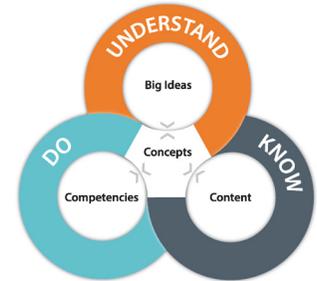


What Time Is It, Mr. Wolf?

In this lesson students are introduced to the game What Time is it, Mr. Wolf? They will be physically active and practice making in-the-moment decisions in a fun and respectful learning environment. They will discreetly be introduced to gambling competencies through discussions around risk, decision-making, and emotional responses to games. This lesson can take place indoors or outdoors, and with large or small groups of students.



How to Play

The game takes place in a gym or on a field (or any playing area with a large open space where children can run from one end to the other). A base line and a finish line must be established on either side of the playing field. All students start on the base line and are trying to cross to the finish line.

One student is picked to be Mr. Wolf. This student stands near the finish line and faces away from the class. A call-and-response then follows where the class yells out, “What time is it, Mr. Wolf?” and the Wolf picks a time and yells it back to the class. If the Wolf picks five o’clock, for example, the students would then need to take five steps towards the wolf and the finish line. If the Wolf picks nine o’clock, students take nine steps, etc. The students must count their steps out loud and together as they take them (they can take different-sized steps if desired).

At any point in the game, the Wolf can choose to respond to “What time is it, Mr. Wolf?” with “Lunch Time!” This allows the Wolf to turn and face the class and run around trying to tag students while they try to run back to the start line. If the Wolf tags a student before the student returns to the start line, that

student becomes a Wolf and must then stand up with the Wolf (once again facing away from the class). Note: The student can only turn around and chase after students with the Wolf when the Wolf yells “Lunch Time!”

The goal of the game is for students to make their way to the finish line without being “eaten” (tagged) by the Wolf/Wolves and before the Wolf yells “Lunch time!” The game continues until everyone is either caught or has made it across the finish line without being caught. We suggest playing the game a minimum of three to five times, each time starting with a different Wolf so that several students get the opportunity to make the time decisions.

For a video description of the game, see times 0:40 to 1:25 of this link: <https://www.youtube.com/watch?v=Uv6NjnoJQkg> Note: “The Forest” and “Sleepy Wolves” may be incorporated if desired.



Instructional Strategies

1. Play the game several times (and incorporate The Forest and Sleepy Wolves if desired). After playing, invite students to talk about the experience using the following questions.
 - a. How did you like playing the game?
 - b. What made the game go well?
2. Ask students to turn to a partner and talk with them for two minutes about how they each felt in their bodies playing this game. If desired, prompt them with the questions below.
 - a. Did you start sweating? Did you notice changes in your breathing or in your heart rate?
 - b. Were you excited? Nervous? Another feeling? Explain.
3. Bring the class together and have a class discussion using some or all of the following questions:
 - a. How did it feel in your body the closer and closer you got to the finish line and the Wolf?
 - b. Did you ever change the sizes of your steps on purpose when you were playing? Why or why not? What made you take bigger or smaller steps?
 - c. Were you ever thinking ahead about what you might do after the Wolf called out the next time, especially when you were getting close to Mr. Wolf and the finish line? If so, what kinds of ideas did you have? Was it helpful to plan or think ahead in games? Explain.

- d. What were you thinking and feeling right after the Wolf shouted "Lunch Time!"?
- e. If you were the Wolf...
 - i. How did you decide what time to shout back to the class? What things were you thinking of when making that decision?
 - ii. Did you like having the power that the Wolf had to make decisions, or would you have liked it better if someone else was making the decisions? Why?
 - iii. What did it feel like inside your body when you shouted "Lunch Time!"?
- f. What kind of decisions do you make in your own life? Do your decisions impact other people? or just you? or you and others? How do you feel when you make these decisions?
- g. How do you know when you need help making a decision? What can/do you do when you need help making one?

Gambling literacy

Big ideas

- ✓ Gambling can be a fun recreational activity but can also lead to significant harm
- ✓ As humans, both individually and as communities, we need to learn how to manage gambling in our midst
- ✓ We can learn how to control gambling by examining the different ways people have thought about it, engaging in critical self-reflection and listening to each other



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 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

Physical Health Education K/1

Big ideas

- ✓ Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living
- ✓ Knowing about our bodies and making healthy choices helps us look after ourselves

Competencies

- ✓ Participate daily in physical activity at moderate to vigorous intensity levels
- ✓ Develop and demonstrate safety, fair play, and leadership in physical activities
- ✓ Describe the body's reaction to participating in physical activity in a variety of environments
- ✓ Identify and describe feelings and worries
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

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.