

# THE HUNGER GAMES

## THE CLASS REAPING



**CREATED BY TRACEE ORMAN**

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**All references to the novel are referring to the following edition(s):**

*The Hunger Games* by Suzanne Collins; Publisher: Scholastic, Incorporated

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Thank you for your cooperation!

# THE CLASS REAPING

NAME: \_\_\_\_\_

## TEACHER'S DIRECTIONS FOR REAPING

To demonstrate/replicate a reaping, all students should pretend that they would have to sign up for tesserae (so you aren't discriminating any students). OR decide before class by drawing numbers or some other way who would NOT have to sign up for tesserae. If the students are too young for the exercise, you can pretend they are at least 12. Also, I did not separate the boys from the girls because when I first created this I only had one girl in my class of 12 students. Since then, I have separated them when I've done this with larger, more balanced, classes. Do whatever works best for your class.

We drew more than once because students wanted to see whose name would be next. You can do one draw or draw until everyone's name is called at least once.

Another option is to have the class reaping for several districts. (See separate handouts.) You could draw just one or two names for each district (depending on class size). I have some unbalanced class sizes this year, with one group having 25 students and another having just 10. We decided to select a few of the districts to be represented (picking 1, 2, 4, 5, 11, and 12); in the larger class we selected a boy and a girl (for 12 total tributes) and in the smaller class just one tribute per district (for 6 total tributes). See directions for a "mock" training for the Games activity you can do with your students.

## FIGURING ODDS OR PROBABILITY

I'm not the greatest math person, but if a student has their name entered in 20 times and there are a total of 240 slips of paper, the probability of their name being called would be  $20/240$  or 1-in-12. (The students should reduce the fraction to lowest terms.)

## CONNECTING TO THE NOVEL...DISCUSSION QUESTIONS

**Primrose Everdeen has her name called even though she only has one slip of paper in the drawing. Peeta has his name called even though he most likely has fewer slips with his name than many kids from the Seam.**

- 🎯 Were the results of your reaping more predictable than District 12's? (Did they go along with the odds, for the most part?)
- 🎯 Do you think Prim's name was drawn intentionally? Why or why not?
- 🎯 What about Peeta's name? How many slips of paper had his name written on them, do you think?
- 🎯 What motivation would someone have to "rig" a drawing?
- 🎯 Why Peeta?
- 🎯 Why Prim?

(Students may speculate that Katniss was being thrown into the arena—via Prim being called, knowing she would sacrifice herself for her sister—as punishment for hunting in the woods. Of course, these are merely opinion discussion questions; however, if students go on to read *Catching Fire*, they may find further evidence that President Snow wants Katniss dead.)

# THE CLASS REAPING

NAME: \_\_\_\_\_

## TEACHER'S DIRECTIONS FOR MOCK HUNGER GAMES TRAINING ACTIVITY

After you do the reaping, you will have some students who have been chosen as tributes and some who haven't. Those who haven't will be in charge of creating the training stations, marketing the tributes and gaining sponsorship, designing the wardrobe, and coaching the tributes.

First, you must decide how you want to run your training and/or Games. It is up to you if you wish to allow the tributes formal practice of each station and have private "sessions" with the Gamemakers (which, given the class activity, wouldn't really be "private"). And further, do they get to pick the activities they want to do for their session or do they have to go to all of them? You'll want to decide this first so students know what to expect and plan for.

**What I did:** After the Gamemakers came up with each station, I had them share that information with the Mentors and the Tributes were responsible for doing their own practice with the Mentors (no "formal" practice because the other students were working on their own jobs). The "private sessions" were actually more just public sessions at each station. I did make them go through all of the stations and they were scored by a Gamemaker at each one. Then the Gamemakers met and discussed how each tribute scored. The "Head" Gamemaker added up the scores and divided for an average score. They announced them the next day in class.

**These are the other jobs. Students can draw for them or volunteer. They are (with descriptions):**

### 1. Gamemaker(s)

- The Gamemakers job will be to create the various training stations for the tributes.
- They will rate each tribute on a scale of 1-12.
- If you have a "mock" Games, they will need to create the arena and challenges that may arise in the arena (like the fireballs). This could be set up like an obstacle course, having some Gamemakers positioned in various spots to make things more difficult for the tributes (instead of fireballs, water balloons would work for an outdoor arena.)

### 2. Mentor for District Tributes (at least one for each district)

- This is the tribute's coach. They can help them train, but cannot tell them the answers or do any activities for them.
- The Mentor gives advice about strategy and can also work with other mentors to become allies.
- The Mentor can also work with the Escort to help obtain sponsors.
- The Mentor will be the one who sends the tribute a gift in the arena when they need it.

### 3. Tribute Escort/Public Relations (if possible, one for each district)

- The Escort is in charge of overseeing the sponsors for the tributes.
- They will do the marketing for the tributes and also handle the "financial" aspect.
- The Escort will work with the mentor to oversee the gifts for the arena.

### 4. District Stylist (if possible, one for each district)

- The Stylists duty is designing the wardrobe for the tributes.
- They will also work with the tributes to come up with the district tokens that their tribute will be allowed to wear/carry in the arena.

**Continued...**

# THE CLASS REAPING

NAME: \_\_\_\_\_

## TEACHER'S DIRECTIONS FOR TRAINING/MOCK GAMES, continued

**5. Capitol Avox** (The Avox position was created out of a need for an overly-active student to do more hands-on work; it could be eliminated if you did not have the need for it.)

- The Avox (or avoxes) is in charge of setting up the training stations, arena (if doing mock Games), and any other jobs that arise during the planning stages and during the Games.
- Because the Avox is considered a traitor and does not have a tongue, he/she must do this job quietly and communicate to the others through gestures or writing.

### **6. (Chosen in Reaping) Tributes**

- The Tributes will be participating in the training sessions and the Games (if doing mock Games).
- They must meet with their Mentor for coaching sessions, Stylist for wardrobe and district token selection, and Escort for marketing/public relations work.
- Tributes will be scored by the Gamemakers on how well they do in their training sessions.

As you can see, there are many positions that could be filled if you are working with a large group. However, most of my classes are smaller, so I scale back how many students I have for these jobs (and how many districts I have). The most important thing is to do what works for you & your students. Use this just as a model and adjust to suit your class.

