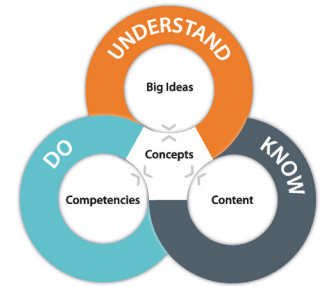


Horse: A ball-and-hoop game

In this lesson, students learn how to play a fun ball-and-hoop game called Horse. They also get a chance to add to the stakes of the game and reflect on what it feels like in their minds and bodies in situations involving competition and choices.



How to play Horse:

Horse is a game where players take turns shooting a ball at a hoop in a unique way (e.g., standing on one leg, shooting with one eye closed, dribbling the ball five times before shooting, etc.). The person who starts a round of play must explain and demonstrate the unique shot. The other players must do the same. If they miss, they collect a letter from the word horse (H-O-R-S-E). If a player collects all five letters, they are out of the game. Note: If the player who starts the round misses their shot, they don't collect a letter. Instead, control goes to the next player who must decide on a unique shot. The last player standing wins the game!

Instructional strategies

1. Set up game stations to match the age and skill of your students. You may want to use light rubber balls and low basketball hoops (or even garbage cans or crates). If desired, put chart paper at each station (or use another method) to help students keep track of their letters.

Explain and demonstrate how the game works. Then divide the class into groups of five students and invite them to start playing while you serve as monitor.

After giving students time to play and get used to keeping score of their letters, you may want to add stakes to the game (e.g., snacks or small prizes for the winners at each station).

After playing, have a class discussion using the questions below:

- a. What do you think about the game of Horse? What did you like most about playing the game? What did you like least?
- b. How did it feel in your mind and body when you:
 - made a shot
 - missed a shot and got a letter
 - had to choose a new way to shoot the ball
 - had to follow someone else's way to shoot the ball
 - won/lost a game
- c. What did it feel like when you knew you could win prizes? Did it affect your behaviour or feelings about the game? If so, how so? Would you rather play for fun or for prizes? Explain why.



2. If desired, extend your conversation about feelings and emotions using these discussion questions:
 - a. We all experience lots of different kinds of emotions. What are the names of some of the emotions you know? What are some of the ways we show these emotions? Is it helpful to show emotions? Why or why not?
 - b. Sometimes emotions don't feel very good. What are some things we can do when our emotions make us feel bad? What are some things that can help us manage our feelings?
 - c. Do you think uncomfortable or difficult feelings can ever be helpful? If so, give examples.

3. If desired, extend the lesson with a small group activity. Give each group some magazines and art supplies (scissors, glue, markers, large paper or cardboard, etc.). Ask them to find and cut out pictures that reflect different emotions that resonate with them. Then have them group the pictures into different emotion categories, glue them onto the paper, and write down any words that come to mind. Have each group share their creations with the other students.

Gambling Literacy

Big idea

- ✓ Gambling can be a fun recreational activity but can also lead to significant harm

Competencies

- ✓ Assess the complex ways in which gambling is linked to human culture and impacts the health and well-being of individuals, families, communities and societies
- ✓ Recognize binary constructs (e.g., win vs lose or success vs failure) and assess their limitation in addressing complex social issues like gambling
- ✓ Explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behaviour

For a complete look at the gambling literacy competencies, as defined by the Canadian Institute for Substance Use Research, see: <http://www.uvic.ca/research/centres/cisur/assets/docs/iminds/hs-gambling-curriculum.pdf>

Links to curriculum

First Peoples' principles of learning

- ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)



PHE K/1

Big ideas

- ✓ Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living
- ✓ Good health comprises physical, mental and emotional well-being

Competencies

- ✓ Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- ✓ Identify opportunities to make choices that contribute to health and well-being
- ✓ Identify and describe practices that promote mental well-being
- ✓ Identify and describe feelings and worries

PHE 2/3

Big ideas

- ✓ Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (3)
- ✓ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships (2, 3)

Competencies

- ✓ Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others
- ✓ Identify and apply strategies that promote mental well-being
- ✓ Identify and describe feelings and worries, and strategies for dealing with them

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