

Note to presenters:

The activities that accompany this presentation are activities that are designed to allow the classroom teacher to follow through on the concepts, ideas and information presented by the YMCA Youth Gambling Program. The activities provide the classroom teacher with a variety of tasks in which to evaluate, observe or assess individual student needs in their classroom as they relate to gambling issues.

These activities allow the teacher to:

- a) Assess the students' knowledge of the information.
- b) Allow teachers to better identify students who are at risk.
- c) Allow teachers to cover curriculum expectations while providing students with valuable information about gambling.

Steps for the teacher to follow:

1. View the presentation with the presenter.
2. After the presentation, provide students with opportunities for discussion of what they learned and expand on topics covered.
3. Teacher will introduce the activities they wish to use with their class.
4. Explain instructions if necessary and evaluate accordingly

What is a rubric?

A rubric indicates to the students what is expected in each activity. It is used as an assessment tool, which evaluates student achievement based upon criteria most often set by the teacher. It is in chart form and indicates the level of performance from a level 1 (lowest) to 4 (highest). These levels correspond to the Ministry of Education levels of achievement as outlined in current Ministry documents.

What is an expectation?

The knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and various other activities in which their achievement is assessed (Taken from: The Ontario Curriculum Documents). An expectation will be attached to each activity, with a reference chart in the appendix for all grades and appropriate subject areas.

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Dear teacher:

The YMCA Youth Gambling Program, with the assistance of a curriculum specialist, is now able to provide a curriculum package containing pre and post activities to accompany our presentation. The activities may be used to assist with follow through on the concepts, ideas and information presented by the Youth Gambling Program. The activities provide a variety of tasks which can support the evaluation, observation and assessment of individual student needs in their classroom as they relate to gambling issues.

The objectives of the curriculum support package are: 1) to introduce participants to the risks of gambling; 2) provide information about gambling and the role probability plays in games of chance; 3) help participants recognize when problems arise with gambling; 4) and to help participants identify strategies to reduce harms associated with gambling.

The focus of the YMCA facilitated presentation and teacher led activities is: 1) to create a general understanding of risk assessment and harm reduction strategies; 2) discuss possible consequences to and decisions relating to gambling; 3) to provide information regarding local service providers dealing with gambling issues; and 4) to introduce new terminology to the participants.

The activities included in the package complement current Ministry of Education Documents. Also contained within this package are: the appendix, which lists specific links to the curriculum; assessment tools to evaluate individual students; answer keys to assist with the evaluation; and evaluation forms.

We at the YMCA Youth Gambling Program hope that you will find this package to be very helpful with your work. If there are any questions, please contact your local YMCA Youth Gambling Program representative.

Thank you for your support.

YMCA Youth Gambling Program

The Gambler Part 1

Teacher's Instructions:

To prepare the class for the upcoming presentation, the following activity can be completed in class or as an at home project. Students are encouraged to draw from their own experience and knowledge about gambling and use this to depict what a "Gambler" would look like. They are encouraged to discuss this with their parent/guardian/friends to help them develop an image. Students will be given the choice to draw an illustration or write a descriptive paragraph or list of characteristics of what they believe a Gambler to be.

Evaluation – rubric.

Recommended for grades 7-8

Curriculum Links:

Issue related to Gambling:

Basic information about what gambling/betting is.

Prime Focus:

Individual

Subject Area(s):

Visual Art/English/Language/Writing

Curriculum Expectation:

Produce 2 and 3 dimensional works of art that communicate... VA9 (gr. 3);

Use levels of language appropriate to their purpose. W11 (gr. 5).

Modifications/Extensions:

Partner or group students to complete list or paragraph together, provide a scribe.

Have students present their work to the class or group.

The Gambler

Name: _____ Date: _____

In the space provided below, complete one of the following activities.

- a) a) On an 8 1/2 X 11 sheet, draw an illustration of what you think a gambler looks like including some of the activities that they participate in. The picture should be detailed. You can use words to describe your drawing.

