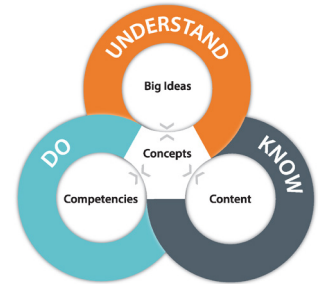


## Game of Pig

Risk and chance are ever present in life. This lesson uses a simplified version of a dice game, Game of Pig, to teach students to think about their decisions in contexts laden with risk. By playing this low-stakes mathematical gambling game, students are provided with a safe environment to develop decision-making strategies and are encouraged to think critically about their emotional responses to situations involving choices and chance. An optional art activity is included at the end of the lesson.



### How to play:

The goal of the game is to have the most points after several rounds of playing.

While playing, only students who choose to remain standing can keep adding to their collection of points, but they also risk losing all of their points. Students who choose to sit down during the game cannot keep adding to their points but do not risk losing their points.

To start, all students stand up in a circle. One die (ideally a giant, fluffy die) is rolled in the middle of the circle. Each roll represents points. If a 5 is rolled, each student who is standing gets 5 points. However, if a 1 is rolled, each student who is standing loses all of their points.

### Example:

Students A, B, and C are standing. The die is rolled and lands on a 3. Each student gets 3 points. Student A sits down because they don't want to risk losing their points, but B and C choose to remain standing. The die is rolled again and lands on a 6. Students B and C get 6 more points each, for a total of 9 each. Student B decides to sit down to avoid losing points. The die is rolled and lands on a 1. Student C, who was standing for the roll when the die landed on "1," loses and receives 0 points this round. Student B wins with the most points (9), and student A comes second with 3 points. Then the next round begins with all students standing again. Students can keep track of their points on a piece of paper, adding to it each round.

See [https://www.youtube.com/watch?v=gMFMpC3mC\\_0](https://www.youtube.com/watch?v=gMFMpC3mC_0) for a video about playing Game of Pig.

## Instructional strategies

1. Play several rounds of Game of Pig. Then discuss the game using some or all of the questions below:
  - a. When you were playing the game, did you ever feel any strong emotions? Can you describe how you felt?
  - b. Did you ever feel like you wanted to keep standing so you could win more and more, even if there was a risk of losing? Discuss.
  - c. What made you decide to sit down? What made you decide to stay standing?



- d. Some of your classmates made different decisions about sitting or standing than you did. How did it make you feel? Did you think about changing your mind? Explain.
- e. What you were thinking when you were one of the last students standing, or when you were one of the first to choose to sit down?
- f. If you were ever standing when a “1” was rolled, how did it feel when you lost that round?
- g. What are some ways we can control our emotions when we’re making decisions? Are there things we can do to reduce the risk of harm from our decisions?

2. **Optional art activity.** Print out copies of the [Cube Pattern handout](#) at the end of this document. Use regular-sized sheets of paper so everyone in the class can have their own, or use a poster-sized sheet that the class can work on together. Have students decorate each box and add their own versions of dice numbers to them. Then, have students cut out the shape, fold along the dotted lines, and tape or glue their shapes to make their own paper die. If desired, allow students to play a game with their dice or have them bring the dice home to play a game with their families.

## Gambling literacy

### Big idea

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

### Competencies

- ✓ Explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behaviour
- ✓ Develop personal and social skills to reflect on and manage personal behaviour and choices related to gambling

For a complete look at the gambling literacy competencies, as defined by the Canadian Institute for Substance Use Research, see: <https://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)
- ✓ Learning involves recognizing the consequences of one’s actions
- ✓ Learning requires exploration of one’s identity



## Math K/1

### Big ideas

- ✓ Numbers represent quantities that can be decomposed into smaller parts
- ✓ One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers
- ✓ Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency

### Competencies

- ✓ Use reasoning to explore and make connections
- ✓ Develop mental math strategies and abilities to make sense of quantities
- ✓ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- ✓ Explain and justify mathematical ideas and decisions
- ✓ Reflect on mathematical thinking

## Arts Education K/1

### Big ideas

- ✓ Engagement in the arts creates opportunities for inquiry through purposeful play
- ✓ Dance, drama, music, and visual arts express meaning in unique ways