**\*Student handouts for each position follow the reaping handouts on page 11.\***

## PLANNING FOR THE TRAINING/GAMES

For planning the training stations/sessions and/or Games, you could allow students 15-20 minutes each class period over a few days before your "training sessions" begin. During this work time they should be planning the following:

- 1. Gamemakers should be creating each station for the training stations/sessions.** They will need to determine:
  - a. what school-appropriate stations could they have
  - b. what supplies will they need
  - c. how they will determine a score for each session
  - d. where/how they will set it up

### **Example training stations/sessions could be:**

- a. **knot-tying** (use thinner rope, cut into smaller pieces; have a guide on how to tie different types of knots. See [this site](#).)
- b. **archery** (supplies include a safe bow & arrow set--Nerf or suction-type; an alternative could be a dart board/darts)
- c. **wrestling** (supplies include a mat or softer area for wrestling, like outside on grass)
- d. **knife-throwing** (obviously this isn't safe, but use lawn darts instead)
- e. **edible plants** (you could actually have students collect the plants themselves, or they could find pictures of different edible plants and ask the tributes to identify them)
- f. **target practice** (an alternative activity could be throwing a Nerf ball through a hula-hoop or series of hoops; for added challenge--a moving hoop!)
- g. **survival skills** (we don't want anyone starting fires in school, but survival skills also include first aid, ways to find water, etc.; supplies include different bandages/wraps, instructions for first aid)
- h. **camouflage** (use face paints or make-up/shadows to practice camouflaging - can just practice on an arm or hand)

**Continued...**

# THE CLASS REAPING

NAME: \_\_\_\_\_

## TEACHER'S DIRECTIONS FOR TRAINING/MOCK GAMES, continued

- 2. Mentors should be meeting with their Tributes and Escorts to help prepare the Tributes for the training and/or Games.** They will need to determine:
  - a. the Tribute's strengths & weaknesses
  - b. the angle they want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
  - c. what types of gifts would be most helpful in the arena
  - d. find out the training sessions from the Gamemakers and give advice to the Tributes
  - e. create study materials (such as flashcards) for the tributes in areas such as edible plants, first aid, and survival skills
  
- 3. Tribute Escort should be meeting with the Tributes and Mentors to obtain information for their marketing campaign.** They will need to determine:
  - a. the Tribute's strengths & weaknesses
  - b. the angle they want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
  - c. what kind of marketing campaign they will seek for sponsors (posters? flyers? announcements? video? podcast? etc.)
  - d. supplies/equipment they will need to make marketing materials
  
- 4. Stylists should be meeting with the Tributes to select and design wardrobe and district token.** They will need to determine:
  - a. the Tribute's strengths & weaknesses
  - b. the angle they want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
  - c. supplies they will need for wardrobe and district token creation (wardrobe can be a simple plain t-shirt and fabric paint; district token should represent the individual, but could be related to the district in some way - examples may include a pin, necklace, ring, etc. It should be something the tribute can wear or have in a pocket, therefore it must be relatively small. The Gamemakers will determine if it is appropriate for the arena!)
  
- 5. Avoxes should be available to any of the groups for running various errands.** If they wish to help the Gamemakers in planning, they may. This group or person is basically the designated "gopher," but can also be assigned to videotape and/or photograph the sessions/Games. However, they must remember they cannot speak and should not share secretive information with other groups. Of course, if those groups contact the Avox for some sort of alliance and undercover rebellion, well, we'll just pretend we didn't have any idea...
  
- 6. Tributes should be meeting with their Mentors, Stylists, and Escorts to share information about themselves.** They will need to share and determine:
  - a. share their strengths and weaknesses with their Mentor, Escort, and Stylist
  - b. determine which type of persona they wish to exhibit during training and/or Games
  - c. practice different skills for the training sessions
  - d. study for the training sessions, such as edible plants or first aid (mentors could create flash cards with pictures for identification for the tributes)

Continued...

# THE CLASS REAPING

NAME: \_\_\_\_\_

## TEACHER'S DIRECTIONS FOR TRAINING/MOCK GAMES, continued

### SETTING UP FOR THE STATIONS/GAMES

How you wish to set up the training sessions and/or Games is up to you.

**What I did:** Initially, I had the students create mini-stations in our classroom, but realized perhaps going outdoors would be better. Fortunately, my room is at the end of the hallway next to the back door leading to a large grassy area often used by the P.E. teachers for archery and golf units, so it helped having that room for the sessions (like lawn darts) that needed it. If you live where weather is a factor, you may want a back-up place in case of rain/snow/high winds, etc.

If you are short on space, think of games/sessions that do not require much. A game of ring toss (using an empty CD spindle and roll of masking tape) can work for target practice; dart/dart board for archery; throw the ping-pong ball into an OxyClean (or any plastic) bucket; or paper toss into waste-basket, and so on. With multi-sectioned classes it helps to have the same training sessions, so you may wish to steer each class into that direction or see if they can collaborate with the other students.

**Video-Game Style:** One of my sections decided to bring in their Wii and we hooked it up in the library (for additional room to move). They had the javelin throw, target shooting, fishing, and (from the Wipe Out Wii game) an obstacle course.

### DURING THE SESSIONS AND/OR GAMES

#### As the Tributes are going through their sessions and/or the mock Games:

1. the **Gamemakers** should be scoring the Tributes (see sample rubric - students can use this or create their own). There should be at least one Gamemaker for each session. Or, only have one tribute do one session at a time (though this will take much longer).
2. the **Mentors** should be watching the Tributes (but not talking to them). If you are not doing a mock Games, this is when the Mentors could send a "gift" to the Tributes to help them in their sessions (or something just for fun, like a piece of candy or good luck note).
3. the **Escorts** should be helping the Gamemakers at each station/session (like retrieving a ball, bringing darts back to the tributes). Their job duties as Escorts are done and you will need help at each session since you & the Avox cannot do it all! (They can help with videotaping/photographing the sessions, as well)
4. the **Stylists** should be helping at each station/session along with the Escorts, for the same reason. (They can help with videotaping/photographing the sessions, as well)
5. the **Avoxes** will be helping at each station/session along with the Escorts and Stylists. They are also the designated "gophers" and will be in charge of getting any supplies needed during the sessions. They may be assigned to help with video taping or photographing the events.

**Tip:** Use the [Hunger Games Badges Activity](#) for district identifiers (includes mentor, escort, and stylist badges) and use the [Hunger Games Advertising Activity](#) (free) to help the Escorts

**The student handouts follow the other reaping handouts. I did not include a grading rubric for this project since I just gave students a participation grade.**

# THE CLASS REAPING

NAME: \_\_\_\_\_

## FIGURING OUT THE TESSERAE & NUMBER OF TIMES YOUR NAME IS ENTERED INTO THE REAPING:

Age	# Family Members for Tesseræ + 1	# Times Multiplier	Total
12		x 1	
13		x 2	
14		x 3	
15		x 4	
16		x 5	
17		x 6	
18		x 7	

### EXAMPLE FOR KATNISS AT AGE 12 AND AGE 16:

Age	# Family Members for Tesseræ + 1	# Times Multiplier	Total
Katniss, age 12	3 family members for tesseræ + 1 = 4	x 1	4
Katniss, age 16	3 family members for tesseræ + 1 = 4	x 5	20

### ANSWER THE FOLLOWING:

1. For your family, figure out how many times your name would be entered into the reaping. Explain your answer (your age and number of family members).

\_\_\_\_\_

2. How many times is Gale's name entered into the reaping? Why? \_\_\_\_\_

\_\_\_\_\_

3. Using scraps of paper, write your name on each scrap. Fill out scraps for the number of times your name would be entered. As a class, combine all the scraps of paper into an empty container.

