Northern suburbs	1800 858 858
Western suburbs	9296 1234
Eastern suburbs	1300 131 973
Southern suburbs	9575 5353

### Rural (and surrounding areas) Gambler's Help services

<i>Location</i>	<i>Contact Number</i>
Ballarat	5337 9222 1800 243 696 (Free call for Grampians area)
Bendigo	5448 1000 1800 244 322 (Free call for Loddon Campaspe)
Geelong	5278 8122
Gippsland	5136 5400
Horsham	5362 1200
Mildura	5022 0470
Shepparton	5823 3200
Swan Hill	5032 1205
Stawell	5358 7400
Wodonga	1800 657 573 or (02) 6022 8888
Warrnambool, Hamilton, Portland, Camperdown	1300 361 680

Sourced from <http://www.professionals.problemgambling.vic.gov.au>. Phone numbers are correct as at 1 April, 2009.

**Trainers are advised to check the webpage for updates before using this printed version.**

## Where is the closest Gambler's Help service?



Use the map and a Melway Street Directory to fill in your answers.

1. Which Gambler's Help service is closest to someone who lives in Lilydale?

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

2. Which Gambler's Help service is closest someone who lives in Thomastown?

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

3. Which Gambler's Help service is closest to someone who lives in St Albans?

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

4. Which Gambler's Help service is closest to someone who lives in Dimboola?

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

5. Which Gambler's Help service is closest to someone who lives in Dookie?

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

6. Which Gambler's Help number do I call if I don't know the service closest to me?

Phone Number \_\_\_\_\_

7. Which Gambler's Help service is closest to you? I live in \_\_\_\_\_

Town/Region \_\_\_\_\_ Phone Number \_\_\_\_\_

# Over to you

In this final unit, students work on an individual or group project. It's an opportunity for students to explore their creativity, and to draw on some of the things they have learnt during the program. It is estimated that the project activity will be completed in 5-8 hours of class time, however there is obviously scope for something more sophisticated if time allows and the enthusiasm is there!

Two options for the project are offered.

In the interests of simplicity, it is recommended that all students in the group undertake the same project activity. Students will almost certainly have a preference, so the choice of activity should be negotiated. Trainers may also like to explore other options, depending on the interests of their students. These could include things such as a brochure, an oral presentation, or a story book. It will, however, also depend on the interests and expertise of the trainer.

Detailed procedures for guiding students through the project are provided in the trainer notes that follow. All student handouts, trainer resources and other materials and software required for both project activities are to be downloaded from the accompanying CD.

## ***Project 1 Digital story***

Students will create a digital story - a "mini movie" that includes a sequence of images, titles, voiceover and music that conveys a story. The story will be based on a topic inspired by the DVD stories and activities. It can be undertaken as a group or individual project.

## ***Project 2 Play***

Students will write and perform a short play. The play will be based on a topic inspired by the DVD stories and activities.



**Alignment of activities to VCAL and CGEA (new)**

<b>Activity</b>	<b>VCAL Level/Unit/Learning Outcome</b>	<b>CGEA Level/Unit</b>
<p>1. Project 1 Digital story</p>	<p><b>Foundation - Reading and Writing</b> L01 Writing for Self Expression <b>Foundation - Reading and Writing</b> L06 Reading for Practical Purposes <b>Foundation - Personal Development Skills Unit 1</b> or <b>Foundation - Personal Development Skills Unit 2</b> <i>depending on the content, level of team work and if the digital story is used to communicate information or findings to others.</i>  <i>This activity could be suitable at the Intermediate level.</i></p>	<p><b>Certificate I</b> VBQU131 Plan and undertake a project <b>Certificate I (or II)</b> VBQU133 Engage with texts of limited complexity for learning purposes <b>Certificate I</b> VBQU136 Create texts of limited complexity for personal purposes or <b>Certificate I</b> VBQU138 Create texts of limited complexity to participate in the community <i>depending on content and purpose of text.</i> <b>Certificate I</b> PUATEA001A Work in a team <i>The project would, at least in part, cover this unit if learners worked together to achieve an outcome.</i></p>
<p>2. Project 2 Play</p>	<p><b>Foundation - Reading and Writing</b> L01 Writing for Self Expression <b>Foundation - Reading and Writing</b> L05 Reading for Self Expression <b>Foundation - Reading and Writing</b> L06 Reading for Practical Purposes <b>Foundation - Personal Development Skills Unit 1</b> or <b>Foundation - Personal Development Skills Unit 2</b> <i>depending on the content, level of team work and if the play is used to communicate information or findings to others.</i>  <i>This activity could be suitable at the Intermediate level.</i></p>	<p><b>Certificate I</b> VBQU131 Plan and undertake a project <b>Certificate I (or II)</b> VBQU133 Engage with texts of limited complexity for learning purposes <b>Certificate I</b> VBQU136 Create texts of limited complexity for personal purposes or <b>Certificate I</b> VBQU138 Create texts of limited complexity to participate in the community <i>depending on content and purpose of text.</i> <b>Certificate I</b> PUATEA001A Work in a team <i>The project would, at least in part, cover this unit if learners worked together to achieve an outcome.</i></p>

## PROJECT 1 Digital story

The outcome of this project activity is a digital story - a “mini movie” that includes a sequence of images, titles, voiceover and music that conveys a story. The story will be based on a topic inspired by the DVD stories and activities.