- b) Write a paragraph or list of words describing what you think a gambler looks like including some of the activities that they participate in. Incorporate details such as: clothing, hairstyle, location, what is happening, etc.

The Gambler Part 2

Teacher's Instructions:

The post presentation activity is similar in that the students will be asked now to modify their description/illustration of a gambler based upon their new knowledge base. Upon completion, a class discussion should take place so students can share their paradigm shift(s). Further follow up may include an optional journal activity, which allows the students to discuss in depth how their pre and post images compare.

Evaluation – in the form of a checklist rubric

Curriculum Links grades 7-8:

Issue related to Gambling:

Basic information about what gambling/betting is.

Prime Focus:

Individual

Subject Area(s):

Visual Art/English/Language/Writing

Curriculum Expectation:

Produce 2 and 3 dimensional works of art that communicate... VA9 (gr. 3);

Use levels of language appropriate to their purpose. W11 (gr. 5).

Modifications/Extensions:

Partner or group students to complete list or paragraph together, provide a scribe.

Have students present their work to the class or group.

The Gambler

Name: _____ Date: _____

Take out your original drawing or paragraph, which was completed before the YMCA Youth Gambling Program presentation. With the knowledge you have gained from the presentation, take another look at your image or description of a gambler. Make changes to your original assignment. When you have finished – compare your original image or description to the new one. In a brief journal entry, provide a short summary about how your 'Gambler' has changed and why.

The Gambling Trivia Challenge

Teacher's Instructions:

Following the presentation, students are teamed up to play Trivia Challenge.

Evaluation – group work assessment checklist and rubric

Recommended for grades 3-8

Curriculum Links:

Issues Related to Gambling:

basic information about what gambling/betting is

Prime Focus:

group work/pairs

Subject Area(s):

Language Oral and Visual communication, Language Reading,
Phys. Ed. Healthy Living

Curriculum Expectations:

choose concepts and terms most appropriate for their purpose grade 3-8
(see appendix "Curriculum Links" for other expectations)

Modifications/Extensions:

complete Gambling Challenge Quiz instead

Trivia Challenge

How to play as a whole class

1. Teacher may copy answer sheet onto overhead transparency.
2. Cover up sheet with piece of paper.
3. Have categories written on chart.
4. Have students pick values from 100-500.
5. The teacher reads aloud from the clue sheet.
6. Students raise their hands to give an answer, first person to raise their hand can respond.
7. Time students for their answers. They will have 10 seconds to respond.
8. Give three chances for the correct response. If no one gets it correct, reveal the answer.

How to play in Pairs or Groups

1. Each group or pair will get all three game sheets.
2. Cut out the value sheet and place values in appropriate places on clue sheet.
3. Designate a game host to read the clues aloud.
4. Have contestants raise their hand if they know the answer to the question.
5. If a contestant gets the question correct, they take the value card.
6. The person with the most points wins.

Things to remember

If no one gets a question correct, turn the value card over, you can show the answers to these questions later.

When responding to clues remember to answer in the form of a question.

Category – Take a Chance, students have to decide whether the activity is a game of chance or skill.

Category – Level of Risk, students decide what the level of risk is, high, low or medium.

Category – Mounds of Myth, students decide whether the answer is the truth or a myth.

Category – Face the Facts, students decide whether the answer is fact or fiction.

Clue Sheet for Trivia Challenge

TAKE A CHANCE	LEVEL OF RISK	MOUNDS OF MYTHS	FACE THE FACTS
The activities: bingo, lotto tickets and raffle tickets are all examples of	If you gamble with strangers, lose all of your money and continue to gamble	A lucky charm will always improve your chance of winning	Gambling is any behavior that involves the risk of money or valuables
The activities: Yo-yo and darts are examples of	If you spend your lunch money on gambling	Adolescents can get hooked on gambling	You have control over how many times you will win
Luck is always involved in these types of activities	If you borrow money from a friend to gamble and you already owe other people money	Playing bingo and card tosses are types of gambling	Anybody can get addicted to gambling
These activities involve a person's abilities	If you and a friend ride bikes with protective gear in a familiar area	You will always win money if you gamble long enough	Odds & randomness have nothing to do with winning
Hockey is an activity that is an example of	If you and a friend ride bikes without protective gear in a dangerous area	You only are a problem gambler if you bet large amounts of money	The most popular forms of gambling for youth are sports betting & card games

