

SCHOOL EDUCATION PROGRAM



VCAL – Numeracy unit: WHAT ARE THE ODDS?

Lesson 2: Who are the real winners?

Lesson 2: Who are the real winners?

Class simulations Part A

Lesson goal:

To determine who 'wins' when gaming venues offer gambling games.

Through activities, simulations and discussions, you will learn that:

- differences in payouts arise when a gaming venue is involved
- total payouts are not always 100% of the amount bet
- games provided by gaming venues are designed to make a profit at the expense of players.

Through Part A of this lesson we are going to do the following:

Tune in – background information

Class simulations Part A:

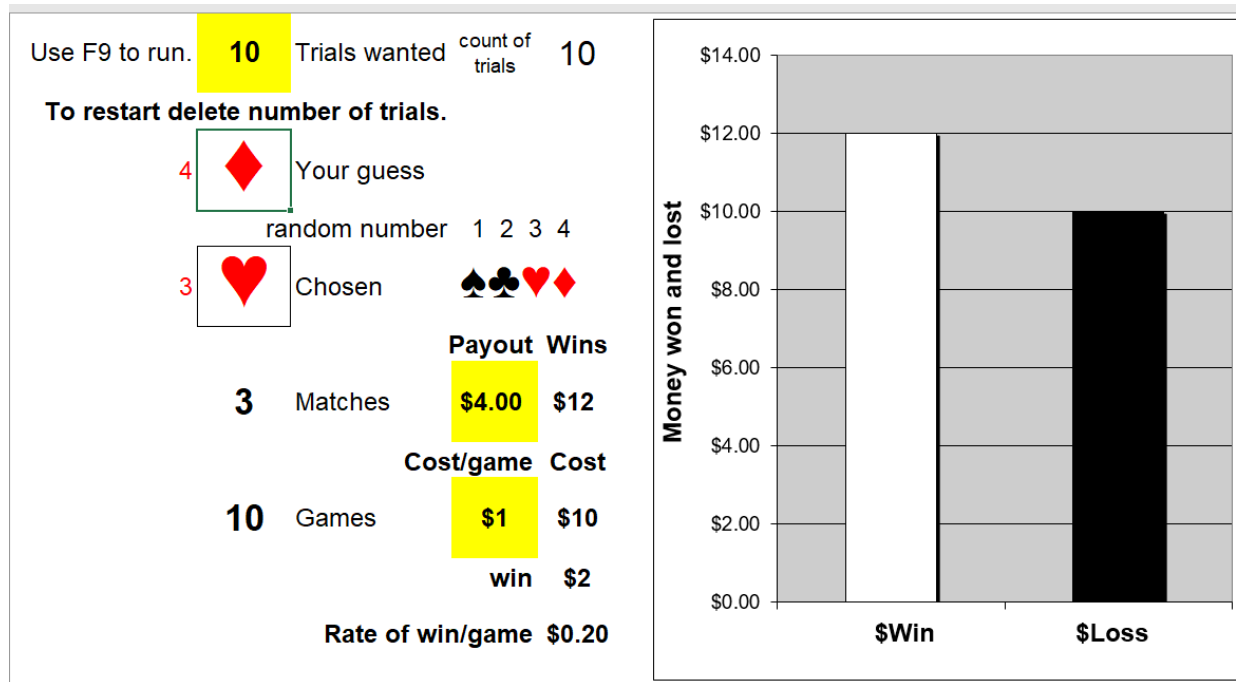
- Card sharp spreadsheet – no gaming venue involved
- Card sharp spreadsheet – gaming venue involved

We will require the following worksheet:

- Student worksheet 3 Who are the real winners?

