

Probability & Luck

10 hours (approx.)

Overview: 2.10

How well do people actually understand 'the odds'? As a group investigate a range of gambling habits and share your views through a discussion. Make detailed comparisons and record your findings in an appropriate manner. This lesson plan relates to challenge 2.10.

Learning Objectives: To discuss comparative examples of probability & luck

- To understand what people know about 'the odds'.
- To identify a range of gambling habits exhibited in society.
- To discuss people's behaviours in different areas of gambling or betting.
- To complete a survey on public understanding of 'the odds'.

Learning Outcomes

1. I can discuss the odds in different forms of gambling and betting.
2. I can describe gambling habits in society.
3. I can discuss behaviours associated with different forms of gambling.
4. I can complete a survey and use outcomes to discuss 'the odds' appropriately.

Resources

1. Power-point presentation on 'Probability & Luck'.
2. Infographics on 'Probability & Luck'.
3. Downloadable information sheets with facts and figures.
4. 'Probability & Luck' guidance notes and downloadable support materials.

Probability & Luck

Starter

(30 minutes)

Do the public understand the nature of odds in betting or are they happy to 'have a flutter' without understanding? Identify a weekly or sessional gambling or betting product to discuss.

Main Activity

(Up to 9 hours)

Know Your Numbers

Discuss the starter question in relation to a number of different gambling or betting activities, including on-line and off-line products. Try to encourage students to carry out preparation for each product by different methods and to make notes which can be used in each discussion session. Find an appropriate way to capture the findings of each session.

Findings from the discussion should be recorded in an appropriate format and shared. Students can use the skills sheet for 'Preparation & Discussion', as appropriate. Students should use the appropriate skills sheet and complete the preparation and review sections to support this activity fully.

Plenary

(30 minutes)

What have we learned?

Are there any patterns to the discussions which you can see? As a group try to sum this up along with any exceptions.

Extension Task

Run a similar session with teachers and trainers or also with parents. Are the discussions any different from student discussions?