3. Post Activity

Grades 7-8

Value Sheet for each question — may be cut out

TAKE A CHANCE	LEVEL OF RISK	MOUNDS OF MYTHS	FACE THE FACTS
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

Answer sheet for Trivia Challenge

TAKE A CHANCE	LEVEL OF RISK	MOUNDS OF MYTHS	FACE THE FACTS
<i>What are games of chance?</i>	<i>What is a high level of risk?</i>	<i>What is a myth?</i>	<i>What is a fact?</i>
<i>What are games of skill?</i>	<i>What is a medium level of risk?</i>	<i>What is the truth?</i>	<i>What is fiction?</i>
<i>What are games of chance?</i>	<i>What is a medium level of risk?</i>	<i>What is the truth?</i>	<i>What is a fact?</i>
<i>What are games of skill?</i>	<i>What is a low level of risk?</i>	<i>What is a myth?</i>	<i>What is fiction?</i>
<i>What is a game of skill?</i>	<i>What is a high level of risk?</i>	<i>What is a myth?</i>	<i>What is a fact?</i>

The Gambling Challenge Quiz

Teacher's Instructions:

Following the presentation, the students pair off and complete the Quiz. The students are given 5 minutes to finish. The Challenge consists of a series of objective questions – True/False, Multiple Choice and Matching questions based upon the information presented by the YMCA Youth Gambling Program.

Evaluation – score out of 13.

Recommended for grades 3-8

Curriculum Links:

Issue Related to Gambling:

Identify students knowledge of gambling

Prime Focus:

individual

Subject Area(s):

Language

Curriculum Expectation:

choose words that are most appropriate for their purpose Grade 3
(see appendix "Curriculum Links" for other expectations)

Modifications/Extension:

Play the Trivia Challenge game

The Gambling Challenge Quiz

Name: _____ Date: _____ Total: ____/13 marks

True and False

/7 marks

- | | | |
|--|---|---|
| 1. Gambling problems can develop in young people. | T | F |
| 2. Gambling is any behavior involving the risk of money or valuables. | T | F |
| 3. Card tosses, bingo, horse races, raffles and lotto tickets are forms of gambling. | T | F |
| 4. The odds of winning on a roulette wheel are 1 in 38. | T | F |
| 5. Lucky charms increase your odds of winning. | T | F |
| 6. Anybody can get hooked on gambling. | T | F |
| 7. The most popular forms of youth gambling are sports betting and card games. | T | F |

Multiple Choice

/3 marks

1. **Which of the following is a game of skill?**
 - a) darts
 - b) lotto
 - c) monopoly

2. **Which of the following is a game of chance?**
 - a) bingo
 - b) yo-yo
 - c) scrabble

3. **Gambling Neutral means:**
 - a) you agree with gambling
 - b) you disagree with gambling
 - c) you are neither for nor against gambling

Matching

/3marks

Match the letter beside each term below with the appropriate statement.

- | | | |
|----|---|--|
| A. | high level of risk | |
| B. | medium level of risk | |
| C. | low level of risk | |
| | | |
| 1. | _____ You and a friend are skateboarding with no protective equipment in a skate park. | |
| 2. | _____ You and a friend decide to go bike riding on an unfamiliar trail, each of you wear your helmet. | |
| 3. | _____ You go roller blading with a friend, you wear wrist guards, helmets, knee and elbow pads. | |