Continue to the next page. --> --> -->





# THE CLASS REAPING

NAME: \_\_\_\_\_

## AFTER THE REAPING ACTIVITY

7. Whose name was called first? \_\_\_\_\_

8. Was this surprising or not? Explain: \_\_\_\_\_

9. Whose name was called the most the first 10 times? \_\_\_\_\_

10. How many times was your name called? \_\_\_\_\_

11. Were you surprised at the results? Why or why not? \_\_\_\_\_

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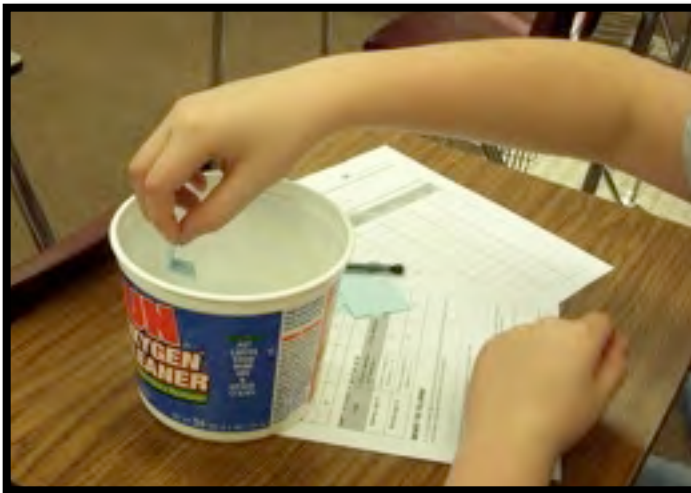
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# THE CLASS REAPING

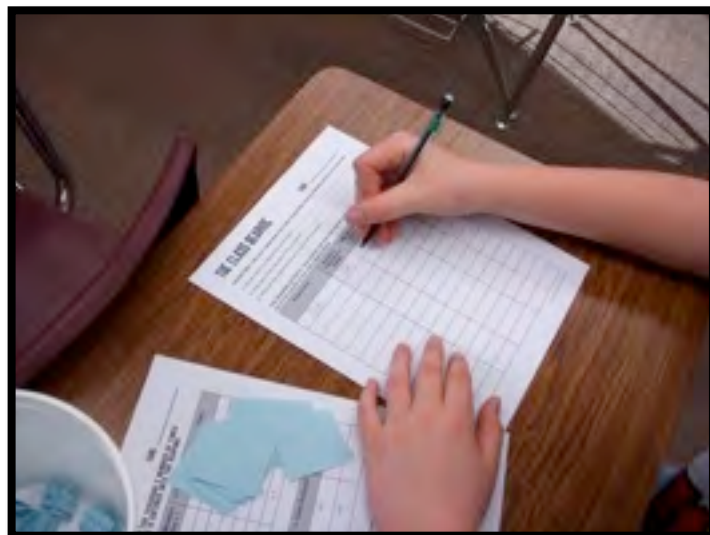
NAME: \_\_\_\_\_

The next group of handouts are if you are planning training sessions and/or mock Hunger Games with your class and need to reap *several* district tributes.



Check out my blog:  
[http://  
hungergameslessons.blogspot.com](http://hungergameslessons.blogspot.com)

See more pictures on  
pages 24, 29, and 32-37.



# THE CLASS REAPING

NAME: \_\_\_\_\_

## Directions for the reaping for each district:

There are 12 districts in Panem. Each district has one boy and one girl tribute entered into the annual Hunger Games. Depending on your class size and gender makeup, decide how many districts will be represented in your class reaping and whether you will have two tributes or just one for those districts.

1. For your family, figure out how many times your name would be entered into the reaping. Explain your answer (your age and number of family members).

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2. Using scraps of paper, write your name on each scrap. Fill out scraps for the number of times your name would be entered. As a class, combine all the scraps of paper into an empty container.

3. How many districts are represented at your class reaping? \_\_\_\_\_

4. How many tributes will be represented for your class "Hunger Games"? \_\_\_\_\_

5. How many times is your name entered? \_\_\_\_\_

## PREDICTING: Ask your classmates how many times their names are entered into the reaping.

6. Whose name is entered the most times? \_\_\_\_\_

7. How many total slips are in the container(s)? \_\_\_\_\_

8. What are the odds that person's name will be called? \_\_\_\_\_



## THE REAPING

RECORD YOUR RESULTS ON THE NEXT PAGE --> --> -->

## AFTER THE REAPING ACTIVITY

9. Whose name was called first? \_\_\_\_\_

10. Was this surprising or not? Explain: \_\_\_\_\_

11. As each district was chosen, did anyone's name get drawn more than once? \_\_\_\_\_

12. Were you surprised at the results? Why or why not? \_\_\_\_\_

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# THE CLASS REAPING

NAME: \_\_\_\_\_

Designate someone to draw a name for each district and record the results below. If a student has already been named a tribute and their name is drawn again, discard their slip and draw a new name. Keep drawing until a person whose name has not been selected yet is picked.

District #	Female Tribute	# slips entered	Male Tribute	# slips entered
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

**OPTIONAL VOLUNTEERS:** At the end of the reaping, selected tributes may choose to allow a volunteer (if any students wishes to volunteer).



# THE GAMEMAKERS

## YOU ARE IN CHARGE OF CREATING THE TRAINING STATIONS FOR THE GAMES AND SCORING THE TRIBUTES

### PLANNING STAGE

**Gamemakers should be creating each station for the training stations/sessions.**

**Your group must determine:**

- a. how much room you have for each station (and where - inside/outside?)
- b. what school-appropriate stations you can have
- c. what supplies you will need
- d. how you will determine a score for each station
- e. where/how you will set up the stations (or mock Games)
- f. who will be the Head Gamemaker (this person will average the scores for a final score and announce the scores the next day in class)

### BRAINSTORM IDEAS AS A GROUP

What kind of skills are practiced in the novel?

How can you make the training stations from the book school-appropriate for school?

What materials are available to use?

What materials will we need?

## THE CLASS REAPING & HUNGER GAMES

### GAMEMAKER AIDES

#### Example training stations/sessions:

- knot-tying** (use thinner rope, cut into smaller pieces; have a guide on how to tie different types of knots. See [this site](#).)
- archery** (supplies include a safe bow & arrow set--Nerf or suction-type; an alternative could be a dart board/darts)
- wrestling** (supplies include a mat or softer area for wrestling, like outside on grass)
- knife-throwing** (obviously this isn't safe, but use lawn darts instead)
- edible plants** (you could actually have students collect the plants themselves, or they could find pictures of different edible plants and ask the tributes to identify them)
- target practice** (an alternative activity could be throwing a Nerf ball through a hula-hoop or series of hoops; for added challenge--a moving hoop!)
- survival skills** (we don't want anyone starting fires in school, but survival skills also include first aid, ways to find water, etc.; supplies include different bandages/wraps, instructions for first aid)
- camouflage** (use face paints or make-up/shadows to practice camouflaging - can just practice on an arm or hand)

### DURING THE SESSIONS AND/OR GAMES

#### As the Tributes are going through their sessions and/or the mock Games:

The **Gamemakers** should be scoring the Tributes. There should be at least one Gamemaker for each station. The Escorts, Stylists, and Avoxes can help at each station retrieving equipment after use and re-setting up the station in between sessions. (If you choose video games, you should have one person record results and others checking for any cheating--like if they are standing at the correct distance from the monitor, etc..)

