

Lucky Dip

NEW April 2025

Year level: 1

Approximate number of lessons: 1

Learning goals

- Engage in stories or games that involve chance based situations and:
 - decide if something will happen, won't happen, or might happen.
 - identify possible and impossible outcomes (e.g., for what might happen next.)

Resources

- Two chairs, placed one in front of the other
- Two matching large tubs or buckets
- Two lots of three different items that fit into the tub together
Suggestions for items: A rubber chicken, squeaky pig dog toy, a large mixing spoon, a soft toy, a tennis ball, a sock

Activity

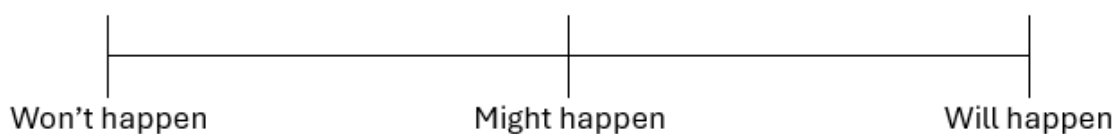
Introduction

This chance based game is based on the idea of a two factor slot machine, with the end point being either that the factors match or do not match. This game is enhanced with sound effects. Prepare to have fun with your class.

? PROBLEM:

Class Setup

- A Likert Scale is drawn on the whiteboard, or modelling book. There are three points on this scale, won't happen, might happen, and will happen.



- Two children are seated, one behind the other on chairs, both with a bucket or tub in their lap. Each bucket contains the same identical three items. The class creates a whirring noise followed by a “bing!” at which time the child seated at the back draws an item out of their bucket and raises it above their head. The item is able to be seen by the class but not by the child seated on the front chair.

Class discussion:

- The kaiako explains that the ākonga are about to make another whirring sound and a bing!, so that the second child can draw out an item. The kaiako asks the class “what is the chance the items will match?”
- Ākonga have three options, ‘won’t happen’, ‘might happen’, or ‘will happen’. The kaiako makes use of the scale here to directly discuss the vocabulary displayed before re-presenting the question.

📋 PLAN:

- Ākonga are asked to share their thoughts and if ready, reasons. Think, pair, share can be used here. Ākonga may ask to see what is in the second child’s bucket to affirm their decision. The decision is recorded alongside the scale.

DATA:

- Ākonga create a whirring sound, and a bing! And the second child draws out an item.
- Kaiako support ākonga to identify whether it is a match or not.
- The result can be captured in a table.

Match	Not a match
)

📊 ANALYSIS:

- Kaiako support ākonga to identify whether their anticipated outcome was correct.
- Kaiako pose the questions:
 - Is it possible, or impossible that we might get the same outcome next time we play?
 - Is it more likely that we get a match or that we do not get a match when we play this game.

DATA:

- Play the game a few more times noting the outcomes. After playing a few times ask the two questions again:
 - Is it possible, or impossible that we might get the same outcome next time we play?
 - Is it more likely that we get a match or that we do not get a match when we play this game.

- Repeat for 15-20 games. Different ākongā could be swapped in to be the ones selecting a factor from the tub.

ANALYSIS:

- Ask the two questions again:
 - Is it possible, or impossible that we might get the same outcome next time we play?
 - Is it more likely that we get a match or that we do not get a match when we play this game.
- Kaiako support ākongā to total the tally marks for match and not a match.

CONCLUSION:

- Kaiako support ākongā to complete the statements:
 - We played the Lucky Dip game _____ times.
 - We got _____ matches and _____ not a match.
 - The outcome _____ happened more often than the outcome _____.
 - We think based on our results that _____ is more likely when this game is played.
- Kaiako draw links between the possible outcomes and the idea of ‘might happen.’
- Kaiako offer opportunities for impossibilities to be shared, or events that definitely ‘won’t happen.’

Notes for teachers

- The scale provides a visual representation of the probability continuum, ākongā may introduce other vocabulary that you could add to this display. It is important that ākongā have a firm grasp of the understanding behind **won’t, might and will**, but also that they recognise that we have a range of vocabulary articulating these ideas.
- If ākongā are hesitant to share their thinking they may need support with structuring an oral sentence using the new vocabulary. Talk frames and sentence starters work well here. For example, “I think a match might happen because...” or “I think a match won’t happen because...”
- Once taught this game has the potential to become a firm favourite in junior classrooms. Ongoing games provide ākongā with their own turn which is important, but also ongoing iterations and experiences to make use of key vocabulary in scaffolded full sentences.
- This game would also serve as a fabulous chance based warm up for staff hui.
- Please see ‘Tricky Trickster’ for a Year 2 version of this game, or possible extension activity involving impossible outcomes.



<https://new.censusatschool.org.nz/resource/data-detective-poster/>