Trainers will need to be experienced in Microsoft PhotoStory3. Students will need access to computers for this project activity.

### Digital story kit (on the CD) contains:

- **Sample digital story:** Angelcake
- **Digital story demonstration** - 6 photos for digital story demonstration.
- **Digital story practice** – 20 photos for digital story student practice.
- **Handouts** - *How to create a digital story using PhotoStory3*, and *Storyboard sheet*.

### Preparation

- You will need to have **Microsoft PhotoStory3** and **Windows Media Player 10** installed onto your computer network. If they are not already installed, go to the links below to download and install.  
For *PhotoStory3*, go to:  
<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.aspx>  
For *Windows Media Player 10*, go to:  
<http://www.microsoft.com/windows/windowsmedia/mp10/default.aspx>
- Copy the **Digital story practice** folder from the CD onto an appropriate drive on your computer network where it can be easily accessed by students. (or on to individual CDs or USB drives for each student).
- Print **How to create a digital story using PhotoStory3**, and **Storyboard** sheet from the CD and make a photocopy for each student.
- Make an OHT of the **Storyboard** sheet.
- Copy the **Digital story practice** folder from the CD onto an appropriate drive on your computer network where it can be easily accessed by students. (or on to individual CDs or USB drives for each student).
- Print **How to create a digital story using PhotoStory3**, and **Storyboard** sheet from the CD and make a photocopy for each student
- Make an OHT of the **Storyboard** sheet.

### Procedure

#### 1. Demonstration

- Explain that students are to design a digital story - a “mini movie” that includes sequence of images, titles, voiceover and music that conveys a story. The story will be based on a topic inspired by the DVD stories and activities.
- Show students the sample digital story, Angelcake from the CD.
- Take students step by step through the process of making a digital story using the six **Digital story demonstration** photos from the CD. Refer to the instructions **How to create a digital story using PhotoStory3**. Stress the need for choosing good quality images. Explain that for best quality voice over, students should hold the microphone close to their mouth.
- Use OHT of **Storyboard** sheet to show how to plan the story. Encourage students to come up with ideas for the storyline. Students should write the full filename of pictures and audio so that they can be relocated easily.

**2. Practice** (Trainers may wish to omit this **Practice** stage if students feel confident and go straight to **3. Production**)

- Give students access to the **Digital story practice** photos (on network drive, USB or CD). Tell students they can choose up to eight of the images for their story.
- Give students their own copies of **How to create a digital story using PhotoStory3** and **Storyboard** sheet.
- Individually, students write their plan for the story.
- Trainer checks each student's **Storyboard** sheet. (The need for this will differ from class to class.)
- Students produce a digital story using their chosen practice photos.

**3. Production**

- Write some or all of these suggested titles on the board. Students can then choose one (or their own) to create their own digital story. Trainers may like to brainstorm what the titles may mean with the whole class first. Students can work individually, in pairs or small groups, referring to the handout **How to create a digital story using PhotoStory3** as needed.

*What the croupier saw*

*Your money or your life?*

*The Last Straw*

*Getting hooked*

*How I won my life back*

*Risky business*

*Where's Mum?*

*Playing it safe*

*Where's.....?*

*What's the big deal?*

*Gambling – the facts*

*The power of the pokies*

*Betta not!*

*Losers and legends*

- If students are working in pairs or groups, here's a suggested approach:  
When the group agrees on a story, each group member could take responsibility for one (or more) frames and completes all tasks for that frame - picture gathering, download, take or scan photos, music selection, voice over, writing the titles/text etc
- Before saving story to Windows Media Player, have a class viewing and get feedback.
- Students can arrange a parent/school event at which their digital stories are shown.

**Tips**

Remind students to:

- save project files along the way, so they don't lose their work.
- save final project file as well as movie file when story is completed and checked. This will allow students to make further edits if necessary.

## PROJECT 2 Play

The outcome of this project activity is for students to write and perform a short play. The play will be based on a topic inspired by the DVD stories and activities.

Alternative: Students may choose just to write the play.

