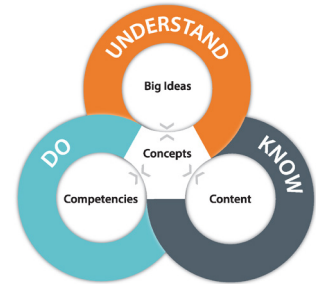


Raffles

Raffles are a fun way for schools, churches and other community groups to raise money for worthy causes. Raffles have a wide appeal—even people who don't normally gamble like raffles—because it feels like everyone wins. The person with the winning ticket wins a prize. The worthy cause gets money. And even the losing-ticket holders benefit—they feel good about themselves for fundraising. But are raffles always a good idea? Is there more to raffles than meets the eye?

This lesson invites students to explore the phenomenon of raffles and think both critically and creatively about a commonly used method of fundraising. Students get an opportunity to consider how our emotions play a role in our decisions around spending money. They also work on a project that involves identifying and expressing what they value, and why. Students also learn how to calculate their chances of winning a raffle prize as well as the costs of holding a fundraising event around a worthy cause such as climate change.



Instructional strategies

1. Introduce and discuss the idea of raffles as a way to raise money.
 - a. Write the word 'Raffle' on the board and find out what students already know about the concept and purpose. You might ask:
 - i. What is a raffle? What kinds of raffles have you heard about or participated in?
 - ii. Have you ever won a raffle (or a prize of some kind)? If so, what did it feel like? Have you ever known someone else who won a raffle or prize? What was it like knowing they won and you didn't? What can we do to keep our emotions—our highs and lows—in check?
 - iii. Do you think raffles are a form of gambling? What makes something a type of gambling? How is it different from a game?
 - iv. Some people think “everyone wins” with a raffle? What do they mean by “everyone wins”? Do you agree? Why or why not?
 - v. Often raffles are used for raising money for a worthy cause. Do you think people ever feel pressured into buying raffle tickets? Have you ever felt pressured into buying something? If so, explain.
 - vi. There are many different ways to raise money. Holding a raffle is one way. What are some other ways to raise money? Which of those ways, if any, involve gambling?
2. Invite students to read and discuss an article on raffles.
 - a. Refer students to [Giving is Living: Gambling for charity](#) on the Choices and Chances website. Read (or have students read) the article aloud.



- b. Give students time to work in small groups to discuss the follow-up questions.
 - c. As a class, discuss the third question: *“Could participating in charity lotteries ever be problematic? If so, how?”*
- 3.** Make giant raffle tickets.
- a. Distribute the [Raffle Ticket handout](#) found at the end of this document (or refer to a real one from your school) and give students an opportunity to read, understand and assess it. Then facilitate a class discussion. You may want to ask:
 - i. Do you think this raffle ticket is worth the money? Why or why not?
 - ii. How do you decide what something is worth? What are your criteria? Give examples.
 - b. Divide the class into pairs and give each group poster paper and art supplies, and a “worthy cause” such as climate change. Or invite them to choose their own cause that reflects their understanding of their community or world and their identity within it.
 - c. Give students time to make a magnificent raffle ticket to symbolize their ideas.
 - d. Then have students share their creations with others. You might ask each group to explain what prompted them to choose the words, symbols and colours they used in their tickets. Or you may want to set up an “art show” where the tickets are displayed on the walls and students are free to mill about and ask/answer questions.
- 4.** Practice math.
- a. Depending on students’ grade and ability, ask students to calculate the chances of winning if
 - everyone in the class/school bought one ticket
 - everyone in the class/school bought two tickets
 - half the people bought two tickets
 - other combinations of your choice
 - b. Invite students to calculate the full costs of holding a raffle.
 - i. Divide students into small groups or pairs. Give each group a [Raffle Costs handout](#) and some time to discuss and work through the categories and questions.
 - ii. Follow up with a class discussion that allows groups to share their ideas and ask questions.
- 5. Optional:** Challenge students’ social, creative and math skills with a fundraising project.
- a. Have students work in pairs or small groups to create (and perhaps even manage) their own fundraising strategy for a cause of their choosing.
 - i. Start by helping students identify and assess the pros and cons of different types of fundraising, including raffles. If desired, give students a [Fundraising Pros and Cons handout](#).
 - ii. Invite them to prepare a strategy plan to present to the class. If desired, use the [Fundraising Strategy handout](#).
 - iii. If inspired, challenge students to execute their plan at the school-wide level!