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### GAMEMAKER SCORING RUBRIC

#### Sample rubric for scoring tributes at each station on ACCURACY:

Station/Skill being practiced: "Knife" Throwing (Lawn Darts)

District Tribute: #12, Danny      Gamemaker Scoring: Jenn

Total number of attempts: 10      Number of times accurate: 3

#### Scoring based on average (divide the number of times target was hit by number of throws).

100-90% = score of 12	89-80% = score of 11	79-70% = score of 10
69-60% = score of 9	59-50% = score of 8	49-40% = score of 7
39-30% = score of 6	29-20% = score of 5	19-15% = score of 4
15-10% = score of 3	9-5% = score of 2	4-0% = score of 1

$$3 \div 10 = .3, \\ \text{or } 30\%$$

Score from 1-12: 6

**THE CLASS REAPING & HUNGER GAMES  
GAMEMAKER SCORING RUBRIC - ACCURACY**

Station/Skill being practiced: \_\_\_\_\_

District Tribute: \_\_\_\_\_ Gamemaker Scoring: \_\_\_\_\_

Total number attempts: \_\_\_\_\_ Number of times accurate: \_\_\_\_\_

**Scoring based on average (divide the number of times accurate by number of attempts).**

100-90% = score of 12	89-80% = score of 11	79-70% = score of 10
69-60% = score of 9	59-50% = score of 8	49-40% = score of 7
39-30% = score of 6	29-20% = score of 5	19-15% = score of 4
15-10% = score of 3	9-5% = score of 2	4-0% = score of 1

**Score from 1-12: \_\_\_\_\_**

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**GAMEMAKER SCORING RUBRIC - ACCURACY**

Station/Skill being practiced: \_\_\_\_\_

District Tribute: \_\_\_\_\_ Gamemaker Scoring: \_\_\_\_\_

Total number attempts: \_\_\_\_\_ Number of times accurate: \_\_\_\_\_

**Scoring based on average (divide the number of times accurate by number of attempts).**

100-90% = score of 12	89-80% = score of 11	79-70% = score of 10
69-60% = score of 9	59-50% = score of 8	49-40% = score of 7
39-30% = score of 6	29-20% = score of 5	19-15% = score of 4
15-10% = score of 3	9-5% = score of 2	4-0% = score of 1

**Score from 1-12: \_\_\_\_\_**



# THE MENTORS

**YOU ARE IN CHARGE OF TRAINING THE TRIBUTES, SOLICITATION OF SPONSORS, AND SELECTION AND DISTRIBUTION OF GIFTS**

## PLANNING STAGE

**Mentors should be meeting with their Tributes and Escorts to help prepare the Tributes for the training and/or Games.**

**Your group must determine:**

- a. the Tribute's strengths & weaknesses
- b. the angle you want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
- c. what types of gifts would be most helpful in the arena
- d. find out the training sessions from the Gamemakers and give advice to the Tributes
- e. create study materials (such as flashcards) for the Tributes in areas such as edible plants, first aid, and survival skills

## BRAINSTORM IDEAS

What are your Tribute's strengths and weaknesses?

What "angle" (such as a personality trait) do you want to emphasize or focus on for marketing purposes (to gain sponsors)?

How can you portray the Tribute best using this angle?

## THE CLASS REAPING & HUNGER GAMES

### Mentor Notes, continued

What types of gifts will be helpful in the arena?

What resources are currently available? What will I need to provide?

What study materials will my Tribute(s) need?

### DURING THE SESSIONS AND/OR GAMES

#### **As the Tributes are going through their sessions and/or the mock Games:**

The **Mentors** should be watching the Tributes (but not talking to them). They can send a “gift” to the Tributes to help them in their sessions (or something just for fun, like a piece of candy or good luck note).



# THE ESCORTS

## YOU ARE IN CHARGE OF THE MARKETING CAMPAIGN, PUBLIC RELATIONS, AND SPONSORSHIP FOR THE TRIBUTES

### PLANNING STAGE

**Tribute Escort should be meeting with the Tributes and Mentors to obtain information for their marketing campaign.**

**You will need to determine:**

- a. the Tribute's strengths & weaknesses
- b. the angle you want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
- c. what kind of marketing campaign will you seek for sponsors (posters? flyers? announcements? video? podcast? etc.)
- d. supplies/equipment they will need to make marketing materials

### BRAINSTORM IDEAS

What are your Tribute's strengths and weaknesses?

What "angle" (such as a personality trait) do you want to emphasize or focus on for marketing purposes (to gain sponsors)?

How can you portray the Tribute best using this angle? What medium will you use (video, print media, radio/podcast?)

## THE CLASS REAPING & HUNGER GAMES

### Escort Notes, continued

What resources are currently available? What will I need to provide for supplies and equipment?

### DURING THE SESSIONS AND/OR GAMES

#### **As the Tributes are going through their sessions and/or the mock Games:**

The **Escorts** should be helping the Gamemakers at each station/session (like retrieving a ball, bringing darts back to the tributes). The **Stylists** and **Avoxes** will be helping, also. You can help with videotaping/photographing the sessions, as well.



# THE STYLISTS

## YOU ARE IN CHARGE OF THE WARDROBE AND DISTRICT TOKEN CREATION

### PLANNING STAGE

**Stylists should be meeting with the Tributes to select and design wardrobe and district token. You will need to determine:**

- a. the Tribute's strengths & weaknesses
- b. the angle you want to present the tribute from a marketing aspect (such as tough, beautiful but fierce, glamorous, silent & deadly, quiet/shy, love-sick, etc.)
- c. supplies you will need for wardrobe and district token creation (wardrobe can be a simple plain t-shirt and fabric paint; district token should represent the individual, but could be related to the district in some way - examples may include a pin, necklace, ring, etc. It should be something the tribute can wear or have in a pocket, therefore it must be relatively small. The Gamemakers will determine if it is appropriate for the arena!)

### BRAINSTORM IDEAS

What are your Tribute's strengths and weaknesses?

What "angle" (such as a personality trait) do you want to emphasize or focus on for marketing purposes (to gain sponsors)?

How can you portray the Tribute best using this angle in his/her wardrobe?

## THE CLASS REAPING & HUNGER GAMES

### Stylist Notes, continued

What kind of token would best represent your Tribute? Why?

What resources are currently available? What will I need to provide for supplies?

### DURING THE SESSIONS AND/OR GAMES

#### **As the Tributes are going through their sessions and/or the mock Games:**

The **Stylists** should be helping at each station/session (like retrieving a ball, bringing darts back to the tributes) along with the Escorts and Avoxes. You can help with videotaping/photographing the sessions, as well.



# THE AVOXES

**YOU ARE THE PERSON WHO WILL HELP MAKE EVERYTHING RUN SMOOTHLY**

## PLANNING STAGE

**Avoxes should be available to any of the groups for running various errands.** If you wish to help the Gamemakers in planning, you may.

Most of your duties are going to be hands-on. Below, list the various jobs (including errands) that you performed for different people. Write both the task and who assigned it.

## DURING THE SESSIONS AND/OR GAMES

**As the Tributes are going through their sessions and/or the mock Games:**

The **Avoxes** will be helping at each station/session (like retrieving a ball, bringing darts back to the tributes) along with the Escorts and Stylists. You are also the designated “gopher” and will be in charge of getting any supplies needed during the sessions. You may be assigned to help with video taping or photographing the events.



# THE TRIBUTES

**YOU ARE THE STAR OF THE SHOW; YOU WILL BE WORKING WITH YOUR TEAM TO ENSURE A VICTORY**

## PLANNING STAGE

**Tributes should be meeting with their Mentors, Stylists, and Escorts to share information about themselves.**

**You will need to share and determine:**

- a. share their strengths and weaknesses with your Mentor, Escort, and Stylist
- b. determine which type of persona you wish to exhibit during training and/or Games
- c. practice different skills for the training sessions
- d. study for the training sessions, such as edible plants or first aid (mentors could create flash cards with pictures for identification for the tributes)

## BRAINSTORM IDEAS

What are your strengths and weaknesses?