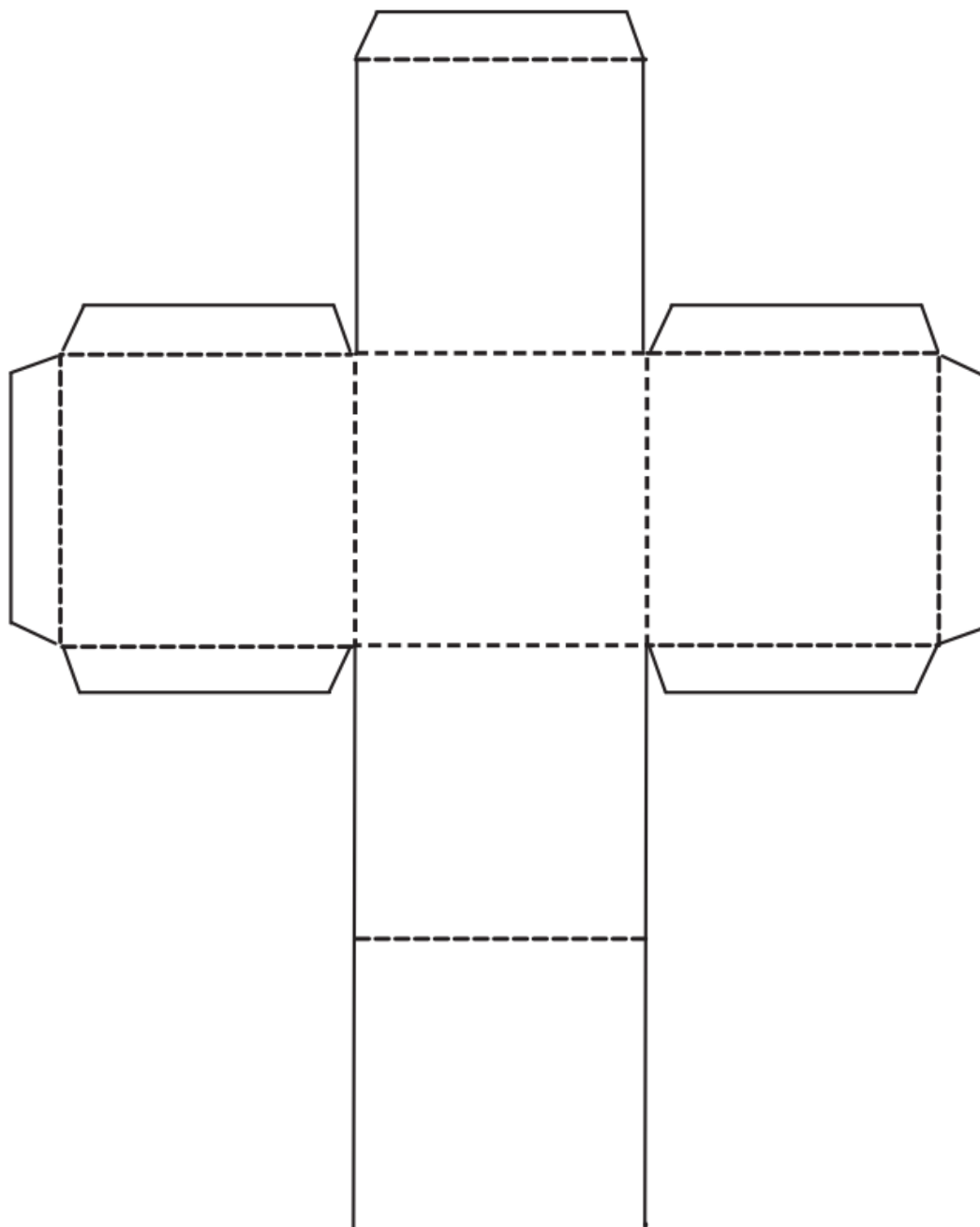
### Competencies

- ✓ Interpret how symbols are used through the arts; Interpret symbols and how they can be used to express meaning through the arts
- ✓ Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- ✓ Reflect on creative processes and make connections to other experiences

This resource was developed by the **Canadian Institute for Substance Use Research** with funding provided by the **BC Responsible & Problem Gambling Program**. Any views expressed herein are those of the authors and do not necessarily represent the views of the BC Responsible & Problem Gambling Program or the Canadian Institute for Substance Use Research.

**Cube Pattern**

Cut on solid lines - Fold on dashed lines



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