



## Instructional strategies

1. The Giving Tree

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- a.
- b.

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- a.
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- b.
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- c.
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- d.
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- e.
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- f.
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- Have you heard of the word 'greed' or 'greedy' before? (Ask students for a definition or an example of greed. If students do not come up with anything, explain to them what it is.)
    - Do you think that the boy was greedy? Why or why not?
    - Some people lose their way and get too caught up in always wanting and buying more and more. Why do you think this is?
3. Drama activity. Have students get into groups of three or four and create a skit about greed and what it feels like to take and take and always want more, or what it feels like when someone keeps taking from you. Suggest that they explore and show their thoughts on the relationship between greed/giving and happiness or a lack thereof in their skits.



### Big ideas

We can learn how to control gambling by examining the different ways people have thought about it, engaging in critical self-reflection and listening to each other

### Competencies

Explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behaviour

Develop personal and social skills to reflect on and manage personal behaviour and choices related to gambling

For a complete look at the gambling literacy competencies, as defined by the Canadian Institute for Substance Use Research, see: <http://www.uvic>.