The Gambling Challenge Quiz — Answer Key

Name: _____ Date: _____ Total: ____/13 marks

True and False

/7 marks

- | | | |
|--|----------|----------|
| 1. Gambling problems can develop in young people. | <u>T</u> | F |
| 2. Gambling is any behavior involving the risk of money or valuables. | <u>T</u> | F |
| 3. Card tosses, bingo, horse races, raffles and lotto tickets are forms of gambling. | <u>T</u> | F |
| 4. The odds of winning on a roulette wheel are 1 in 38. | <u>T</u> | F |
| 5. Lucky charms increase your odds of winning. | T | <u>F</u> |
| 6. Anybody can get hooked on gambling. | <u>T</u> | F |
| 7. The most popular forms of youth gambling are sports betting and card games. | <u>T</u> | F |

Multiple Choice

/3 marks

1. **Which of the following is a game of skill?**
 - a) darts
 - b) lotto
 - c) monopoly

2. **Which is a game of chance?**
 - a) bingo
 - b) yo-yo
 - c) scrabble

3. **Gambling Neutral means:**
 - a) you agree with gambling
 - b) you disagree with gambling
 - c) you are neither for nor against gambling

Matching

/3marks

Match the letter beside each term below with the appropriate statement.

- | | |
|----|----------------------|
| A. | high level of risk |
| B. | medium level of risk |
| C. | low level of risk |
-
1. **A** You and a friend are skateboarding with no protective equipment in a skate park.
 2. **B** You and a friend decide to go bike riding on an unfamiliar trail, each of you wear your helmet.
 3. **C** You go roller blading with a friend, you wear wrist guards, helmets, knee and elbow pads.

What Choice Do You Have?

Teacher's Instructions:

Using the Decision Making Model as a starting point, students will develop situations in cooperative groups that demonstrate the various degrees of the Gambling Continuum. They will apply the Decision Making Model (outlined below) to these situations and resolve them in a large group discussion following a role play activity. To reduce the time needed for this activity, it can be modified by providing the class with various situations and having them use the Decision Making Model to resolve them. Students should also identify where each situation is on the Gambling Continuum.

Evaluation – rubric for Staying Out of Harm's Way, group and self evaluations.

Recommended for grades 7-12

Curriculum Links:

Issue Related to Gambling: Harm Reduction Strategies and Understanding Levels of Risk

Prime Focus: group work

Subject Area/s: drama/English

Curriculum Expectation:

(PPL30) use decision-making and goal setting skills

Modifications/Extensions:

write a chart for levels of risk, read chart and discuss.. Have students write their own scenarios.

What Choice Do You Have?

Name: _____ Date: _____

Instructions:

Determine where you or a friend will land on the Gambling Continuum based on the given situation, then apply the decision making model below to help you resolve each scenario so everyone involved will remain safer in each case.

Decision Making Model

1. What is the problem?
2. What are the possible alternatives or choices?
3. What are the possible consequences of those choices?
4. What information will guide the decision:
Past experiences, Values, Personal needs, Needs of others
5. Would you choose this decision again?

Gambling Continuum

non-gambler, light gambler, heavy gambler or problem gambler

Scenarios:

Scenario #1

Your younger brother/sister comes to you with a gambling debt. You are surprised, as you didn't even know he/she gambled. What do you do?

Scenario #2

You and your friends play weekly card games. This week, one of your friends brings someone new to play. After a few hands, the new player has lost all of their money and asks the rest of the group to spot him/her for a few more hands. He/she says that they are good for the money. What do you decide to do?

Scenario #3

A good friend of yours has become involved in street racing. You have not been hanging out with him/her as much, street racing is not your thing. Others have been telling you that he/she has been racing a lot lately. You are worried about your friend and the dangers involved in street racing. He/she comes to you saying that there is a big race today for lots of money. He/she really wants you to come and support him/her. What are your choices?

Scenario #4

You and your friends have created a new dice game. The game is pretty simple. With each roll of the dice there is a dare that coincides with the number rolled. Some of the dares are just for fun and others are more serious. Up until now your dares have been pretty easy and without consequence. Your latest roll dares you to steal \$ 50 from your mom's wallet. You are unsure of this dare but do not want to look like a coward to your friends. What do you do?

