

Greedy Pig

Aim

To have fun and develop intuitive concepts of probability.

Equipment

- 1 die for the teacher
- Pencil and paper for each student. They can use their work books or scrap paper.

Procedure

Round 1

All students stand.

The teacher rolls the die and calls out the number.

If the die comes up 5, the \$5 (imaginary of course) goes into the kitty. The teacher tells the class.

The teacher rolls again. If a 2 comes up, then \$2 is added to the kitty. The teacher tells the class this and tells them the new kitty total (\$7).

The teacher rolls again and so on.

Students may sit down after any roll. If they do, they score whatever is in the kitty at that time. This is their score for that round. They record their score on paper.

Once they have sat down, they cannot stand up again in that round and they cannot accumulate any more points in that round.

If a 1 is rolled, all students left standing score zero for that round.

Round 2

Same as round one. Students keep a running total of their score from round to round.

Rest of game

Continue with more rounds until time runs out. The student with the highest cumulative total is the winner.

Tips

This is a game largely for fun: students tend to very much enjoy it.

Be a bit of a showman, or show woman, as you roll the die. Tell the class when people sit down and what they've scored. Make a thing of those who are GOING FOR MORE as if they are being very daring. Also maybe imply that they might be GREEDY PIGS.

Allow the class to be noisy and be prepared to shout above the noise. Though, obviously, this might not be suitable if you are in a shared area with another class that is doing a test.

Some students may wish to cheat. Don't make a big thing of it. It's just fun.

Use the game in the last 5 or 10 minutes of a lesson as a bit of a reward for good work during the lesson. Students tend to get a bit hyper and it might be hard to get them back to quiet work after the game.

After playing a few times, you may wish to appoint a student to keep track of the kitty and call it out. The other students will then be more likely to keep track of the kitty independently. This provides practice with addition.

Don't try to extract too much maths from the activity: the learning is mostly intuitive.

