



# **'Odds And Ends' Online Facilitation Guide**



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# Odds and Ends' Facilitation Guide

## Who are we?

Gambling Risk Informed Nova Scotia (GRINS) is a not-for-profit organization. We work to inform the people of the province, businesses and government on the practices and potential harms of gambling so informed choices can be made to help people manage the risks and create safer gambling practices in our communities.

For more information on our organization, please refer to our website at

<https://gamblingriskinformednovascotia.ca/>

## Objectives of the Workshop

1. To support youths' understanding of what gambling is (its many types, how it motivates, and possible outcomes/consequences).
2. To give youth the tools to critically think about the impacts of gambling (on the individual who gambles, on their loved ones, and the community at large).
3. To foster an awareness of interconnectedness – the well-being of the whole relies on the well-being of each individual.
4. To provide youth with accessible resources on how to support themselves and loved ones and take action if/when necessary.

## Intended Outcomes

- Have a clear understanding of what gambling is
- Feel empowered to make informed choices when it comes to gambling
- Know how to reach out for support

## What's in this guide

This guide includes:

- Synopsis of film
- List of materials needed
- Workshop questions
- Post-film activities
- Supports for people at risk
- Tech Support? (Or should we add as a separate button link in Webpage)

## Materials needed: Online

Facilitation Guide
GRINS H5P Webpage
Whiteboard ? (Optional)
Dual Monitor (Recommended)
Video teleconferencing platform; Zoom or Google Meet

# ABOUT 'ODDS AND ENDS' FILM

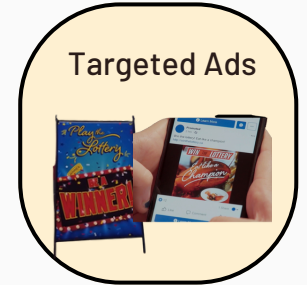
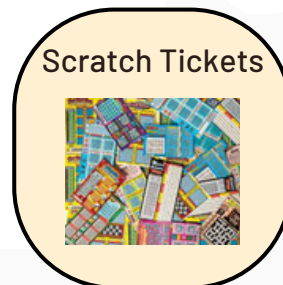
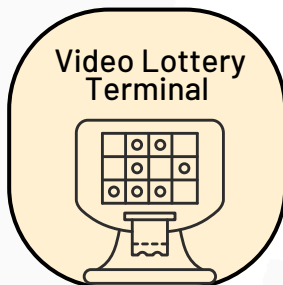
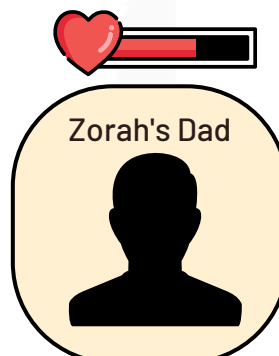
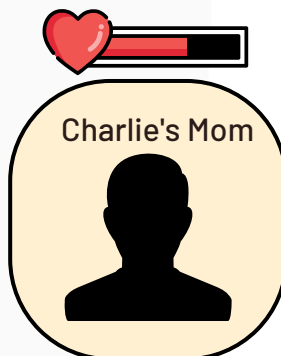
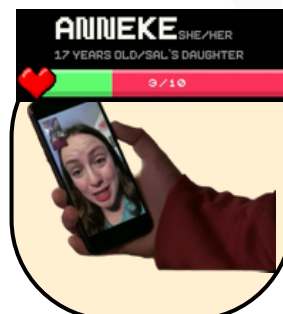
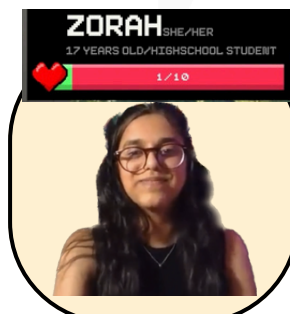


We follow Charlie, a seventeen-year-old high school student, who learns the hard way that people they know are being adversely affected by gambling. Charlie is affected by the gambling activities of their friend, Zorah, and teacher, Mr. Sal Rantzen. The interactive video explores various forms of gambling, focusing on key points like lost graduation funds, rumors, and the impact on individuals and relationships

Each scene of the video includes interactive components, such as discussion questions or invitations to reflect a deeper understanding of different types of gambling. Throughout the video, characters have health meters that resemble those in video games. The health meters symbolize the broader impact of gambling harms spilling out through an entire community, even when not everyone directly participates in gambling.

The aim of this workshop is to encourage youth to engage in conversations about Charlie's emotions and experiences.

## MEET THE CHARACTERS AND ELEMENTS OF THE FILM





# MAPPING OUT THE EXPERIENCE OF THE WORKSHOP

<b>WORKSHOP ACTIVITIES</b>	<b>90 MIN</b>
Group Guidelines & Pre-film Questions: What is gambling, How do people gamble, What is community?) If using a third-party Whiteboard instead of Zoom, add Whiteboard link in the main room at the beginning of the workshop session	10 Min Total
Watch Scene 1: Developing an evolving hypothesis to the question, "What is the Game?" (2 key questions displayed in H5P presentation and Whiteboard)	2:43 MIN
H5P & Whiteboard: Youth Explore Scene 1 Map	10 Min Total
Q: A). What are the different elements of our well-being? B). What happened in Scene 1 to impact Charlie's well-being?"	
Q: How do you think the disappearance of the graduation money will affect Charlie and Zorah?	
o After watching each scene, set breakout rooms and send participants depending on your group size.	
o Youth share/generate ideas in groups on Whiteboard until the breakout room timer ends	
o Assign a spokesperson from each group to share back with the full group in the main room.	
Watch Scene 2: "What is the Game?" (1 key question displayed in H5P presentation and Whiteboard)	2:45 MIN
H5P & Whiteboard: Youth Explore Scene 2 Map	10 Min Total
Q: What was the impact of the police arriving during the history class? On Mr. Rantzen? On the students? On the community?	
Watch Scene 3: "The Game (i.e Gambling) makes everyone play." (3 key questions displayed in H5P presentation and Whiteboard)	4:31 MIN
H5P & Whiteboard: Youth Explore Scene 3 Map	10 Min Total
Q: How are youth getting misinformation about gambling and where is it coming from?	
Q: Let's explore the different factors that can contribute to someone's success in gambling and see if it's more about strategy or chance. (Allow youth to reflect)	
Q: What do you think the message "Win the lottery, eat like a champion" is intended to make people believe?"	
Watch Scene 4: "Who's winning?" (2 key questions displayed in H5P presentation and Whiteboard)	3:35
H5P & Whiteboard: Youth Explore Scene 4 Map	10 Min Total
Q: What were the signs of Mr. Rantzen's gambling problems? How do you think he feels given what Anneke has shared in the scene?	
Q: What keeps shifting in the town? (behaviours, jobs. etc.)	

# MAPPING OUT THE EXPERIENCE OF THE WORKSHOP

Watch Scene 4.5: Informed Consent and Risk Tolerance (3 key questions displayed in H5P presentation and Whiteboard)	0:45
H5P & Whiteboard: Youth Explore Dream Sequence Map	10 Min Total
Q: Why is it important to have accurate information to make an informed decision?	
Q: Can you think of examples that have been successful in helping you understand how to manage risky situations?	
Q: How would your decision to jump be affected based on your own risk tolerance?	
Watch Scene 5: Choose to be Empowered. "Who's losing?" (2 key questions displayed in H5P presentation and Whiteboard)	1:38 MIN
H5P & Whiteboard: Youth Explore Scene 5 Map	10 Min Total
Q: What are the similarities between the VLT game and the online game? Let's explore different forms of gambling to see what type of Digital gaming Zorah may have been involved in.	
Q: What are some ways that you can support a friend going through a hard time?	
Watch Scene 6: "The game never loses." (2 key questions displayed in H5P presentation and Whiteboard)	4:21 MIN
H5P & Whiteboard: Youth Explore Scene 6 Map	10 Min Total
Q: Gambling can have serious consequences on individuals and communities. Imagine you were in charge, how would you design rules and regulations to protect people from these harms? (Allow the youth to reflect on the answer)	
Q: If you were to talk to someone about gambling, what would you want them to know? (Allow the youth to reflect on the answer.)	
TAKE ACTION: OVERALL IMPACTS OF GAMBLING ON TOWN	
Post-film questions:	10 Min Total
Q: How can both working together as a team and using their own personal strengths help the characters manage the impact of gambling harms in this town?	
Q: Now that Charlie knows more about what's going on, what are some important actions they can take?	
Extended: Take Action Activity (Choose 1 Option)	
Activity 1: Explore Different types of gambling in Games Activity 2: Create a responsible gambling message infographic	Post-Workshop session

# FACILITATION INTRODUCTION WORKSHOP TIPS

## Welcome and Housekeeping

- Give a brief introduction of GRINS following H5P slides.
- Brief introduction on who you are as a facilitator
- When talking to youth, it is important to let them know you have a duty to report if there is a risk of harm to themselves or others

## Determining Community Agreements

Develop common understandings to ensure the workshop is a safe environment for learning.