Take a Card Take a Chance

Teacher's Instructions:

Examining the element of probability, students will participate in a game of blackjack. The class will be divided into a number of cooperative groups and given a deck of cards. Each group will designate a dealer – who represents the “house”. The rest of the group will play. The dealer will record the the wins, losses and ties on a record sheet. Follow up can include a discussion of probability and how each student performed within their groups. Students can then reflect in a journal entry.

Evaluation – use the group evaluation form.

Recommended for grades 7-12

Curriculum Links:

Issue Related to Gambling: understanding chance, betting, randomness, house advantage

Prime Focus: small group

Subject Area/s: Math (Strand Data management and probability)

Curriculum Expectation: compare predicted and experimental results Grade 8 (see appendix "Curriculum Links" for expectations.)

Modifications/ Extension: have students graph the results

Take a Card Take a Chance

(Blackjack)

To the teacher;

Divide the class into groups of four or five.

Read and discuss the rules for the game.

Provide each group with a recording sheet, a deck of cards (a copy of rules if necessary).

Object of the Game:

To get the value of 21 or closer to 21 than the dealer.

How to Play:

- 1 Get into groups.
- 2 Assign one person in the group to be the dealer.
- 3 Each person including the dealer is dealt a first card face down.
The second card is dealt face up so all players can see each others second card.
- 4 Each player will look at their hidden card when it is their turn to play.
Each player lets the dealer know if they want a third, fourth or fifth card etc.
– "HIT ME" means you want another card.
- 5 The dealer gives cards to one player at a time until they either:
 - a) "HOLD" (which means they do not want to take any more cards)
 - b) "BUST" (which means they have cards totalling more than 21)
 - c) "TWENTY ONE" (which means they have won).
- 6 The dealer continues with all the other players in the same manner.
- 7 Once all of the players are finished their turns, the dealer then exposes both of his/her cards and takes cards until he/she reaches 17 or over.

Rules:

- a. The dealer must "HIT" on 16 and under and must "HOLD" on 17 and over. (e.g. if they have an 8 and a 6 = 14 therefore he/she must take a third card).
- b. If the dealer and a player both have the same total value of cards (e.g.18) no one wins or loses.
- c. Maximum people per dealer is 4.
- d. Keep playing till the deck is finished, then re-shuffle cards and start again.

Value of Cards:

Each card from 2-10 is worth the value on the card

Jacks, Queens and Kings are worth 10

Ace is worth 11 or 1, the choice is left up to the player

Follow up:

Discuss the results with class at the end of activity.

Share feelings of wins or losses.

Extension:

Write a journal entry about this activity.

Take a Card, Take a Chance
(Blackjack)

Directions:

Follow the rules for the game and record the results for each player on the chart below. The dealer will score results using tally marks. As a group, answer the questions below. Have the dealer or another student record results.

Players	Games Played	Games Won	Games Lost	Games Tied
Player 1				
Player 2				
Player 3				
Player 4				
Dealer				

Who won the most?

Would you get the same results if you played more hands? Explain your thinking.

What do you think would happen if you had more cards? (Try it with two decks of cards)

What other conclusions can you draw from looking at the chart?

Take a Card, Take a Chance

Sample of Possible Outcomes

Directions:

Follow the rules for the game and record the results for each player on the chart below. The dealer will score results using tally marks. As a group, answer the questions below. Have the dealer or another student record results.

Players	Games Played	Games Won	Games Lost	Games Tied
Player 1	15	10	4	1
Player 2	15	9	5	1
Player 3	15	7	8	0
Player 4	15	5	8	2
Dealer		N/A	N/A	N/A

Who won the most?

Would you get the same results if you played more hands? Explain your thinking.

What do you think would happen if you had more cards? (Try it with two decks of cards)

What other conclusions can you draw from looking at the chart?

