*It’s Up In the Air*

Rules of the Game

1. One student in each pair bets on each flip (up to a maximum of *three* coins). (Note: Betting only one coin per flip will work, but the game will unfold more slowly.)
2. The winner of the bet takes the coins from the loser, regardless of who actually flipped the coin or made the bet.
3. Players must flip quickly and cannot stop betting.
4. Students *cannot* borrow money once you go bankrupt. When you run out of coins, you are out of the game—go and stand at the back of the room.
5. The game consists of 5 or more two minute rounds. At the end of reach round, count your coins and record your results on the chart below. If your partner happens to be eliminated halfway through a round, look for new partner to finish the round.

Results Table

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Pennies | Round 1 | Round 2 | Round 3 | Round 4 | Round 5 | Round 6 | Round 7 |
| 0 |  |  |  |  |  |  |  |
| 1-4 |  |  |  |  |  |  |  |
| 5-9 |  |  |  |  |  |  |  |
| 10-15 |  |  |  |  |  |  |  |
| 16-20 |  |  |  |  |  |  |  |
| 21+ |  |  |  |  |  |  |  |

Discussion Questions (Answer questions on the back.)

1. Winners, what do you attribute to your success?
2. Do individual skill, action, and intention make you a winner or loser in this game? Explain.
3. Take a look at the charted results. Do these results reflect wealth distributions in the U.S.?
4. What would happen if some players would start the game with a different number of coins?
5. What do the coins represent?
6. What would happen if bankrupt players could borrow money to get back into the game? In the real world, do people have equal access to credit?
7. What would happen if some players pooled their resources and played as a group?
8. What would happen if a wealth or inheritance tax was imposed between rounds?