Community agreements include:

- Share the learning, not the names or the stories (confidentiality)
- Take care of yourself
- Participants have the right to “pass” on activities/questions that feel uncomfortable
- It is okay to feel uncomfortable or not know the answers to everything.
- It is okay to step out of the session at any time
- Treat others with respect
- Be mindful of your language; respect everyone’s names and pronouns
- Speak for yourself. Use “I statements” to state opinions or feelings
- Seek to replace judgment with curiosity.
- Take space, make space (Allow everyone a chance to participate)

**Write down any additional points, participants want to add to the community agreements in chat or collaborative board.**

## Video and Discussion

**Introduce the video:** "This video follows Charlie, a high school student, as they become impacted by the gambling activities of people in their community. Throughout the video, characters have a health metre, similar to what you might see in a video game. I would like you to watch the health metres as the story progresses. It is an illustration of how gambling can impact people, even if they are not participating in gambling themselves."

**The following pages in this guide include:**

- Pre-film questions
- Scene Questions to help guide you with facilitation of workshop, fill in any additional questions youth may have about film scenes, and deepen your understanding of gambling-related issues.
- Scene Maps

Please ensure that as the facilitator, you are addressing the characters with their preferred pronouns. Let the participants know that there will be discussion questions throughout the video and a chance to talk about what they see and hear.

- Play each scene then allow allotted time for youth to explore each scene map and reflect on questions that are included to allow time for discussion

# PRE-FILM QUESTIONS

## Pre-film Questions: What do youth know about gambling?

### Q: What is gambling?

Gambling is taking part in any game or activity in which you risk money or a valuable object in hope of winning money. Gambling manipulates your brain with a variable ratio schedule of reinforcement. When someone gambles, they are rewarded with a win after an unpredictable number of bets placed. This motivates the user to keep trying, even when they usually lose.

- [Background information: Psychology of gambling](#)

### Q: How do people gamble? Common examples include:

Casino games (slot machines, roulette, etc..)	Lottery 6/49	Scratch tickets	Bingo, Raffle, and 50/50 tickets
Card games (blackjack, poker, etc.)	Private sports betting/sports lotteries	Lootboxes	Video lottery terminals

### Q: What does community mean to you?

Potential one-word answers: family, friends, peers, teachers, collaboration, cohesion, interdependence, unity, support, etc..

A "*sense of community*" is created when it is clear who is part of the community, when the community and its members have an impact on each other, when there is a clear benefit to members to being in the community, and where all members participate. This "*sense*" builds the emotional relationships that affect individual well-being.

In addition to communities being defined by geographic boundaries, they can also be defined by people who share goals, interests, or activities.

Examples: A sports team. A class at school. A group of friends who regularly hang out. A workplace. A small town or a city neighbourhood. A MMPORPG. A volunteer organization.

# Scene 1: Developing an evolving hypothesis to the question: "What is the game?" (i.e., gambling)

1. Breakdown the scene
2. Debrief key takeaways of scene
3. Ask questions

**\*\* Each post-scene activity should follow the same pattern**

## Synopsis of Scene 1

🕒 2:43

Charlie is chatting online with Zorah. The scene sets up the rest of the video as Zorah talks about the online game, "Tension and Smack" she is playing, which offers an option of spending money for the chance to get further in the game. We also see a video of Mr. Rantzen, playing a VLT at a local bar, that is shared among his students. Additionally, Charlie has just discovered that the money raised for a graduation trip for the students in Grade 12 has gone missing.

## Key takeaways: Concept of well-being

- Rumours spread quickly among the student body about missing funds and it is confirmed by the school board
- Charlie is feeling anxious by the end of the scene

## Questions for Youth

**Q: A). What are the different elements of our well-being?**

- Physical health
- Emotional and mental well-being
- Social connections and relationships
- Intellectual growth and development
- Sense of purpose and meaning
- Environmental awareness and sustainability

**B). What happened in Scene 1 to impact Charlie's well-being?"**

- Charlie is feeling confusion around the rumours about missing school funds.
- Charlie's mom has to deal with a new legal case which means their mom will be spending time away from home and family quality time.

**Q: How do you think the disappearance of the graduation money will affect Charlie and Zorah?**

- The missing funds are likely to have emotional and practical impacts like feelings of disappointment and change of plans for their graduation trip.
- This situation may cause trust issues between Charlie and Zorah. Charlie may assume that Zorah had a part to play in the missing funds. (Note: We still don't know who is responsible for the missing funds yet)



## Scene 1 Map

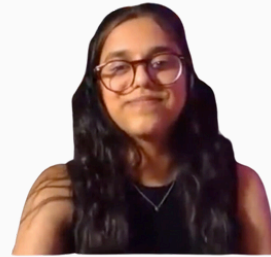


### Event 1:



Charlies at home studying.

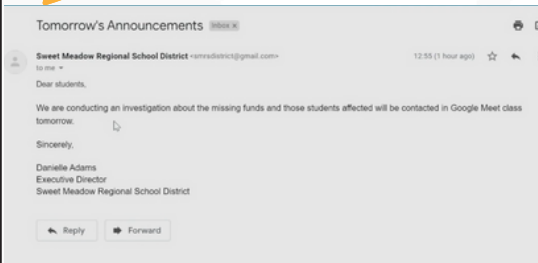
### Event 2:



Video call with friend Zorah about  
rumoured school funds missing.



### Event 3:



Charlie receives confirmation of  
Rumour.



### Event 4:



Zorah ends the call quickly to  
play "Tension and Smack"  
game.



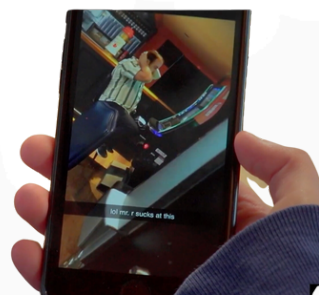
### Event 5:



Charlie's mother is busy with a new  
legal aid case and wont be home to  
spend time with Charlie in the  
evening.



### Event 6:



A video circulates of Charlie's  
teacher losing at a VLT machine.



## Scene 2: "What is the game?" (i.e., gambling)

### Synopsis of Scene 2

🕒 2:45

An online history class is being taught by Mr. Sal Rantzen. The students ask Mr. Rantzen about the video of him using the VLT machine. Mr. Rantzen deflects the question and continues teaching. Charlie is concerned that Zorah is not in class and texts the other students but no one has seen Zorah. Suddenly, we hear a knock on Mr. Rantzen's door and it is the police asking him to come down for questioning about the money missing in the graduation fund. The police name Mr. Rantzen as a suspect in the Mulberry High School investigation.