What “angle” (such as a personality trait) do you want to emphasize or focus on for marketing purposes (to gain sponsors)?

Which areas will you need to practice the most? The least?

## DURING THE SESSIONS AND/OR GAMES

As a **Tribute**, you will be participating in the sessions and being scored on your accuracy and other skills for each station.

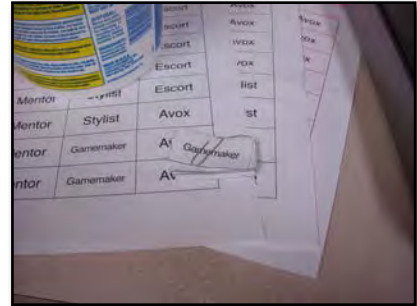
## THE CLASS REAPING & HUNGER GAMES

**THE FOLLOWING TABLES CAN BE USED FOR THE REAPING SLIPS OR FOR MARKETING PURPOSES (CURRENCY).**

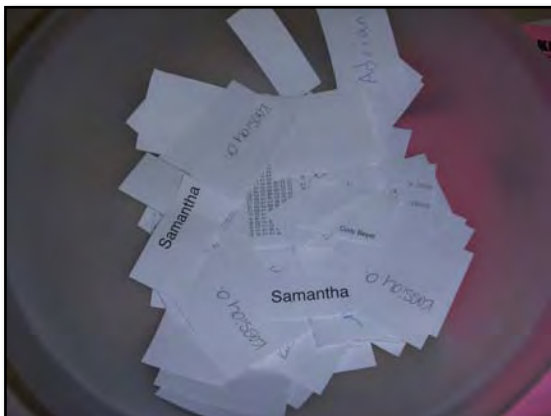
**Other Jobs for Training Stations/Sessions and/or Mock Games** - There are 12 of each of the following: Gamemakers, Stylists, Escorts, Mentors, and Avoxes.

**Designating Districts:** If you wish to have the Mentors, Escorts, and Stylists draw for a district, I included those slips, as well. When we drew, I just assigned the first person to draw an escort would be district 1, second person was district 2, and so on for each job. But if you have a large group, it may be better to have them draw for a district.

**Student Names for Reaping:** For the students' names, we just used scratch paper that was going to be recycled anyway. However, I did attach a blank table if you want to use it for this purpose. Some of my students just typed their names and cut those. You may want to specify the size of font & spacing, because I didn't the first time and we got a wide variety of paper slip sizes in the bowl! (See pictures.)



**Panem Currency for Sponsorship:** You could have students create their own currency to use for betting on tributes (who will score the highest training score) or for gifts that can be given to the tributes during the training or Games. (This might be a good job for the Avoxes or even the Stylists if they finish their tasks early.) You could provide some little goodies like a piece of candy, crackers, water bottle, lip balm, and/or note of encouragement and charge a lot of Panem money for each one. We gave each student 5 bills and they had to decide who they wanted to sponsor. You could open it up to the student body to avoid your students spending their money on themselves or their team, but even when we did that, it was still fun.



Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort
Gamemaker	Stylist	Escort

Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	
Mentor	Avox	

District 1	District 2	District 3
District 4	District 5	District 6
District 7	District 8	District 9
District 10	District 11	District 12
District 1	District 2	District 3
District 4	District 5	District 6
District 7	District 8	District 9
District 10	District 11	District 12
District 1	District 2	District 3
District 4	District 5	District 6
District 7	District 8	District 9
District 10	District 11	District 12



# PANEM CURRENCY

I attached a sample that you could use as well as a blank template. My students had fun creating the currency and distributing it to the “citizens” - which was everyone. I allowed tributes to place their \$ in their own envelopes, if they wanted.

For the envelopes, I just folded a piece of paper in half (leaving about an inch or so short on one end), then folded over the sides and stapled. Students wrote the numbers for each district with glitter glue.



**Make it a Challenge:** For an added “twist” or element, you could have students earn the money by asking questions from any of the check quizzes, quotes, test questions, etc. Set the amount they can win based on the difficulty of the question. (If you want everyone to participate, give each student one bill and allow them to earn more.)



**Photo Examples:** Students place their Panem cash into envelopes for each tribute they want to sponsor. The Escorts placed their marketing materials above the envelopes to sway the Capitol citizens.

## After All Students Place Panem Cash in Tribute Envelopes:

The Escorts and Mentors take the cash and use it to purchase gifts during the Training or Games.

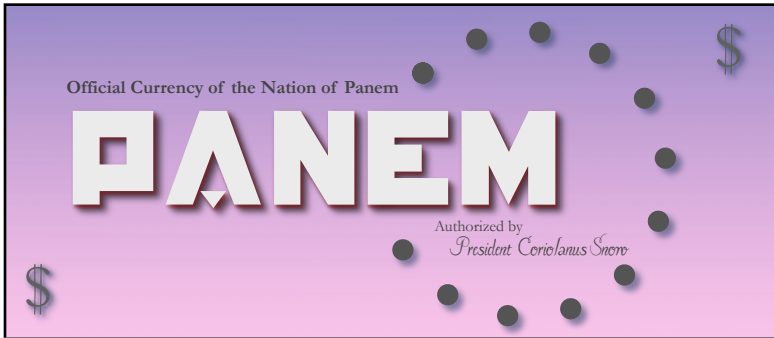
## Sponsored Gift Ideas:

I provided gifts such as bottles of water, some candy (LifeSavers, tootsie rolls, tootsie-pop suckers), Chap-Stick, etc.. Students also came up with ideas & gifts, but I didn't require that they purchase anything. See pictures of the gifts on page 32.

Official Currency of the Nation of Panem

# PANEM

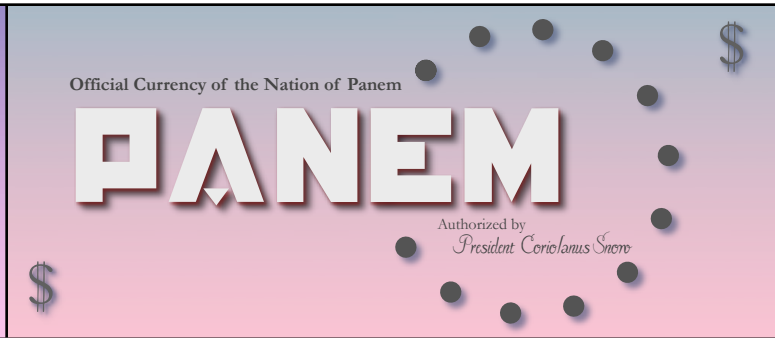
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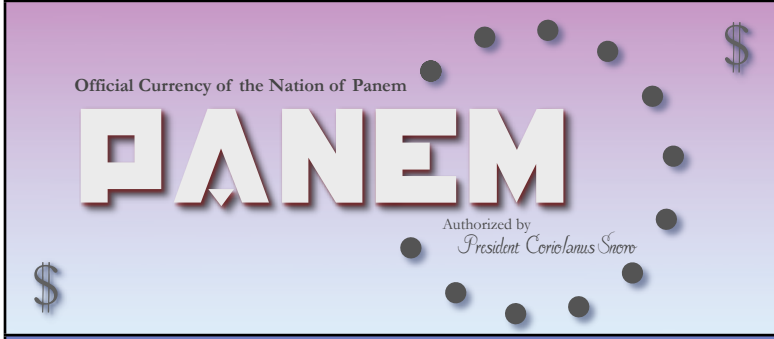
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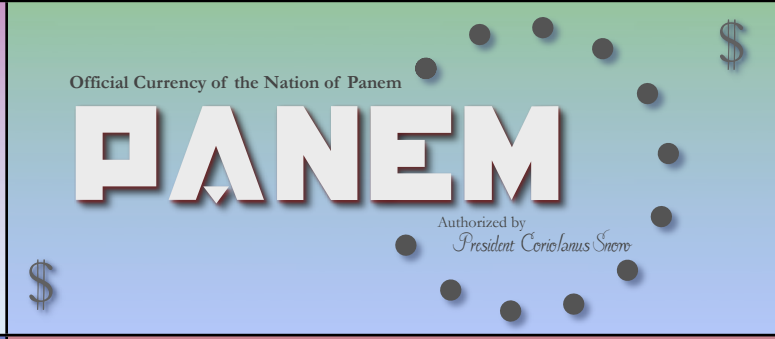
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# PANEM