Evaluation Form — Gambling Activities

Grade: _____

Student's Name: _____

Activity Title: _____

Date: _____

**Level 1=Needs Improvement, Level 2= Satisfactory,
Level 3=Good, Level 4= Excellent**

- | | | | | |
|----------|----------|----------|----------|---|
| 1 | 2 | 3 | 4 | Neatness and Organization:
visually attractive, well organized and laid out, easy to follow. |
| 1 | 2 | 3 | 4 | Demonstrates understanding:
introduces and explains key concepts,
includes relevant information. |
| 1 | 2 | 3 | 4 | Application of Language Conventions:
follows spelling and language usage rules, sentences
and paragraphs are well organized and present ideas clearly. |

Comments:

Note:

This evaluation form can be used in conjunction with several activities in this package.

Group Evaluation Form

Grade: _____ Activity/Topic: _____ Date: _____

	Always (Level 3-4)	Sometimes (Level 2)	Never (Level 1)
1. We checked to make sure everyone understood the rules	_____	_____	_____
2. We recorded our results and answered key questions.	_____	_____	_____
3. We asked questions if we did not understand.	_____	_____	_____
4. We listened and responded to peers.	_____	_____	_____
5. We discussed our results.	_____	_____	_____

Names of group members:

* _____	* _____
* _____	* _____
* _____	* _____

Note:

Can be used with activities "Take a Card, Take a Chance", "Staying Out of Harm's Way" and "Trivia Challenge".

Rubric for Youth Gambling Program Pre & Post Activities

Grade: _____ Student Name: _____

Activity/ Topic: _____ Date: _____

This Rubric is designed to evaluate all activities after they have been completed.

Note: This evaluation form is a guide which can be modified to suit the criteria of each activity. This rubric is consistent with the levels as outlined in the Ministry documents.

Activity	Criteria	Level 1	Level 2	Level 3	Level 4
1. The Gambler 2. Take a Card, Take A Chance 3. Roll'n Roll'n Roll'n	Appearance	*no illustration *little organization *no information conveyed *poor penmanship	*few illustrations *somewhat organized *conveys appropriate information *adequate penmanship	*good use of illustrations *logical order *good detail *conveys information *good penmanship	*excellent illustrations *conveys detailed information *includes great detail *use of technology
All Tasks	Completion of Task (A)	With assistance	With limited assistance	Independently	Independently
Gambling Challenge Quiz	(B)	Incomplete	Partially complete	Complete	Complete *applies other knowledge *includes complex concepts
All Written Tasks	Conventions of Language	Several major errors	Several minor errors	A few minor errors	Practically no errors
All Written Tasks	Reasoning	Using few simple ideas	Uses a variety of simple ideas	Uses some complex ideas	Using more complex ideas
What Choice do you have? Staying out of Harms Way Part 1 & 2	A) Able to identify and give examples of keeping safe with regards to gambling.	Able to give a few of the examples	Able to give some of the examples	Able to give several of the examples	Able to give all of the examples
Gambling Trivia Challenge	B) discuss concepts presented in youth gambling presentation	Demonstrates understanding of a few of the concepts	Demonstrates understanding of some of the concepts	Demonstrates understanding of several of the concepts	Demonstrates understanding of all of the concepts
Crossword	C) explain terminology presented in activities on youth gambling	is able to explain a few of the terms	is able to explain some of the terms	is able to explain several of the terms	is able to explain all of the terms

Teacher’s Evaluation Form for Presentation

Date: _____ School: _____ Grade: _____

Please answer the following questions using the rating scale below.

	Strongly Disagree 1	Somewhat disagree 2	Undecided 3	Somewhat agree 4	Strongly agree 5
A) Was the presentation the appropriate length of time?	1	2	3	4	5
B) Did you learn something from the presentation?	1	2	3	4	5
C) Was the presentation visually attractive?	1	2	3	4	5
D) Was the information presented in a clear, concise, and easy to follow manner?	1	2	3	4	5
E) Did the presentation/ presenter engage the audience effectively?	1	2	3	4	5

Teacher’s Evaluation Form for Activities

A) Did the activity pages relate to presentation?	1	2	3	4	5
B) Did the activity pages have appropriate links to the curriculum?	1	2	3	4	5
C) Were the activities well received?	1	2	3	4	5
D) Were the activities helpful?	1	2	3	4	5
E) Were the activities well laid out?	1	2	3	4	5

What did you like about the activities/presentation?