### Key takeaways: Advancing the Mystery, We get more clues

- The students and Mr. Sal Rantzen are distracted in class due to the news of missing funds, Zorah's absence, and the interruption of police
- Zorah is a gamer and spends most of her free time gaming
- We don't know what will happen as a result of the police questioning Mr. Rantzen

### Questions for Youth

**Q: What was the impact of the police arriving during the history class? On Mr. Rantzen? On the students? On the community?**

- Mr. Rantzen: He may be feeling embarrassed, anxious, or worried about the Police questioning him and potential consequences of his actions that might damage his professional reputation among students. He may face jail time.

### Questions for Youth continued...

- Students: They may experience shock, confusion, and disruption due to the sudden interruption of their class by the police. They could feel concern about the situation and its implications. It can also create a sense of unease or mistrust within the classroom environment. The students were hearing that Mr. Rantzen may be responsible for their missing graduation trip fund.
- Community: The police presence may generate concern and speculation among parents, school staff, and the wider community about the nature of the incident.

### [Read more: Gambling Harm Impacts Us All](#)

- Individual: Gambling dependency, substance dependency, bankruptcy, depression, stress-related illness, suicide risk.
- Relational (Interpersonal): Financial strain impacting family, potential for domestic violence or divorce, social isolation, loss of friendships.
- Local Impact: Loss to local business of millions of dollars in disposable income, embezzlement from churches and organizations by employees with gambling problems.
- Community: Increased crime, violence, job loss, burden on social services, higher taxes.
- Societal Impact: Increased mental health, justice, and social service costs, widening income gap, higher social unrest, domestic violence, and crime. All due to normalization of gambling without sufficient risk warnings or safeguards.


# Scene 2 Map

**Event 1:**



Charlies in a Google Meet history class.

**Event 2:**



Zorah is absent and Charlie checks in with classmates to see if they know anything.

**Event 3:**



Charlie checks Zorahs' TikTok for clues.

**Event 4:**




Mr. Rantzen brushes off comments and question about the video circulating on TikTok.

**Event 5:**



The police interrupt class to talk to Mr. Rantzen.

**Event 6:**



The police want to bring Mr. Rantzen in for questioning. The students gossip on snapchat amongst themselves.



## Scene 3: "The game (i.e., gambling) makes everyone play"

### Synopsis of Scene 3

🕒 4:31

Charlie is having a conversation with a seemingly distracted Zorah. Charlie has just been informed that the graduation trip is not happening due to the missing funds and that the soccer team's coach, who happens to be Mr. Ranzten's partner, has resigned. Zorah seems unbothered, which raises questions since she is known to be a soccer enthusiast. At the end of the scene, we hear Charlie's mother's voice in the background at Zorah's home, which adds to the tension of the situation. Charlie sees a gambling ad on their phone.

#### **Key takeaways: Learning the facts: Misinformation that youth have because of targeted ads**

- The school had to pay parents back the funds that were stolen. Resources were reallocated and the soccer field improvements were postponed.
- Charlie is starting to suspect that Zorah stole the grad trip fund and gambled it away.
- Charlie's mom is at Zorah's house offering her family legal aid support. We don't know why she needs it yet.

### Questions for Youth

**Q: How are youth getting misinformation about gambling and where is it coming from?**

- Misleading advertising from gambling corporations, online sports betting, etc., highlighting fun with no risk
- Peer and cultural influences
- Social media and online platforms
- Lack of education and awareness about harmful gambling practices

### Questions for Youth continued...

**Q: Let's explore the different factors that can contribute to someone's success in gambling and see if it's more about strategy or chance.**

- Some forms of gambling involve some strategy (e.g., poker) while others are only chance based (e.g. VLTs).
- (Ask youth to brainstorm together.)

**Q: What do you think the message "Win the lottery, Eat like a champion" is intended to make people believe?"**

- The intention behind this message may be to appeal to people's desires for financial success, abundance, and the ability to indulge in luxurious experiences. It suggests that winning the lottery can elevate one's lifestyle, including the ability to afford gourmet or high-end dining options typically associated with champions or those who achieve great success.
- It is important to note that the actual likelihood of winning the lottery is very low, and the message may be a form of advertising or marketing designed to create aspirations or desires related to wealth and luxury. It is essential to approach these messages critically and understand the realities and potential consequences of gambling.
- Your odds of winning the 6/49 lottery jackpot are less than getting struck by lightning. According to the Centers for Disease Control and Prevention (2022), the odds of getting struck by lightning are 1 in 1,000,000. According to the British Columbia Lottery Corporation (2022), the odds of winning the 6/49 jackpot are 1 in 13,983,816.

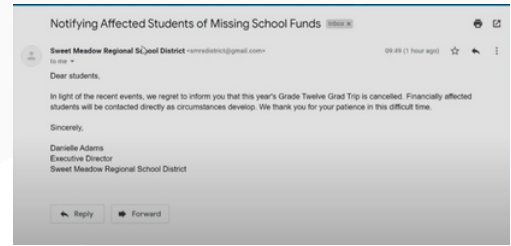
## Scene 3 Map

### Event 1:



Charlie's hanging out at home.

### Event 2:



Grad trip is officially cancelled.

### Event 3:



Charlie's mother is not coming home for dinner again, she's busy with a new legal case. Zorah does not pick up Charlie's phone call.

### Event 4:



Soccer season is suspended.

### Event 5:



Charlie calls Zorah again. Zorah's acting strange.

### Event 6:



Zorah and Charlie talk about whether gambling involves strategy or luck.

### Event 7:



Zorah hears Charlie's mom at her house. Charlie hangs up the phone in a panic.

### Event 8:



Charlie sees a targeted ad as they scroll social media platform

## Scene 4: "Who's Winning?"

### Synopsis of Scene 4

🕒 3:35

Charlie calls Mr. Rantzen's daughter, Anneke. Charlie finds out that Mr. Rantzen stole the money from the graduation trip fund to cover his gambling habits. Charlie wants to know if there were signs showing from Mr. Rantzen around gambling and to find out how Anneke is feeling about everything. Anneke shares that she has not talked to Zorah, however, Zorah's dad has stopped teaching her music.

**Key takeaways: Gambling Corp profits, the players don't. Even if they win once or twice.**

- Coach Rantzen, Anneke's mother, is working extra hours to compensate for the loss of income and to pay off her husband's gambling losses. She had to quit her volunteer coach position.
- Zorah's dad quit teaching music. Charlie doesn't know why yet, but recognizes this is another sign that something is wrong (maybe he needed to get a higher paying job to pay off Zorah's gambling debt).
- Anneke's healthy coping strategy is taken away (music lessons) which lowers her resiliency.
- Anneke herself is filled with both anger and compassion for her dad. This is important because through Anneke we get to humanize Mr. Rantzen, we get to see the full complexity of his situation. He cares for his family and was a victim of gambling harms himself. Her father is in a deep depression, guilt, and shame spiral.
- Peer support and resiliency gained by reconnecting with friends.

### Questions for Youth

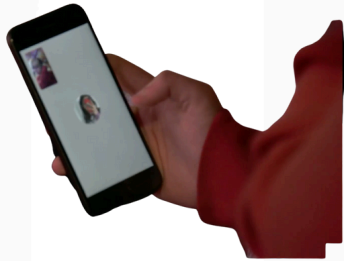
**Q: What were the signs of Mr. Rantzen's gambling problems? How do you think he feels given what Anneke has shared in the scene?**

- Anneke has a hard time wrapping her head around how her father got into this mess. She mentions him being distracted and states, "Those machines have a way of getting to your head, Charlie."
- Mr. Sal Rantzen could be feeling shame, guilt, and remorse for his actions and how the consequences have impacted his loved ones. The financial burden and risk of jail time could also lead to anxiety and stress for him, and him feeling down.

**Q: What keeps shifting in the town? (behaviours, jobs. etc.)**

- Mr. Sal Rantzen has been fired from his job. His partner, Coach Rantzen, had to quit her volunteer coach position to get another job to cover her partner's gambling losses, reducing her ability to engage in her favourite hobby which is coaching soccer.
- Zorah's dad stopped teaching music. We don't explicitly know why but can speculate he needed some time off or to pick up another job to pay off his daughter's gambling debt.
- Zorah is nowhere to be found. This is a sign that Zorah could be struggling and feeling isolated.
- There are interpersonal impacts, financial impacts, and emotional impacts on multiple members in town.