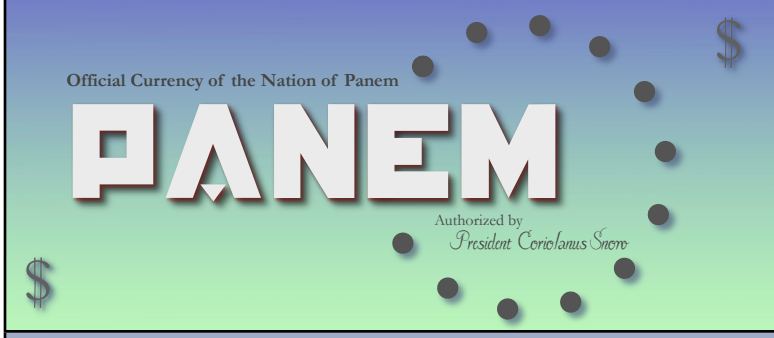
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# PANEM

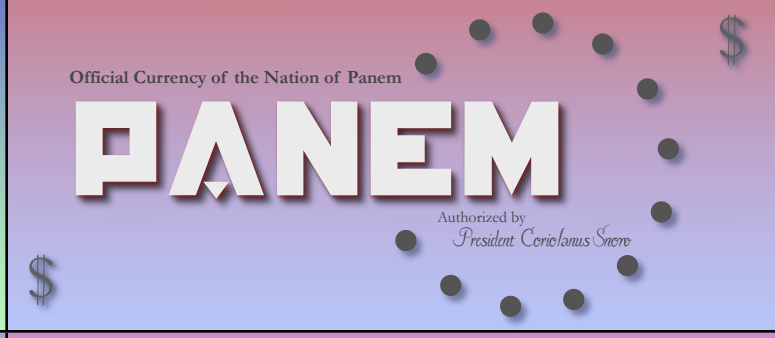
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# PANEM

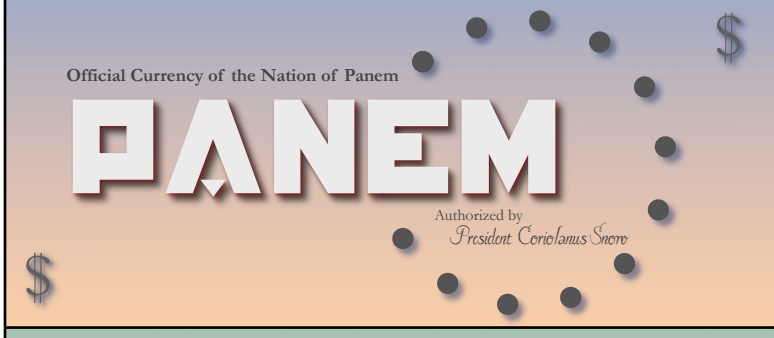
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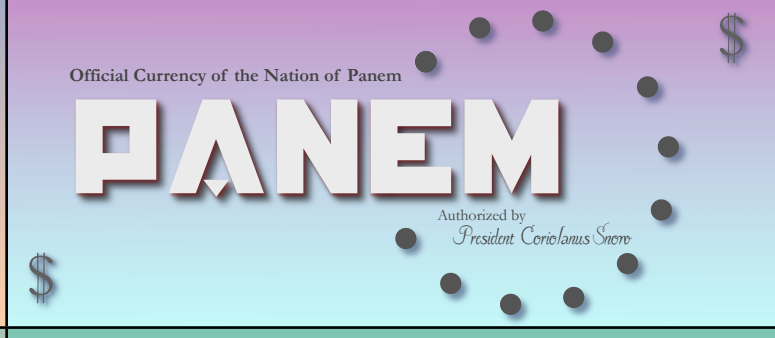
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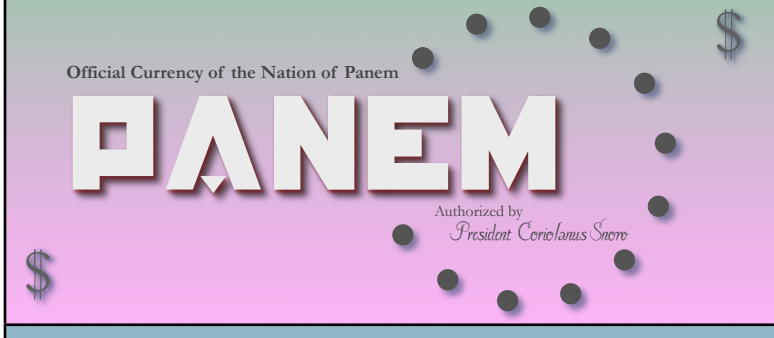
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# PANEM

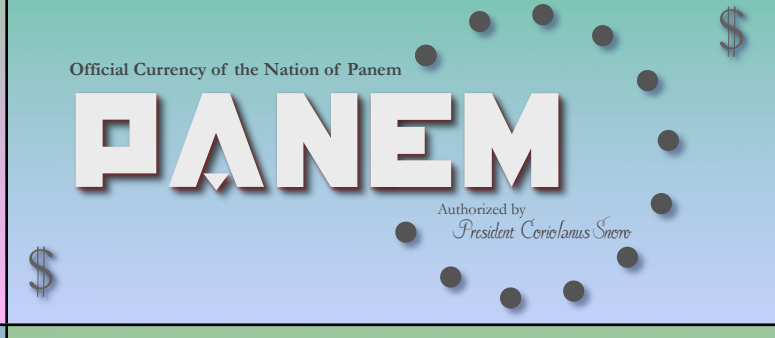
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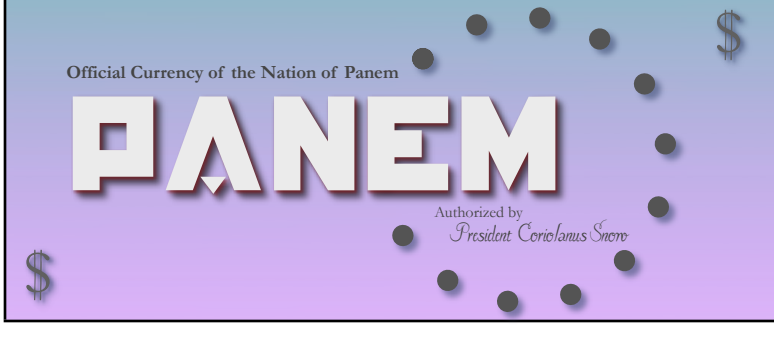
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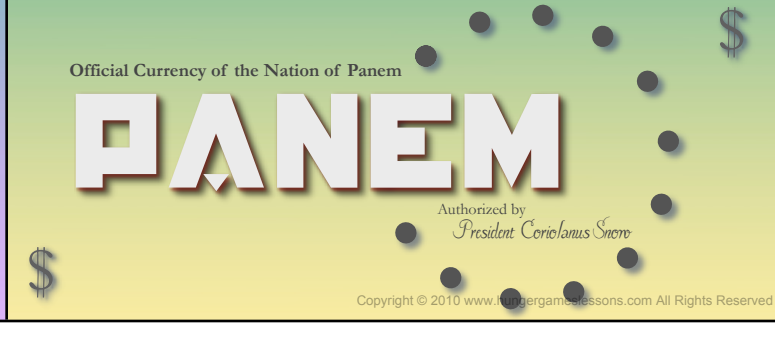
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# THE CLASS REAPING & HUNGER GAMES MISCELLANEOUS PHOTOS - MADE BY THE STYLISTS