Gambling literacy

Big ideas

- ✓ Gambling can be a fun recreational activity but can also lead to significant harm
- ✓ 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
- ✓ As humans, both individually and as communities, we need to learn how to manage gambling in our midst

Competencies

- ✓ assess the complex ways in which gambling is linked to human culture and impacts the health and wellbeing of individuals, families, communities and societies
- ✓ assess the ways in which material goods are distributed in society, how those goods are valued and how this is related to gambling policies and behaviours
- ✓ explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behavior
- ✓ consider dominant social discourses and assess their impact on the distribution of risk and benefit associated with gambling
- ✓ 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 requires exploration of one's identity

English Language Arts 4/5/6

Big ideas

- ✓ Exploring stories helps us understand ourselves and make connections to others and to the world
- ✓ Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Competencies

- ✓ Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding (4/5)
- ✓ Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text (4/5); apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (6)
- ✓ Consider different purposes, audiences, and perspectives in exploring texts (4); Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages (5/6)



- ✓ Apply a variety of thinking skills to gain meaning from texts (4); Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (5/6)
- ✓ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world (4); Construct meaningful personal connections between self, text, and world (5/6)
- ✓ Respond to text in personal and creative (and critical) ways (4/5/6)
- ✓ Exchange ideas and perspectives to build shared understanding (4/5/6)

Arts Education 4/5/6

Big ideas

- ✓ Engaging in creative expression and experiences expands people's sense of identity and community

Competencies

- ✓ Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- ✓ Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- ✓ Explore identity, place, culture, and belonging through arts experiences
- ✓ Express feelings, ideas, stories, observations and experiences in creative ways

Mathematics 4/5/6

Big ideas

- ✓ Analyzing and interpreting experiments in data probability develops an understanding of chance; and financial literacy

Competencies

- ✓ Use reasoning to explore and make connections (Grade 4/5); use reasoning and logic to explore, analyze, and apply mathematical ideas (Grade 6)
- ✓ Estimate reasonably (Grade 4/5/6)
- ✓ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving (Grade 4/5/6)
- ✓ Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures (Grade 4/5/6)
- ✓ Connect mathematical concepts to each other and to other areas and personal interests (Grade 4/5/6)
- ✓ Explain and justify mathematical ideas and decisions (Grade 4); use mathematical arguments to support personal choices (Grade 5/6)

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.



Sample raffle ticket

BUDDY BENCH RAFFLE 2019	Rock City PAC Presents BUDDY BENCH RAFFLE 2019
NAME: _____	Help us build a place for kids to sit when they feel lonely and would like a friend to join them.
PHONE: _____	You can win one of these great prizes...
EMAIL: _____	<ol style="list-style-type: none">1. Great Outdoors basket2. Family Fitness basket3. Coffee and Tea basket4. Family Fun Day basket5. Book Club Starter Kit basket6. Dad's Backyard BBQ basket7. Mom's Special Spa Day basket
Ticket number #458 Licence # 116378	Where: Rock City School - When: Friday June 14, 2019 5:30 pm to 8:00 pm
	Cost: 1 ticket for \$3.00 or 2 for \$5
	Ticket number #458 Licence # 116378

Raffle costs

Imagine your job is to organize a raffle. Use this sheet to plan your raffle. Calculate what the event is worth and how much it'll cost to be successful.

<p>Purpose of raffle</p> <p>To raise money for _____</p>	<p>Goal(s) of raffle</p> <p>To raise \$ _____</p> <p>Other goal? _____</p>
<p>Prizes (e.g., cash, donated items or services)</p> <p>How much are the prizes worth? _____</p> <p>How much do the prizes cost? _____</p>	<p>Advertising supplies</p> <p>How much are the supplies worth? _____</p> <p>How much do the supplies cost? _____</p>
<p>Time and energy</p> <p>Whose time and energy are needed?</p> <p>How many hours of work are needed? _____</p> <p>How much is each hour of work worth? _____</p> <p>How much money is paid to workers? _____</p>	<p>Tickets</p> <p>How much for tickets? _____</p> <p>How many tickets do you hope to sell? _____</p> <p>How many tickets do you need to sell to be successful? _____</p>

Fundraising Pros and Cons

Fundraising idea	Pros	Cons
Raffle		
Bottle drive		
Bake sale		
School-wide garage sale		

Which way of raising money is the easiest? Most earth-friendly? Healthiest? Most meaningful?

Fundraising Strategy

Our worthy cause is: _____

Our purpose is to raise money for/to: _____

Our fundraising goal is: \$ _____

Description of fundraising activities (who, what, where, when, how...)	Benefits of using this method	Costs and projected profits