## Event 1:



Zorah doesn't pick up Charlie's phone call.

## Event 2:



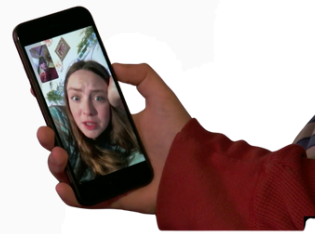
Charlie calls another friend, Anneke. They discover Mr. R was fired because he used the grad trip fund to finance his gambling habits. He is not doing well.

## Event 3:



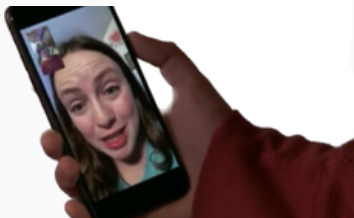
The news revealed about Mr. Rantzen's gambling habits have affected Anneke's family dynamics.

## Event 4:



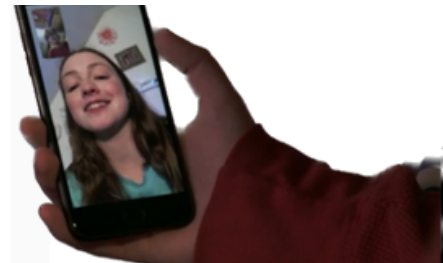
Anneke's music lessons are cancelled because Zorah's dad quit teaching music.

## Event 5:



Anneke shares the warning signs, Sal Rantzen lost all the money (on VLT's). "They're dangerous. they have a way of just getting to your head."

## Event 6:



Charlie offers empathy and peer support.

## Event 7:



Anneke ends the call feeling better having shared openly with her friend.

## Event 8:



Charlie goes to sleep feeling worried about Zorah.



## Scene 4.5: Informed Consent and Individual Risk Tolerance

### Synopsis of Dream sequence

🕒 0:45

Charlie has a dream about jumping off the cliff. There is a sign that says, "Jump at own risk." Charlie contemplates jumping not knowing what is at the bottom.

### Key takeaways: The choices you make will differ based on the information you have.

- The sign wasn't fully honest. There was a specific danger of jumping, but the sign didn't tell Charlie that.
- Charlie decided to take a risk based on the information they had. In the end, they were not able to make an informed decision.
- Their decision could have resulted in their injury or death.

### Questions for Youth

**Q: Why is it important to have accurate information to make an informed decision?**

- To help us understand potential consequences and outcomes
- Assess risks (pros and cons)
- Minimize uncertainty
- Make an empowered choice

**Q: How would your decision to jump be affected based on your own risk tolerance?**

If someone has a high risk tolerance, they may be more inclined to take the leap, even in the face of significant uncertainty or potential negative consequences. They might be comfortable with the possibility of failure or adverse outcomes and see the potential reward as worth the risk.

### Questions for Youth continued...

If someone has a low risk tolerance, they may be more cautious and hesitant to take the leap, they may prioritize safety and stability, and the potential for negative outcomes or losses may outweigh the potential benefits. The part of the brain that manages risk assessment is not fully developed until about age 25. This puts teenagers at increased risk for harm. Ultimately, an individual's decision to jump or not would be influenced by their own risk tolerance, which is shaped by the information presented to them, their experiences, values, and attitudes towards risk.

**Q: Can you think of other examples that have been successful in helping you understand how to manage risky situations? (Allow youth to reflect and come up with other non-related gambling examples to bridge their understanding.)**

### Personal Reflection and Journaling:

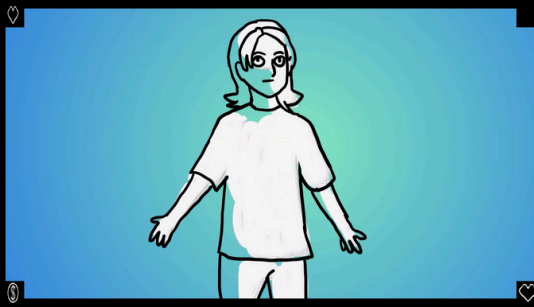
Engaging in self-reflection and journaling can help youth gain a deeper understanding of their own thoughts, emotions, and behaviours in risky situations. This introspection can lead them to insights, self-awareness, and the development of effective strategies for managing risks..

Examples may include:

- Sharing personal stories
- Resisting peer pressure
- Learning from past mistakes to help make better-informed decisions
- Navigating relationships, etc...

## Dream Sequence Map

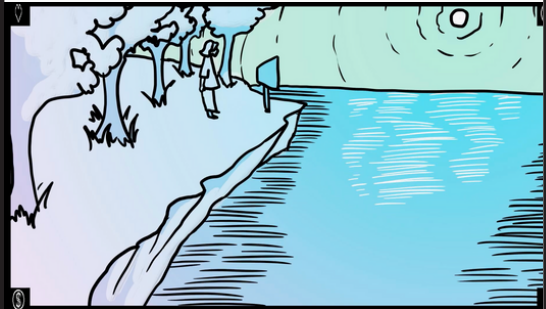
Event 1:



Charlie's dreaming.



Event 2:



Charlie sees some beautiful clear water.

Event 3:



Charlie wants to cliff jump.



Event 4:



Charlie sees a sign that says "jump at own risk."

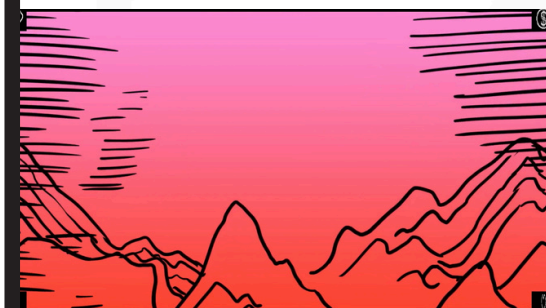
Event 5:



The water looks clear..Charlie thinks the risks of injury are low and decides to take a leap.



Event 6:



As Charlie gets closer to the water, rocks appear under the water.

## Scene 5: Choose to be empowered. "Who's losing?"

### Synopsis of Scene 5

🕒 1:38

Charlie discovers Zorah sitting alone outside. Charlie finds out that Zorah has spent a significant amount of money, \$10,000, in an online game, "Tension and Smack", gambling. Charlie wants to understand what led Zorah to make that decision. Zorah explains that things spiralled out of control quickly. Charlie and Zorah decide to go for a walk together to talk and reconnect.

**Key takeaways: Peer support, empowerment, and further facts about different types of gambling activity.**

- Charlie's spirit has been hurt watching the negative effects of gambling on their friend Zorah.
- Zorah realizes how misleading Tension and Smack was.

### Questions for Youth

**Q: What are the similarities between a VLT machine and an online game? Let's explore different forms of gambling to see what type of digital gaming Zorah may have been involved in.**

- **Digital Format:** Both types of activities are typically operated digitally, either on a VLT machine or via online platforms. VLTs are not easily accessible to youth under 19, as online gamblified games are.
- Both VLT machines and certain online games include gambling elements such as wagering real money, chance-based outcomes, and the possibility of winning or losing money. Both formats frequently use visual and audio effects, interactive features, and incentives to attract and keep users engaged.

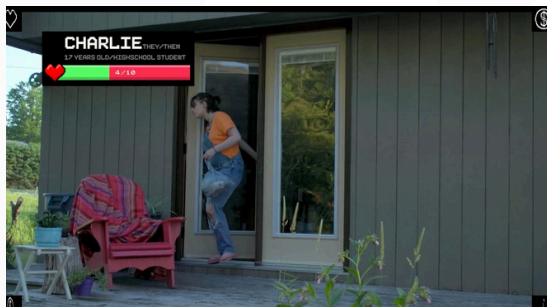
### Questions for Youth continued...

**Risk of Addiction:** Both VLTs and online games can increase the chances of dependency due to their engaging nature and the release of dopamine in the brain associated with taking risks and with reward-seeking behaviour.