A tribute token: a bracelet using beads and stretchy cord.



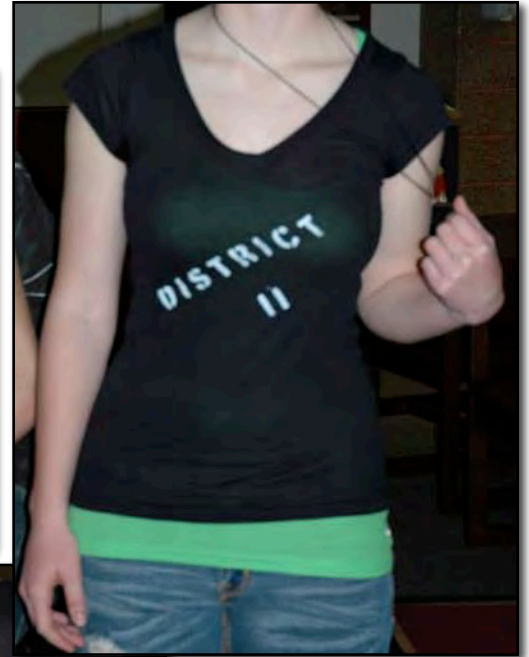
## Gifts for the Tributes (Mentors purchased with sponsor cash)

Below: The “fireballs” were made with Tootsie-Pop suckers and colored paper; the “Vita-Boost” was actually a dandelion (because the dandelion symbolized survival and contains essential nutrients).



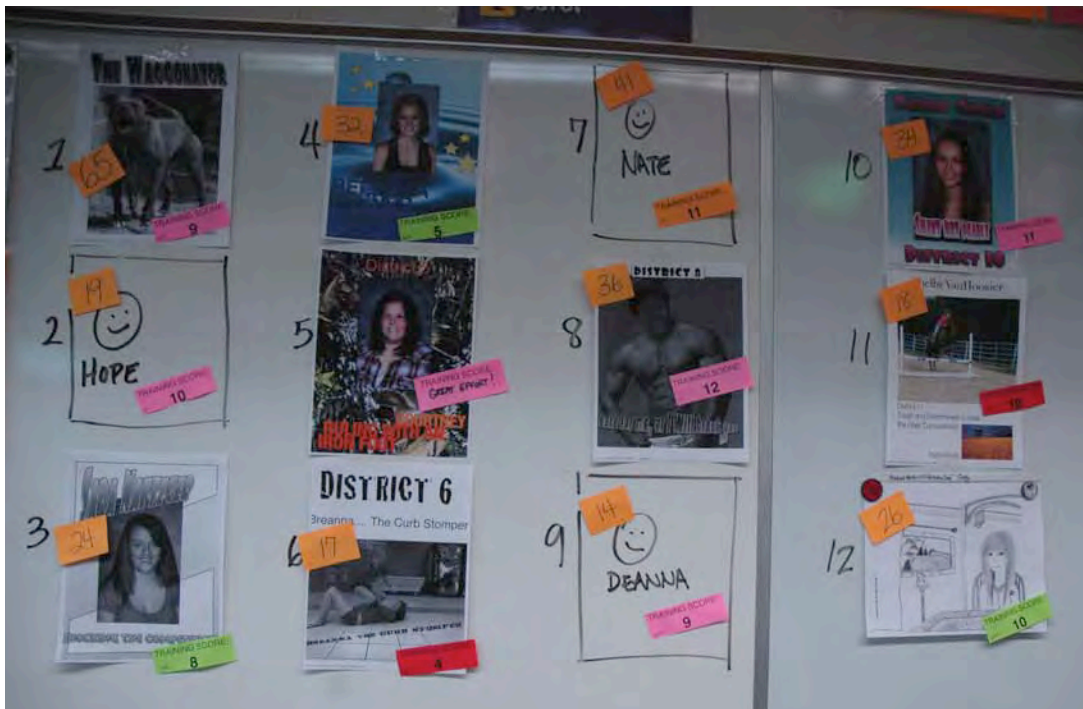
# THE CLASS REAPING & HUNGER GAMES

Tribute t-shirts (front & back)



# THE CLASS REAPING & HUNGER GAMES

## Marketing Materials...



**The Escorts posted marketing materials for their tributes:** as you can see, some Escorts dropped the ball and didn't complete their assignment; below, some escorts went all out and plastered the signs all over the school and in various doorways for maximum visibility. The training scores and the amount of Panem \$ each one earned were posted on their signs.

The overall winner (survivor) was determined by ranking their training scores and the amount of Panem \$ earned.

1<sup>st</sup> hr - HOPE - DIST. 2  
 2<sup>nd</sup> hr - TREY - DIST. 8  
 5<sup>th</sup> hr - CARLIE - DIST. 10  
OVERALL WINNER  
 DISTRICT - 1 - KAYLA



## THE CLASS REAPING & HUNGER GAMES

The Head Gamemaker explains the three training stations: obstacle course, lawn darts, camouflage



## THE CLASS REAPING & HUNGER GAMES



**Another class went with three different events:** speed (running), distance throwing of lawn darts, and accuracy throwing of darts (in the hoops)

