

Gambling games

SPECIFIC OUTCOMES

Explore the connections among physical activity, emotional wellness and social wellness by

- becoming familiar with the definition of addiction
- learning the definition of gambling and understanding that this behaviour can lead to addiction
- gaining an awareness of the reasons why people choose to gamble

CONTENT AND TIME (45-MINUTE LESSON)

- 6.1 Opening activity: Outlining outcomes – addiction and gambling (10 minutes)
- 6.2 Win, lose or choose! (20 minutes)
- 6.3 Written response (10 minutes)
- 6.4 Review: What have we learned (5 minutes)

REQUIRED MATERIALS

Handout 6.1a: What is addiction?

Handout 6.1b: What is gambling?

Small prizes
(30 stickers, 10 pencils or erasers, 3 small toys or other small reward)

Grand prize (swim/recreation pass or free-time coupon)

An assortment of small pieces of paper

Sentence strips

6.1 Opening activity: Outlining outcomes – addiction and gambling (10 minutes)

To begin this class, quickly review the definition of a drug, discussed in Lesson 1: a drug is a substance, other than food, which is taken to change the way the body or the mind functions. Explain that Lessons 6 and 7 focus on addiction and show HANDOUT 6.1a. (The students will be given a handout that defines addiction in the next lesson; therefore, it is not necessary to have them record this information.)

An addiction is when a person depends strongly on a drug (such as cigarettes) or an activity (such as betting on sports to win money), even though that person may be hurting him or herself or others.

Describe addiction as the need to continue taking a drug because the body and/or the mind have become dependent on the drug. In other words, dependency can be both physical (body) and psychological (mind). Highlight the point that people can also depend strongly on an activity (such as betting on sports to win money). Therefore, dependency is not related solely to drug use.

Invite class volunteers to share how they would define gambling and give examples of gambling activities. After a few minutes, have the students compare their ideas to the definition and examples provided on HANDOUT 6.1b.

Gambling is risking money or something of value on an activity with an uncertain outcome.

Gambling activities can include:

- buying a lottery ticket
- playing bingo
- betting money on a game (cards, dice, board or sports game, etc.)
- betting a personal possession on a hunch (for example, “I bet you your baseball cap that I will score higher on the math test than you; if I lose, I will give you my basketball.”)
- risking money, virtual coins or credits in a videogame or online

The next activity attempts to demonstrate why some people choose to gamble.

6.2 Win, lose or choose

(20 minutes)

Hand out a small prize (e.g., a sticker) to every member of the class. Explain to the students that they have a few seconds to decide if they wish to keep the small prize or play a game that could allow them to win a larger prize. Clarify that if they lose, they will have to give back the small prize and they will end up without anything.

Ask the students who wish to participate to remain at their desks and those who choose not to gamble to move to the side of the room. Record the number of students choosing not to gamble on the board (this number will change as the game progresses, as shown in the example below). Emphasize that the students who have chosen to play the game cannot change their minds and keep their prize at this point. Distribute one small slip of paper to each participant. The word “win” should be written on ten slips of paper, and the word “lose” written on the remainder of slips. The players who lose must then return their prize to the teacher and join the other students at the side of the room. Record the number of students who lost, along with the number of players winning. The ten winners will then be given a larger prize (e.g., pencil or eraser) each, in exchange for the prize they already have.

Explain to the ten remaining participants that they have a few seconds to decide if they would like to keep the new prize or continue playing to win an even larger prize. Again, clarify that if they lose, they will end up without a prize. Those students choosing to keep their new prize may join the others at the side of the room. If some students decide to quit, modify your tally by erasing from the Winning column and adding to the Not Playing column. The students remaining in the game will then select another slip of paper coloured white, red or green. Three slips of paper should be white and the rest coloured. Once the selections have been made, announce that the students holding the white slips have each won a larger prize. The players who lose must return their prizes and join the rest of the class at the side of the room. Again, modify your tally on the board.

Ask the three remaining players if they would like to continue participating for a chance to win the grand prize. If you have two or three students wishing to continue, hand out another slip of paper to the participants. One slip should say WINNER and the other one or two slips remain blank. The two players who lose must return their prizes. Again, modify the tally on the board. The student who wins is rewarded with the grand prize in exchange for his or her smaller prize. Have all the students return to their desks.

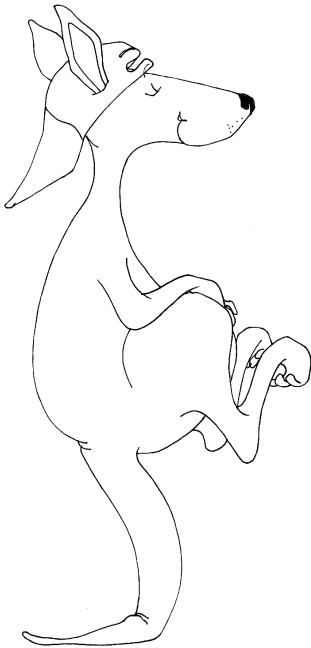
Have a look at the numbers recorded on the board. For example:

Not Playing		Losing	Winning
4	(start of game)	15	10
5	(middle of game)	21	3
5	(end of game)	24	1

Note: you will need to change the numbers in the columns as you go. A suggestion is to use a tally system, so that when a player is winning and then loses, you can simply erase one mark from the Winning column and then move it to the Losing column. During the last round, one person only will remain in the Winning column.