**Q: What are some ways that you can support a friend going through a difficult time?**

- **Listen:** Be an active listener and create a safe space for your friend to express their feelings and thoughts without judgement.
- **Offer emotional support:** Show empathy and validate their feelings. Create a safe space where they can face their feelings and absorb the consequences of their actions.
- **Spend time with your friend:** Engage in activities they enjoy, and create opportunities for them to take a break from life's challenges.
- **Offer practical assistance based on their needs:** This could include assisting with daily tasks, providing rides, preparing meals, or assisting with school or work-related responsibilities.
- **Encourage them to seek help from a counselor, therapist, or other professional:** Offer to assist them in finding resources and provide encouragement as they take steps towards getting the help they need.
- **Stay in touch with your friend on a regular basis:** Let them know you are thinking about them and genuinely concerned about their well-being. Remind them that they are not alone.

## Event 1:



Charlie finds Zorah, upset on their back porch. Zorah shows up as a plea for help from her friend.



## Event 2:



Zorah shares she has spent a significant amount of money, \$10,000, gambling within an online game she has been playing (Tension 'n' Smack).

## Event 3:



Charlie asks questions to understand more about gambling and gives Zorah a safe space to talk about it.



## Event 4:



Charlie and Zorah leave on a walk which symbolizes that they will get through this rough patch alongside each other.



## Scene 6: "The game never loses"

### Synopsis of Scene 6

🕒 4:21

Charlie is seen going into a convenience store. It is evident that Charlie is feeling down and the cashier offers a scratch ticket to cheer them up, not realizing that Charlie is too young to purchase it. Charlie is worn down by all the gambling activity in their community and asks the cashier about some of the harms of gambling. The cashier offers an innovative perspective that gambling is not an individual responsibility. Alternatively, it is the responsibility of gambling corporations and governments to be transparent in their advertisements. Charlie leaves the store with a low-health meter and a long, sad look at a sign promoting lotteries.

### Key takeaways: Placing the issue within the larger context.

- Charlie enters the scene feeling the grief over what has happened to Zorah. They understand why Zorah gambled, but are still perplexed about how this situation could have happened.
- Charlie leaves with a decreased health bar with a new understanding of the circumstances that lead Zorah and Mr. Rantzen to gamble.

### Questions for Youth

**Q:** Gambling can have serious consequences on individuals and communities. Imagine you were in charge, how would you design rules and regulations to protect people from these harms? (Allow the youth to reflect on the answer)

Examples may include the following:

- Setting age restrictions for both in-person and online gambling activities.
- Setting financial limits to prevent large gambling-related losses.
- Allocate adequate resources for accessible and effective prevention and effective treatment programs for individuals struggling with gambling dependency.
- Hold Gambling Corporations accountable to ensure regulation and compliance with laws.
- Strict enforcement and regulation in marketing and advertising strategies to ensure there are no misleading messages, and not targeting youth.
- Build more community engagement opportunities.
- Research and monitor current trends to further minimize gambling harms and promote responsible gambling practices.

**Q:** If you were to talk to someone about gambling, what would you want them to know?

- Allow the youth to reflect on the answer.

## Scene 6 Map

### Event 1:



Charlie enters the local convenience store to get snacks, still confused about why people gamble.



### Event 2:



Charlie encounters another form of gambling, when Debbie tries to sell them scratch tickets before realizing they are underage.

### Event 3:



Debbie affirms that gambling can really hurt people. She shares why people gamble (government sanctions make people think its okay and safe). Debbie shares that if the government doesn't tell us the real risks, we cant make an informed decision.



### Event 4:



Charlie feels shocked that the government sanctions something they know is hurting people.

### Event 5:



Charlie leaves the convenience store feeling grief and anger.



### Event 6:



Charlie encounters another manipulative targeted ad for the lotto, but this time with a new level of awareness about what it is and means.

## Wrap up Questions/Take Action

**Q: What were the overall impacts of gambling on the town?**

**Q: How could a healthy balance of interdependent support and individual strength enable the characters in this town best manage the impact of gambling harms?**

- Interdependence enables us to pool strengths, skills, and resources to achieve common goals. We can achieve more by working together than we could individually.
- Interdependence fosters a sense of community and belonging. It encourages us to support and rely on one another, resulting in stronger relationships and social bonds. During times of need, this support network provides emotional and practical assistance.
- Too much interdependence can lead to "A-Frame" relationships where people lean on one another but cannot stand alone. When one falls, so do the others. Developing personal skills and resilience can create a healthy balance with interdependence.

**Q: Now that Charlie knows more about what's going on, what are some important actions they can take?**

- **Seek Advice:** Charlie can seek advice from a trusted adult, such as a parent, teacher, or counsellor, on how to best handle the situation. They can express their concerns and seek advice on how to support Zorah and address the impacts of gambling.
- **Educate Others:** Charlie can prioritize educating their peers and the larger community about the potential risks and consequences of gambling. They can share their knowledge and experiences, raising awareness and encouraging responsible gambling behaviours.
- **Advocate for Resources:** Charlie can advocate for the availability of gambling-related resources and support systems in their school or community. They can collaborate with school officials, youth organizations, and community leaders to ensure adequate resources are in place.
- **Personal Boundaries:** Charlie can prioritize setting personal boundaries and making informed decisions when it comes to their own involvement in gambling activities. They can resist peer pressure and understand the risks of gambling.
- **Create a Supportive Environment:** Charlie can work to create a supportive and nonjudgmental environment for individuals struggling with gambling issues. They can promote empathy and understanding, as well as initiate discussions about mental health and responsible decision-making.
- **Continuous Learning:** Charlie can continue to educate themselves about gambling-related issues, staying up-to-date on the latest research, prevention strategies, and available support resources. This ongoing education will equip them to effectively support others and advocate for responsible gambling practices.

# Take Action: Exploring types of Gambling

## Activity 1: Game Exploration: 40 minutes

Divide the group into 4-5 teams. Assign a game to each group. Possible games:

CS GO	Mario kart tour	Star Wars galaxy of heroes	Fortnite
APEX	Red Dead Redemption	COD	Overwatch

Have the groups do research about the game to find how gambling is involved. Invite youth to put together a mini presentation (no more than 5 minutes) that discusses the following things: how gambling is involved, how the game attracts people, and how they think someone could become harmfully involved. After 20-30 minutes bring the groups back together and have each group present their findings.

**Suggestion:** In the interest of time, wait until after all groups present to give general feedback and comments. Ask if groups have comments or thoughts about other groups' presentations

### The Link Between Gambling and Gaming

It is important to define the differences between gambling and gaming. Gaming is a skill-based activity. Gambling is a chance-based activity. However, there are many ways that the two intersect.

For example, loot boxes are bought with real money but contain randomized contents. Even if you find the loot box and open it without paying money, the contents are randomized and provide a feeling of chance and exhilaration if it is something you want or need in the game.

There are third party websites that sell, trade and gamble off "skins" - costumes and accessories that the character can wear and use. These skins can be used as a gambling stake when the youth do not have access to credit cards. At times you will have activities within a game that simulate a casino game, such as spinning a wheel to get a prize. E-Sports betting occurs when people bet on who will win a game being played. There are also gaming tournaments with streams sponsored by gambling corporations who facilitate betting on the games being played by others.

This link between gambling and gaming is becoming more and more problematic as technology becomes accessible to everyone (Zendle, 2020). There are portable hardware systems, such as the Nintendo Switch. Games are also available on smartphones which are more readily accessible to youth. The technology is making gambling more tangible and it is easy to get swept up into the manipulative tendencies of online gambling.

# Take Action: Activities

## Activity 2: Create a responsible gambling message infographic

Encourage youth to brainstorm and identify the key responsible gambling messages they want to convey through the infographic. These messages could focus on topics like setting limits, understanding odds, seeking help if needed, and making informed decisions.