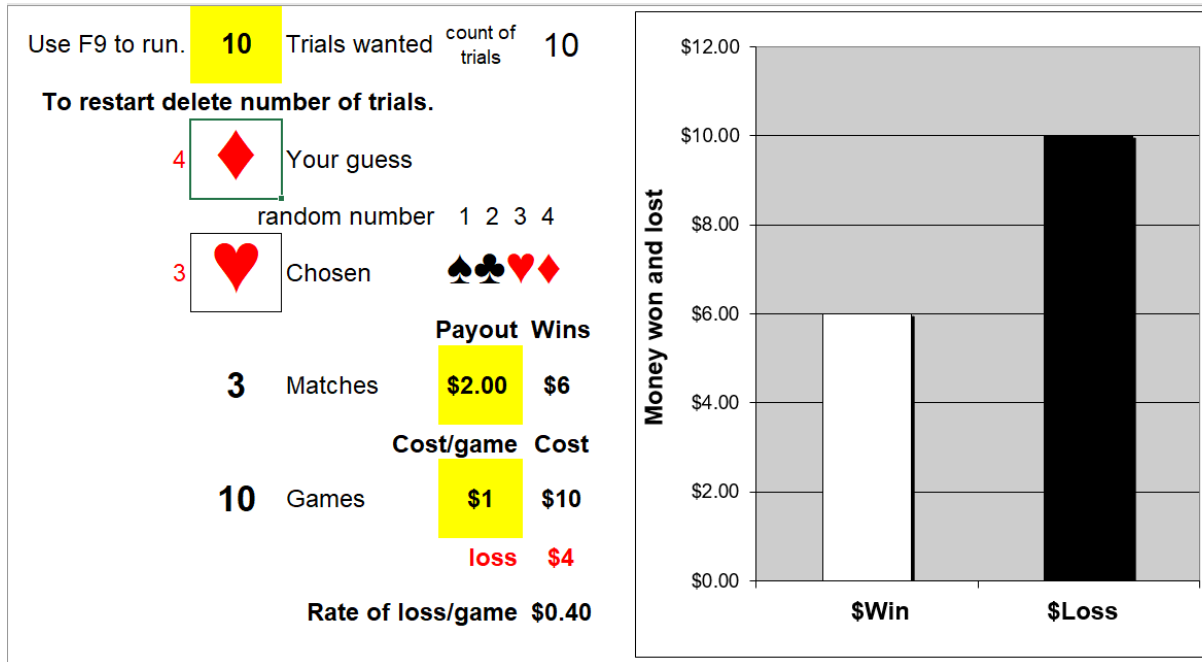
Screenshot of card sharp spreadsheet

No gaming venue involved



Screenshot of card sharp spreadsheet

Gaming venue involved



Worksheet

Student worksheet 3 Who are the real winners?



NAME: _____

Game 1: Think back to the 'Card sharp' game. A card is randomly pulled out of the pack and you win if it belongs to your selected suit.

Cost to play one round: \$1

Payout if you win a round: \$4

1. Based on this information, do you think that a gaming venue is involved? Explain your answer.

Game 2: A coin is tossed and you win if it shows heads.

Cost to play one round: \$5

Payout if you win: \$8

2. Based on this information, do you think that a gaming venue is involved? Explain your answer.

Game 3: Five coloured counters (red, yellow, pink, green, blue) are placed in a bag. You win if a red counter is pulled out.



Cost to play one round: \$2

Payout if you win: \$8

3. Based on this information, do you think that a gaming venue is involved? Explain your answer.



Key messages

- Differences in payouts arise when a gaming venue is involved.
- Total payouts are not always 100% of the amount bet.
- Games provided by gaming venues are designed to make a profit at the expense of players.

Review your understanding:

1. Do you agree that most gamblers must lose money in the long run if a gaming venue is involved?
2. Which of the key messages above do you think is the most important? Explain why.
3. Explain one other thing you have learnt in this lesson.
4. What would you say to someone who thinks they are going to 'get lucky' at a venue? How would you try and convince them?

Lesson 2: Who are the real winners?

Class simulations Part B

Lesson goal:

To determine if it is worth setting limits to the amount of money you are prepared to gamble.

Through activities, simulations and discussions, you will learn that:

- no matter how much you start out with, you're likely to lose money if you gamble
- if you set a limit to the amount you are prepared to lose and stick to it, you are more likely to avoid harm from gambling and spending/losing a significant amount of money.

Through Part B of this lesson we are going to do the following:

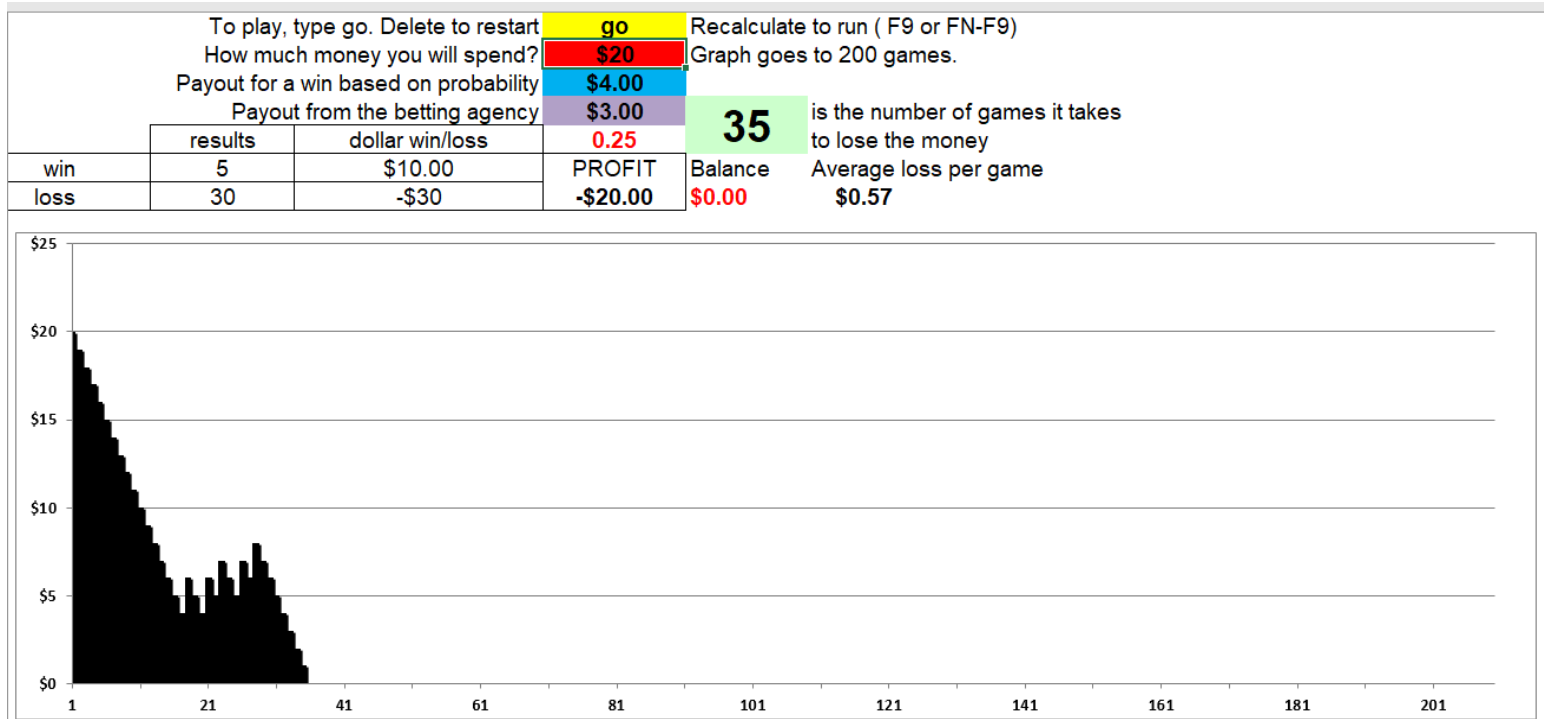
Class simulation Part B:

- Setting limits spreadsheet

We will require the following worksheet:

- Student worksheet 6 Setting Limits

Screenshot of setting limits spreadsheet



Student worksheet 6 Setting limits



Worksheet

NAME: _____

Predict

A player has a pre-commitment of \$20. A gaming venue's card game costs \$1 to play with a \$2 payout when the correct suit is chosen randomly from a standard pack without jokers.

- How many \$1 bets do you think it will take the player, on average, to spend their \$20?



Observe

Nineteen people at a casino set a pre-commitment of \$20 and each played this game until they had spent their entire pre-commitment. Here are the numbers of rounds it took for them to spend all of their \$20.

40, 34, 30, 28, 44, 36, 32, 34, 52, 34, 40, 38, 34, 32, 33, 41, 51, 29, 37

- Use these numbers to construct a dot plot on the number line below.



- Investigate who is the 'luckiest' person in your class. That is, who can make their pre-commitment of \$20 last the longest? Use the 'Setting limits' spreadsheet to see how long your \$20 will last. In the table below, record the initials of your classmates and how many rounds it took them to spend their limit.

Initials													
How long to spend their limit?													

Initials													
How long to spend their limit?													

Key messages

- No matter how much you start out with, you're likely to lose money.
- Set a limit to the amount you are prepared to lose and stick to it.
- Avoid harm from gambling by using a limit to manage what you will spend/lose.

Review your understanding:

1. Explain what the key messages above mean, in your own words.
2. Do you agree with the statement 'No matter how much you start out with, you're likely to lose money if you gamble'?
3. Explain one other thing you have learnt in this lesson.
4. Write a marketing slogan to help people remember to apply limits to their gambling.

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