### Play kit (on the CD) contains:

#### Handouts:

- Writing a play - Principles
- Writing a play - Process
- Sample play script

### Preparation

- Print the three handouts from the CD and photocopy for each student.

### Procedure

#### 1. Preparation

It's worth spending time at this stage to make sure students feel comfortable with the principles and process before beginning to develop their own play.

- Discussion of plays
  - Have any of you seen a play?*
  - What was it about?*
  - What did you think?*
  - How did the play make you feel?*
  - What's the difference between watching a play and watching a movie?*
  - Have you ever acted or otherwise been involved in a play performance?*
  - What was the experience like?*
- Explain that full-length plays usually have three acts, with each act having a number of scenes. The students will write a one-act play. (10 to 30 minutes).
- Write these suggested titles on the board and discuss what they might mean and what the theme of the play could be. Advise students that they can choose their own title if none of these appeals. You could also offer the suggested titles from **Project 1- Digital story**

*Casino Comfort*

*The Last Straw*

*We have to talk*

*How I robbed myself*

*Alone in a crowd*

*Michael: the human bungee*

- Hand out **Writing a play – Principles**. Read through and discuss with the students.
- Hand out **Writing a play – Process**. Read through with the students, discussing each step and making sure they understand. Stress they will need to refer to both of these handouts throughout the development of their play.
- Hand out the **Sample play script**. Discuss the normal practice for the layout of the various sections :

*Title page*

*Name of writer, copyright information etc*

*List of characters*

*Stage directions (which are called the Big Print even if they're in lower case)*

*Dialogue layout*

- Students can use this as a model for writing their own script.

## 2. Production

- Students choose their own roles/production group. Check that students have all necessary roles accounted for – writer, actors, director, set design/props, lighting and, sound/music (if necessary), publicity.
- Establish a timeline.

*For writers:* Timeline to include first, second and third drafts.

*For performance:* Decide whether there's to be a public or in-house performance.

Establish a performance date (eg end of term or parents' day)

Draw up a timeline that includes regular rehearsals.

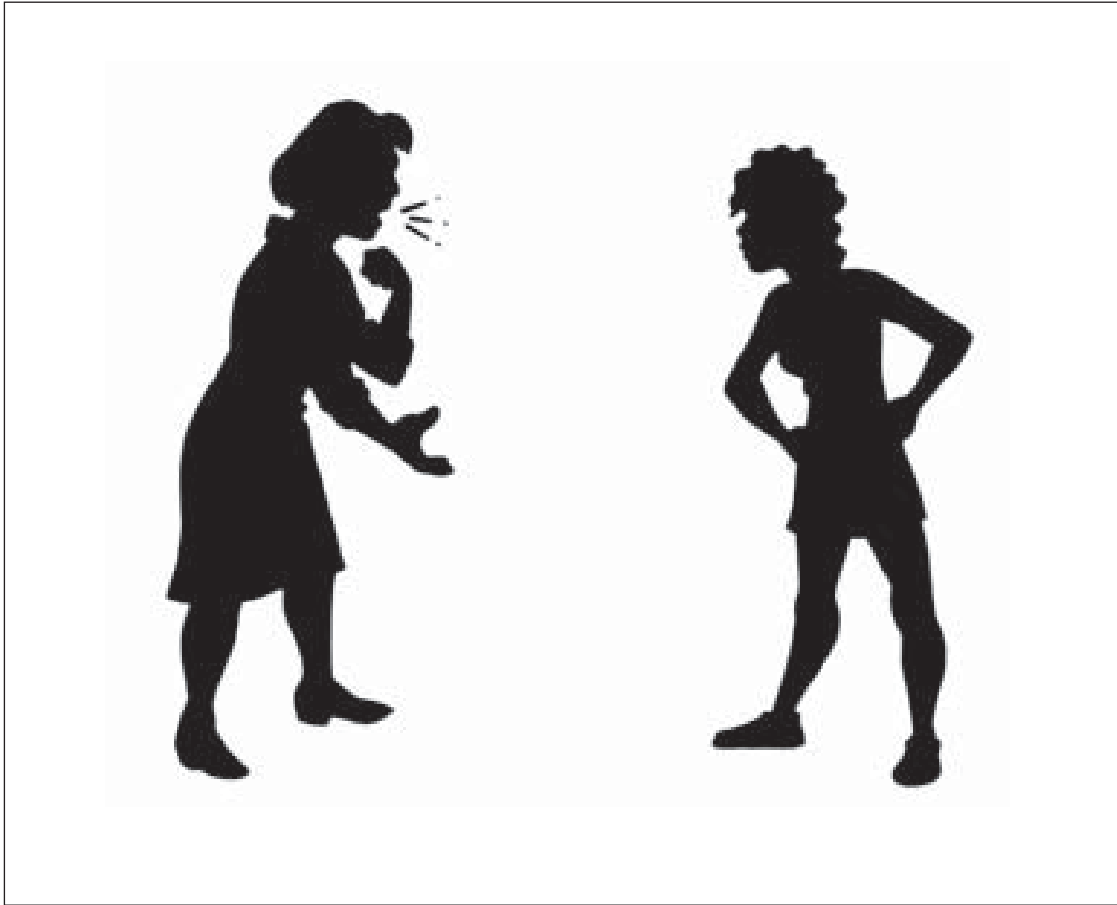
- Trainer's role from then on will be to mentor writers and give feedback on drafts, and to support performance when called upon to do so. Make sure that students are keeping to timeline but, as much as possible, let students take control of production.