- **Research Facts and Statistics:** Have participants research relevant facts and statistics about youth gambling, rates of various types of gambling harm, and the impact on individuals and communities. Ensure the information gathered is accurate and reliable.
- **Include Safer Gambling Tips:** Have participants brainstorm and include practical tips and strategies for safer gambling practices in their infographic. These can include concepts such as avoiding more dangerous products, setting spending limits, understanding odds, avoiding chasing losses, and taking breaks.
- **Promote Support Resources:** Emphasize the importance of including information about helpline numbers, support organizations, or counseling services for individuals struggling with gambling issues. Ensure the resources provided are accurate and up-to-date.
- **Allocate time for participants to review and revise their infographics.** Encourage them to proofread for clarity, accuracy, and overall visual impact. Provide feedback and guidance as needed.
- **Design Infographic Layout:** Provide youth with design tools or templates to create their infographics. They can choose a visually appealing layout that effectively communicates their responsible gambling messages. Encourage the use of colors, icons, and illustrations to enhance the visual appeal. A free Canva account is a popular tool.
- **Display and Share:** Create an opportunity for participants to share their responsible gambling infographics. Display them in a common area or host a virtual exhibition where youth can present and discuss their creations. Encourage discussions on responsible gambling and promote awareness among their peers.

Feel free to tag us on Instagram  
**@gamblingriskinformedns** with your infographic!

# 'Odds and Ends' Resources to Help with Gambling Harms

## Help Line Resources

- National Problem Gambling Help Line:  
1-800-522-4700 (free)
- 9-8-8: Suicide Crisis Helpline  
If you or someone you know is thinking about suicide, call or text 988.
- Call or text "211" in Nova Scotia  
Connects you to programs and services in your area.

## Gamtalk

Online support for gambling issues.  
Free and anonymous.  
<https://www.gamtalk.org/>

## Download the RecoverMe app

RecoverMe is a mobile app that helps you manage a gambling problem.  
Use the code RECOVERME100 to use the app for free.  
[Download on the Apple App Store](#)  
[Download on the Google Play Store](#)

## Kids Help Line

- 24/7 support for children, teens, and young adults
- Text: CONNECT to 686868 (free across Canada)
- Call [1-800-668-6868](tel:1-800-668-6868) (free across Canada)

## Additional Supports

- <http://youthgamblingfacts.ca/>
- <https://www.gamblingtherapy.org/>
- <https://www.responsiblegambling.org/for-youth-and-young-adults/>
- <https://grins.info/need-help>
- <https://www.gambleaware.nsw.gov.au/resources-and-education>

## For Parents and Allies

YGAM Parent Hub

- <https://parents.ygam.org/>

Gambling, Gaming and Technology Use

- <https://kmb.camh.ca/ggtu/knowledge-translation/youth>

## Videos on Gambling

How Casinos Trick You Into Gambling More:

- <https://youtu.be/9THLOo7WWoQ>

Video lottery terminals: What Every Player Need to Know (short version):

- <https://www.youtube.com/watch?v=ZxMKhUMF-EE>

Youth Gambling Animation:

- <https://www.youtube.com/watch?v=rOwl0lwGrXA&t=49s>

Teen losing \$5,000 online:

- <https://www.youtube.com/watch?v=coe5NRhpLDY>



# 'Odds and Ends' Resources to Help with Gambling Harms

## Research data

Responsible Gambling Victoria's Gen Bet (2021) is a summary of research into gambling and young people which looks at why young people gamble, the types of gambling commonly used by young people and the harms caused by gambling.

Key findings include:

- Although gambling marketing has received considerable attention, the most influential exposure to gambling occurs when young people see family and friends doing it.
- The number of young people who participate in gambling is difficult to quantify but may be declining.
- Only a small number of young people that do gamble, gamble regularly.
- Boys are more likely to gamble than girls.

NSW Gamble Aware's Youth Gambling Study (2020) reviewed research and consulted with NSW secondary school students around gambling and simulated gambling.

Key findings include:

- Around 30 per cent of young people had participated in gambling in the last year and around 40 per cent had played games with gambling components.
- Parents were the strongest influence on youth gambling.
- Young people were more likely to have gambled in the past year if they'd gambled with their parents during childhood and had parents who approved of gambling.

From: <https://knowyourodds.net.au/young-people-and-gambling/>

## Website Articles

Gambling: Boy, 16, lost thousands after seeing advert (BBC)

<https://www.bbc.com/news/uk-wales-63649695>

I placed my first wager when I was 10. I've gambled more than \$1 million since

<https://macleans.ca/longforms/addiction-sports-betting-gambling/>

This one is about gaming, not gambling:

<https://www.firstpost.com/world/chinese-teen-spends-familys-life-savings-of-64000-dollars-on-mobile-games-in-months-12700562.html>

Kids are secretly spending thousands of their parents' money betting on special video game wagering sites

<https://www.businessinsider.com/videogame-wagering-platforms-raise-worries-about-kids-gambling-2020-11>

Virtual weapons are turning teen gamers into serious gamblers

<https://www.bloomberg.com/features/2016-virtual-guns-counterstrike-gambling/>

From loot boxes to gambling addiction: experts warn video games open door to betting

<https://www.smh.com.au/national/nsw/from-loot-boxes-to-gambling-addiction-experts-warn-video-games-open-door-to-betting-20221209-p5c579.html>

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Zendle, D. (2020). *Beyond loot boxes: A variety of gambling-like practices in video games are linked to both problem gambling and disordered gaming*. *PeerJ*, 8, e9466.

<https://doi.org/10.7717/peerj.9466>



# How to use Zoom

## Host Permissions on Zoom

- Start waiting room
- Allow participants access to the meeting from the waiting room
- Assign Co-Hosts
- Start and assign someone to write closed captioning or enable automated captioning
- Create and assign Breakout Rooms
- Share screen and/or allow participants to share their screen
- Mute, request to unmute participants or mute/request to unmute all participants at once
- Stop or request to start participants video
- Record the meeting to computer or to the cloud
- Live stream the meeting to a Facebook or Youtube account
- Lock the meeting so no one else is able to join
- Control whether or not the chat is accessible to participants
- Share computer audio and allow participants to do so as well
- Remove participants from the meeting altogether or to the waiting room
- End meeting for all participants

## Co-host permissions in Paid Feature (Most of Host permissions except):

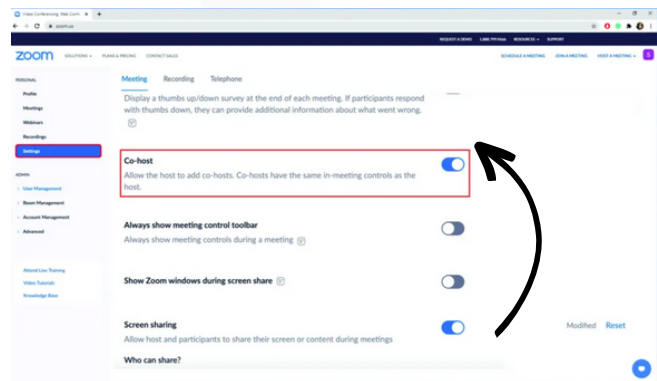
- Start closed captioning
- Set up and manage breakout room
- Livestream the meeting
- Make someone else a Co-Host
- Start waiting room
- End meeting for all

## Participant Permissions

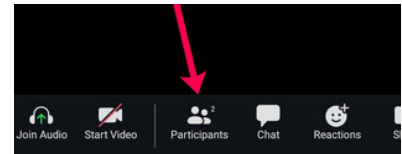
- Change their own display names
- Change their background picture
- Use the public and private chat functions when enabled
- Control their own audio and video functions
- Use non-verbal reactions (such as claps and raising your hands)

## How to Make participant a Co-host

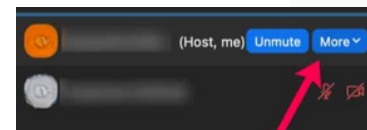
**Step 1:** Check your Desktop settings before you start a Zoom meeting to ensure your Co-host option is switched on to the right so it turns blue.