What would you change about the activities/presentation?

Comments:

Please fax completed sheet to: # **416-413-1740**

Terminology

gambling: risking something of value when an element of chance is associated with the outcome.

odds: the chance of success or failure.

chance: an occurrence that cannot be accounted for by any pattern of cause and effect.

probability: the likelihood of an event occurring.

risk: the possibility of injury, danger or loss.

wager/bet: something of value, especially money, staked on the outcome of an uncertain event.

decisions: a making up of one's mind.

luck: success due to chance.

legalized: to make legal (in agreement with the law).

harm reduction strategies: strategies that a person uses to reduce the amount of harm associated with participation in an event e.g wearing safety equipment when bike riding.

gambling neutral: means a belief that gambling is not good or bad but simply a choice that people make.

addiction: a practice or a habit that a person has become dependent upon.

internal drives: refers to a person who has a strong internal locus of control and has interpersonal coping strategies to deal with difficult events. (e.g listens to inner voices).

external drives: refers to a person who has a strong external locus of control and will allow the outside environment to control their thoughts. (e.g. listens to friends, advertising).

house advantage: refers to the fact that in all types of gambling the operator of the game has a built in advantage.

random: means unplanned, without any predetermined direction, purpose or method.

independent: free from the authority, control or influence of other factors or people.

Curriculum Links

Grade	Arts Dance & Drama	Math Data Management & Probability	Phys Ed Healthy Living	Language Writing	Language Oral & Visual Communication	Language Reading	Arts Visual Arts
3	communicate through movement their thoughts DD 11 (9)	conduct simple probability experiments DM 9-12	use decision making skills make healthy to choices HL 11	choose words that are most appropriate for their purpose W 12	contribute ideas appropriate to the topic in group discussions OV 3 & 6	understand frequently used specialized terms in different subject areas	produce 2 & 3 dimensional works of art that communicate... VA 9
4	solve problems in drama & dance... by analyzing the problems DD 17	compare experimental results with predicted results DM 11-14	apply decision making & problem solving skills in... HL 6, AP 9	choose words that are most effective for their purpose W 10	listen to others & stay on topic in group discussions OV 5, 4, 6, 8	understand frequently used specialized terms in different subject areas	produce 2 & 3 dimensional works of art that communicate... VA 9
5	identify the elements of drama & dance that are best suited... DD 12-17	connect real life statements with probability concepts... DM 9-12	demonstrate resistance techniques and ... HL 14	use levels of language appropriate to their purpose W 11	contribute ideas to help solve problems & listen & respond OV 7	understand frequently used specialized terms in different subject areas	produce 2 & 3 dimensional works of art that communicate... VA 10
6	evaluate drama & dance performances... DD 18	connect the possible events & the probability of an event... DM 9-12	apply problem solving process to address issues HL5 & HL 7	frequently introduce vocabulary from other subject areas... W 9	use constructive strategies in small group discussions... OV 5	understand frequently used specialized terms in different subject areas	produce 2 & 3 dimensional works of art that communicate... VA 10
7	assemble rehearse & perform a collection of drama... DD 12	understand how probability can relate to... games of chance DM 18-21	use effective communication skills to deal with various... HL 7, AP 6	giving evidence of their expanding vocabulary in their writing W 11	listen & respond constructively to alternative ideas... OV 8, 9	use the special terminology in a particular area of study, as necessary	produce 2 & 3 dimensional works of art that communicate... VA 8
8	dramatize material that they have researched from... DD 20	compare predicted & experimental results DM 25, 26	apply living skills in making informed decisions... HL 7	use vocabulary expected for this grade level... W 8	contribute collaboratively in group situations... OV 7, 8	use the special terminology in a particular area of study, as necessary	produce 2 & 3 dimensional works of art that communicate... VA 8