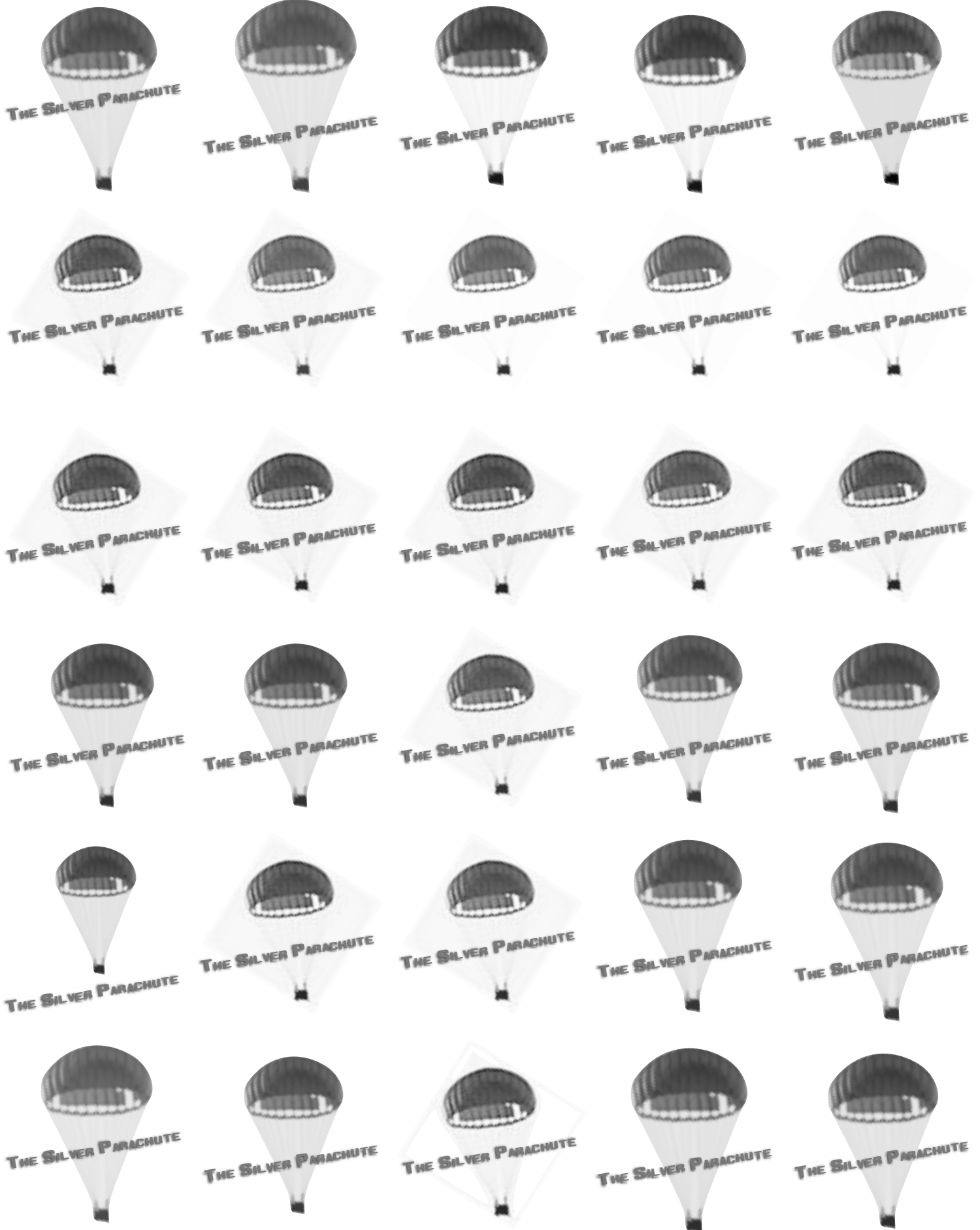


**One section did the challenges using the Wii:** From Mario Olympics game - Javelin throw & skeet shooting; and from Wii Play - Fishing



**SAMPLE - List of sponsored-gifts available to mentors:**

<b>GIFT</b>	<b>PURPOSE</b>	<b>COST (In Panem Cash)</b>
<b>Note of Encouragement</b>	Use these pick-me-ups to help your tribute stay positive (limited to 2 per district)	<b>2</b>
<b>Life Safer</b>	Use in a jam to save your life (Made with LifeSaver candy)	<b>5</b>
<b>Capitol Energy Bite</b>	Eat for a boost of energy (Made with Tootsie Roll candy)	<b>5</b>
<b>Natural Vita-Boost</b>	Packed with vitamins for a new life (Made with a dandelion)	<b>7</b>
<b>Blow Dart</b>	Deadly weapon with proper use (Made with a straw)	<b>10</b>
<b>Capitol *BLING*</b>	Go Glam - even if you don't do well, you'll look good! (Made with a plastic ring I found at WalMart - a bag of 6 for 50¢ after Christmas sale - I knew they would come in handy at some point)	<b>15</b>
<b>Capitol Skin Patch Super-healer</b>	Use when you have a boo-boo (Made with a bandage)	<b>15</b>
<b>Tracker-Jacker Venom</b>	Use this deadly poison to sting your opponent (Made with mini-bubbles that were also on clearance)	<b>15</b>
<b>Haymitch's Numbing Elixir</b>	Numb your opponents with Haymitch's trademark white liquid... (Made with mini-bubbles in a different color bottle)	<b>15</b>
<b>Stick of Dynamite</b>	Blow up your opponent using this powerful stick of dynamite (Made with candycanes: tin foil over the curled part and red paper over the straight part))	<b>15</b>
<b>Fireball</b>	Throw the fireball to burn your opponents (Made with Tootsie-Pop suckers & colored paper scraps)	<b>15</b>
<b>Magic Mace</b>	Swing this around and watch your enemies scatter (Made with a Tootsie-Pop with colored paper scraps to look like spikes)	<b>15</b>
<b>Capitol healing Stick</b>	High-tech Capitol medicated balm to treat all your ailments (Made with Chap-stick)	<b>25</b>
<b>Miracle Elixir</b>	Drink this magic elixir and you are guaranteed to win! (Made with bottles of water)	<b>30</b>
<b>Smoke Bomb</b>	Smoke out the enemies with this potent liquid smoke (Made with travel-size Axe deodorant)	<b>35</b>
<b>Liquid Inferno</b>	Like lava, this fiery liquid will scorch your enemies and draw your love interest closer to you... (Made with travel-size Axe body wash - bright orange)	<b>35</b>
<b>Peeta's Heart</b>	Let love drive you closer to the finish & make you stronger (Made with two candycanes wrapped in red & taped together in heart shape)	<b>35</b>



**YOU CAN  
DO IT,  
DISTRICT 1**

**YOU CAN  
DO IT,  
DISTRICT 2**

**YOU CAN  
DO IT,  
DISTRICT 3**

**YOU CAN  
DO IT,  
DISTRICT 4**

**YOU CAN  
DO IT,  
DISTRICT 5**

**YOU CAN  
DO IT,  
DISTRICT 6**

**YOU CAN  
DO IT,  
DISTRICT 7**

**YOU CAN DO  
IT,  
DISTRICT 8**

**YOU CAN  
DO IT,  
DISTRICT 9**

**YOU CAN  
DO IT,  
DISTRICT  
12**

**YOU CAN  
DO IT,  
DISTRICT 11**

**YOU CAN  
DO IT,  
DISTRICT  
10**

**KEEP IT  
UP,  
DISTRICT  
10**

**KEEP IT  
UP,  
DISTRICT 11**

**KEEP IT  
UP,  
DISTRICT  
12**

**KEEP IT  
UP,  
DISTRICT 7**

**KEEP IT  
UP,  
DISTRICT 8**

**KEEP IT  
UP,  
DISTRICT 9**

**KEEP IT  
UP,  
DISTRICT 1**

**KEEP IT  
UP,  
DISTRICT 2**

**KEEP IT  
UP,  
DISTRICT 3**

**KEEP IT  
UP,  
DISTRICT 6**

**KEEP IT  
UP,  
DISTRICT 5**

**KEEP IT  
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