## 3. Performance

- Students can arrange a parent/school event at which their plays are performed.



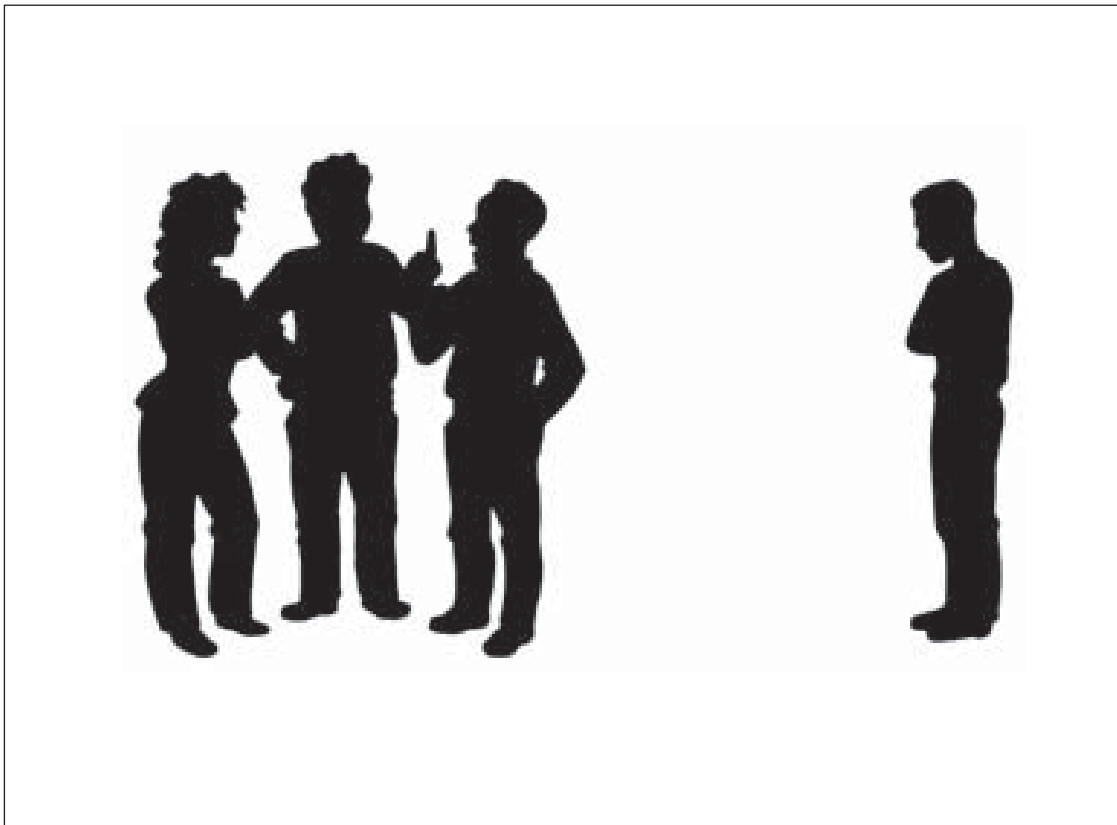
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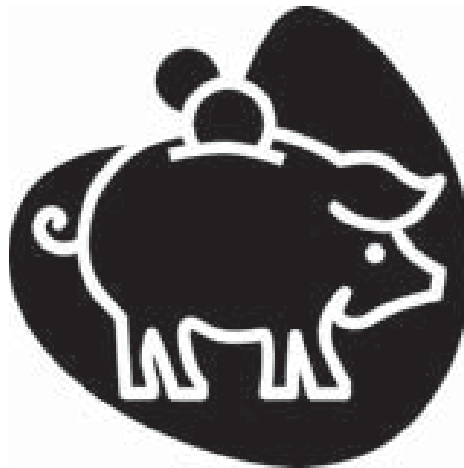
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ISBN 978-0-7306-5668-5