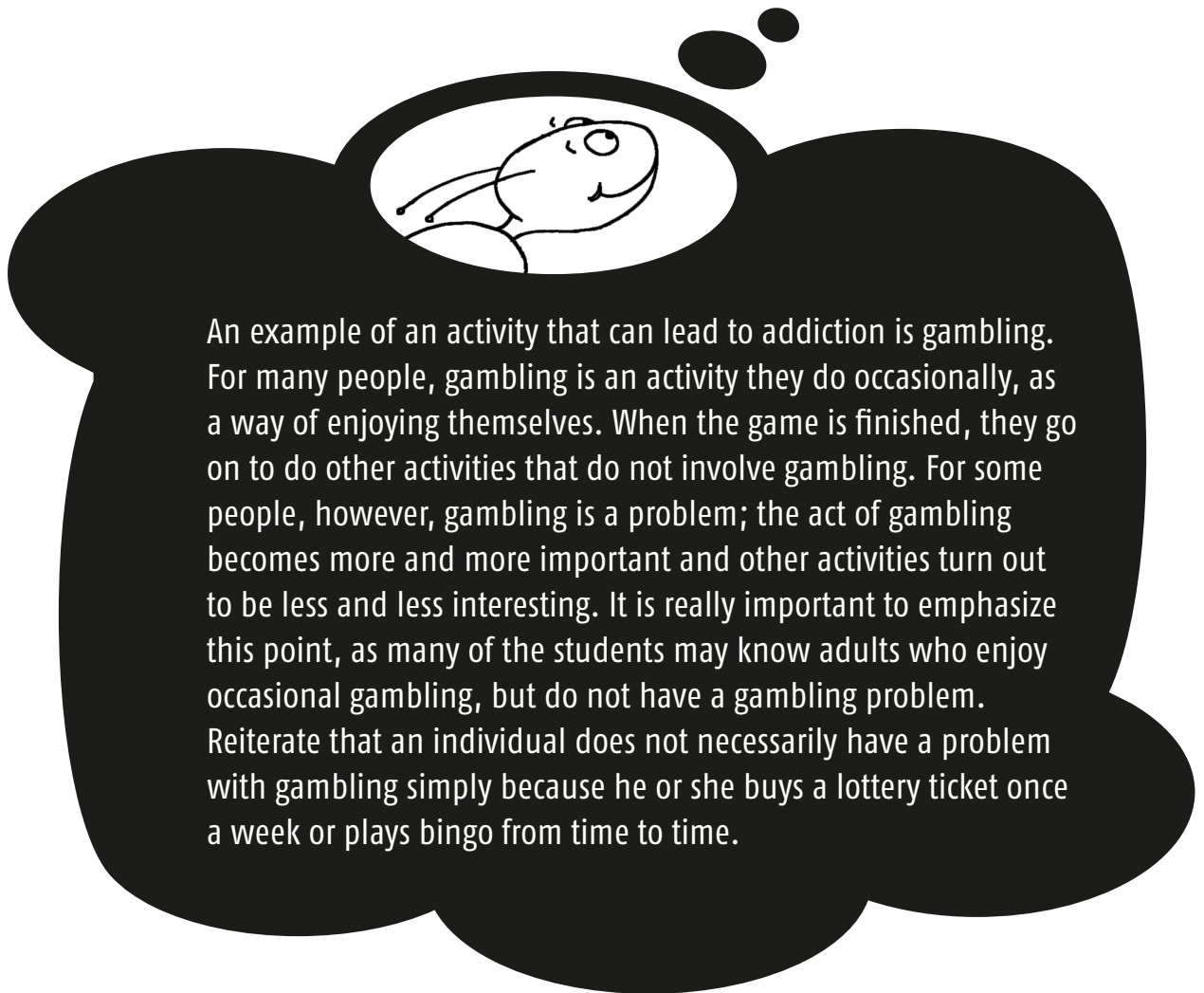
After this activity, have the class discuss the game and make connections to gambling by considering questions, such as the following:

- At first, how did it feel to choose to participate or to not participate in the gambling game? Why? Did this feeling change by the time the game ended? Why or why not?
- What was it like to be in the first round of losing?
- Describe the experience of winning or losing the prizes.
- Do you think it was more difficult for the players who lost at the end, in comparison to the players who lost at the beginning of the game? Why or why not?
- Did anyone experience feelings of jealousy toward other players? Why or why not?
- If you lost, would you play this game again? Why or why not?
- If you won, would you play this game again? Why or why not?
- If you had to use your own items to participate, instead of being given items, would you play? Why or why not?
- Why do you think people like gambling when they win?
- Why do you think people continue to gamble when they lose?



- What does the tally on the board tell us about the odds of winning this game?
- What was the point of this game and what can be learned from it?

Refer back to HANDOUT 6.1b. Ask the students if the definition is any clearer now that the game has been played.



6.3 Written response

(10 minutes)

Record three of the above-listed questions on the board and have the students respond to one or more on a piece of paper or in their notebooks. You may select discussion items that you explored as a whole class, or you may prefer to use the discussion items that were not covered.

6.4 Review: What we have learned

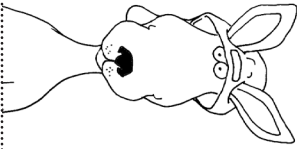
(5 minutes)

During the last few minutes of the lesson, have the students consider and discuss items of value that they would or would not be willing to risk on an activity with an uncertain outcome. For example, would you risk a dollar of your allowance, your bike, favourite items of clothing, etc.? Why or why not?

Ask volunteers to add new information to the class bulletin board using the sentence strips (for example, the definition of gambling and various gambling activities).

What is addiction?

An addiction is when a person **depends strongly** on a **drug** (such as cigarettes) or **an activity** (such as betting on sports to win money), even though that person may be hurting him/herself or others



What is gambling?

Gambling is risking money or something of value on an activity with an uncertain outcome

Gambling activities can include:

- buying a lottery ticket
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