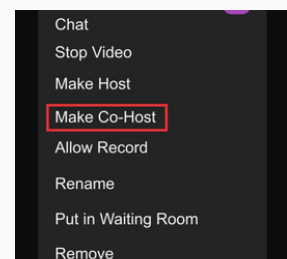
**Step 2:** After you start your meeting, select **Participants**.



**Step 3:** Hover your cursor over co-host name in participant list and select the **More** option.

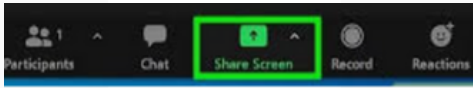


**Step 4:** Click on **Make Co-Host**.



# Zoom Screen Share & Breakout Rooms

## How To Use Share Screen on Zoom



The screenshare function is available on the toolbar at the bottom of the zoom screen.

It's a bright green button with an arrow pointing up. Clicking that button will bring up a new window with three different menus, each with different options:

### Basic Function:

- Ability to share your entire desktop screen, including any windows you have open and files you can see on your desktop. e.g. sharing a YouTube video.
- Ability to use the whiteboard function. You can also open the whiteboard for anyone to use by allowing annotation.
- Ability to share any window/application you have open on your computer, laptop or iPhone/iPad. e.g. PowerPoint or a PDF file

### Advanced Function:

- Ability to share a portion of your computer screen
- Ability to share music or computer sound only
- Ability to share a second camera. You must have a second webcam connected for this to work.

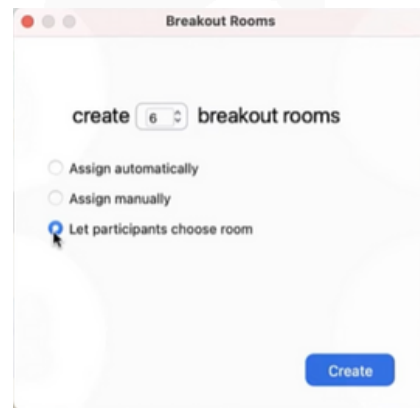
### Files:

- Ability to share a file through Dropbox, Microsoft OneDrive, Google Drive and Box

## Zoom Breakout Rooms

**Breakout rooms are video rooms that branch off from the main room. This allows for the ability to pair off into partners or a workshop/group to garner conversation. Here is a video tutorial on how to use [breakout rooms](#).**

**Hosts and Costs have control to change the settings in the bottom tool bar. Once you click the icon, a window will pop up with the following:**



- Ability to determine the number of rooms
- Ability to assign participants to rooms automatically or manually
- Ability to move participants between rooms by either swapping participants, or moving them directly
- Ability to set a timer before creating the rooms

To read the most updated versions for support:

- [Participating in Breakout Rooms](#)
- [Managing Breakout Rooms](#)

Note: Participants can choose their breakout room if the host uses the "Let participants choose rooms" option

# 'Navigating 'Odds and Ends' Workshop on Zoom



2. Select: **Basic**

3. Select Workshop Page Tab

4. "Share sound" and "Optimize for video clip"

5. Click Share

1. Select Share Screen

## H5P Zoom Display:

Click on the blue progress bar or use keyboard arrow keys to move right or left to move back

Open Chat pop up for participant discussion.

Odds and Ends

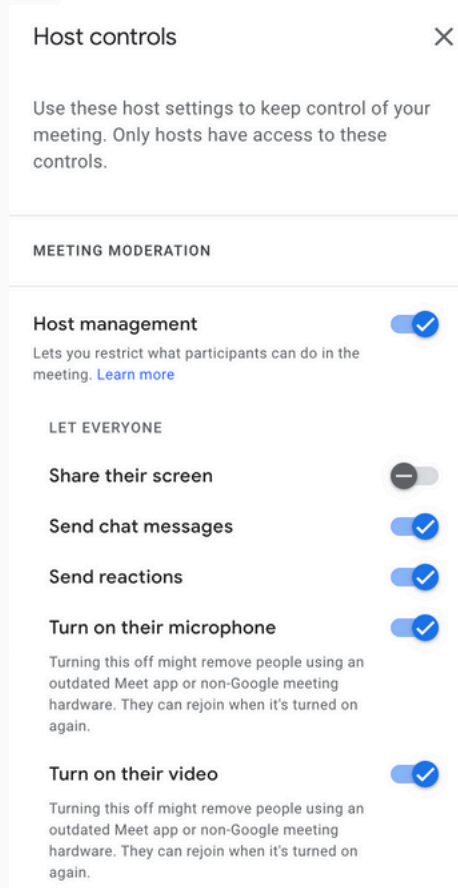
YOU PLAY THE ODDS  
IS HOW IT ENDS

**START**

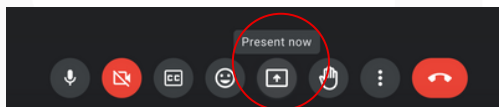
# Google Meet Screen Share & Breakout Rooms

## Google Meet Host Permissions

There currently is no option to make a participant a Co-host on. Google Meet. You will require a Google Workspace Essential account at minimum to create Breakout rooms, Q&A, and polls. Here are the following Google Meet host controls:



## How To Use Share Screen on Google Meet

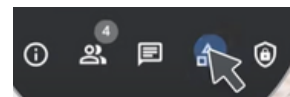


The screen share function is available on the toolbar at the bottom of the Google Meet screen. It's a white outlined button with an arrow pointing up. Clicking that button will bring up a new window with three different menus, each with different options.

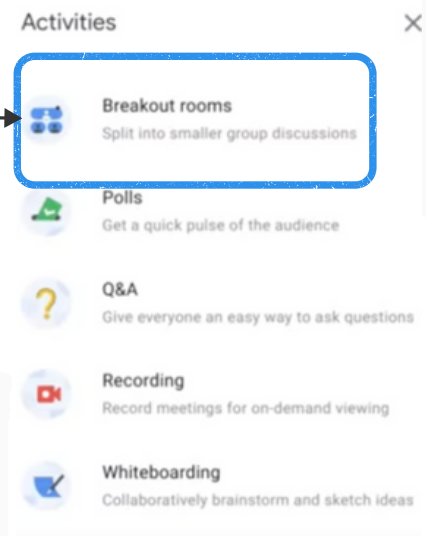
## Google Meet Breakout Rooms

**Breakout rooms are video rooms that branch off from the main room. This allows for the ability to pair off into partners or a workshop/group to garner conversation. Here is a video tutorial on how to use Google Meet [breakout rooms](#).**

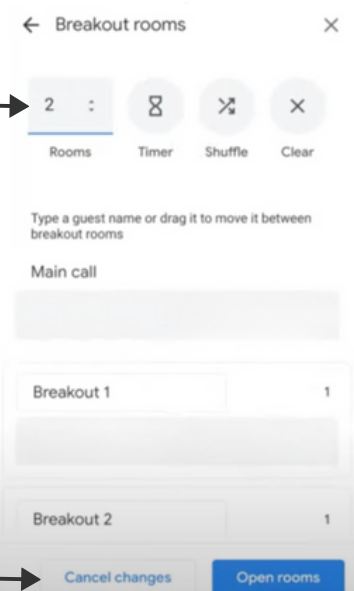
Hosts have control to change the settings in the bottom tool bar. Once you click the icon, a window will pop up with the following:



**Step 1:**  
Select  
Breakout  
rooms

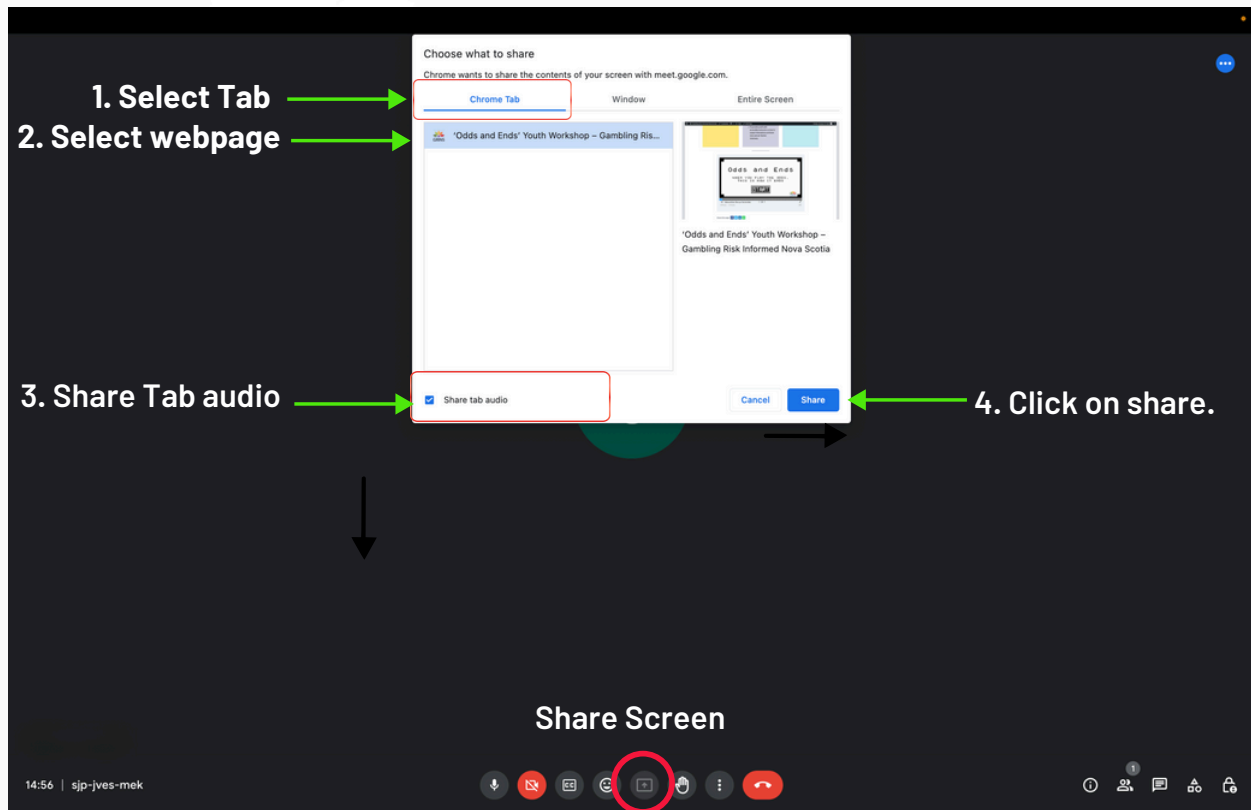


**Step 2:** Set  
timer and  
breakout  
rooms based  
on workshop  
activity time  
and number of  
participants.



**Step 3:**  
Select Open  
rooms.

# 'Odds and Ends Workshop using Google Meet



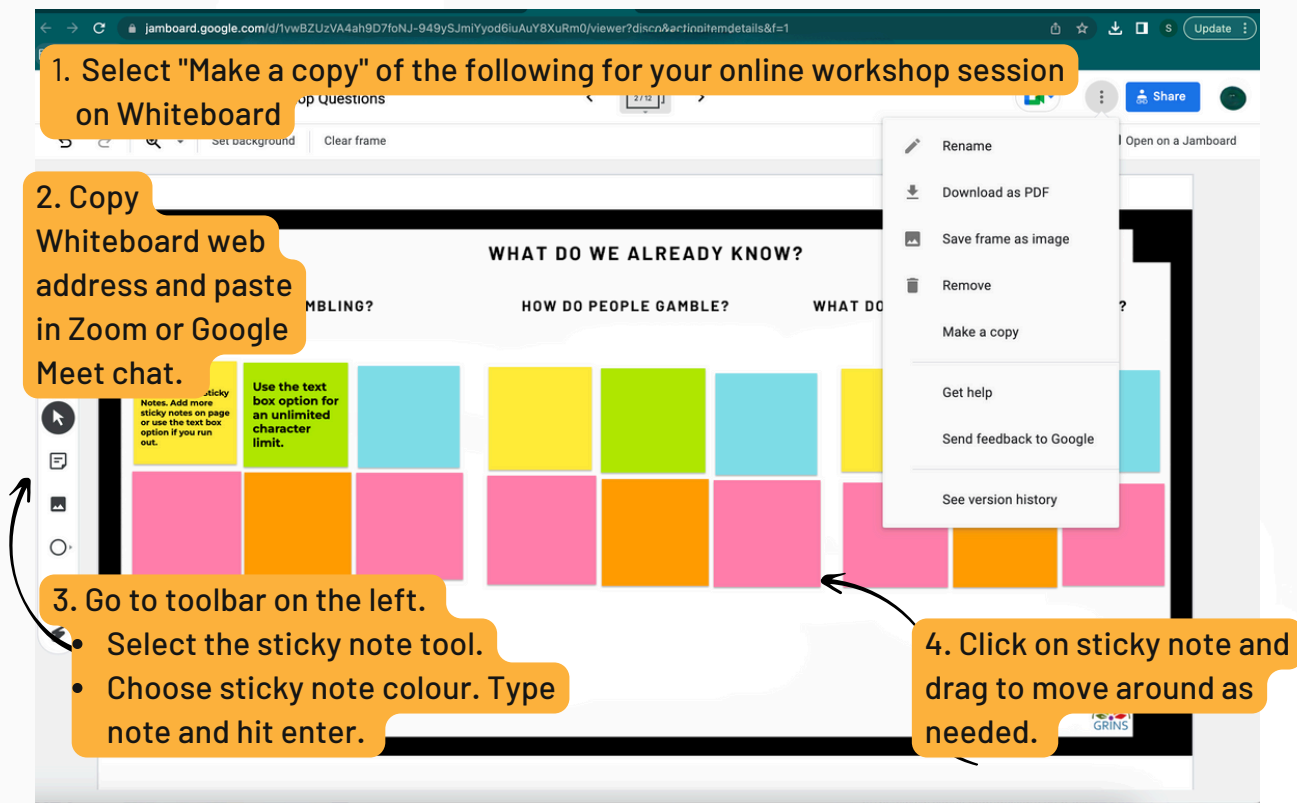
Use the tab option to support bandwidth to ensure a smooth workshop. If you have a dual monitor, open the webpage in a separate window. This way, you can navigate the H5P content in one window while keeping track of the chat in the other. If you don't have a dual monitor, split your screen into separate windows, placing them side by side for easier multitasking. *Tip: Consider assigning a youth participant the role of keeping track of the chat. They can assist in case you overlook any important discussions.*

Click on the blue progress bar or use keyboard arrows to move right or left to go back in maximized view.



# Engaging Youth using a Whiteboard

## <https://miro.com/online-whiteboard/>



Provide the Whiteboard link in the main chat room during the beginning of the workshop session for youth to engage with the questions for each scene activity's allotted time.

**Option 1:** If you decide to use the Whiteboard link for youth to brainstorm in breakout rooms, follow the sequence of the workshop timeline (numbers may vary depending on group size):

- o Watch Scene
- o After watching each scene, send participants to set breakout rooms (2. 4. 6 etc.) depending on your group size.
- o Youth share/generate ideas in groups on Whiteboard until the breakout room timer ends
- o Assign a spokesperson from each group to share back with the full group in the main room.

**Note:** To enable youth to share their screen in breakout rooms, the facilitator must enable screen sharing in both Zoom and Google Meet settings. We recommend disabling this option to reduce any technical difficulties that may arise in the session.

### Option 2: In Main Room

- o Watch Scene
- o After watching each scene, allow youth to reflect silently on the question(s) individually in the main room
- o Share the link with youth participants to add comments on the Whiteboard or main chat
- o Ask youth participants to share notable ideas with the whole group

**Note:** If a Whiteboard link does not fit your group's needs or workshop time, feel free to adapt and use the main chat as a means for youth engagement.