

# THE MOLE



**CLASSIFIED**

A Math Mystery  
**GAME**

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CASSIDY AND CHLOE -



# GAME INSTRUCTIONS

## OBJECTIVE:

Students must work together to solve math problems and determine the identity of the "mole" in the classroom, who is trying to sabotage the group's progress.

## SETUP:

Designate one student to be the "mole" - this student's role is to try and slow down the group's progress by making mathematical mistakes or questioning correct work, without drawing too much attention to themselves. The mole's identity should be kept secret from the other students.

Cut out and laminate the game role cards.

## EXPLAINING THE GAME:

Introduce the object of the game to students using the PDF document provided.

# HOW TO PLAY

- The teacher will begin by passing out a game card to each student informing them of their role in the game.
- Students should be broken up into groups of 3-5.
- Each group will be given the same set of math problems to complete each round.  
\*We recommend 2-4 questions per problem set depending on difficulty level.
- Students must work collaboratively to correctly solve the problems.
- The mole's responsibility will be to introduce errors or doubts about the correct solutions, without being too obvious.
- This could be done verbally as groups complete problems separately on their whiteboard/worksheet and come to an agreement on an answer. Another option is that groups work on one whiteboard/worksheet and each student be required to complete a step of the problem separately.
- The mole should also try to stall their group, possibly by questioning the accuracy of their group mates work or answers.
- Each group must accurately complete the problem set to move on to the next round. If any answer is incorrect, they must go back and correct it.
- The group who finishes last in each round will be penalized.

# HOW TO PLAY

- Each member of the group who finished last earns an X.
- If a student earns 3 X's by the end of the game, they lose their chance to vote at the end of class.
- Once a round is complete, the groups should be mixed up for the next problem set. This gives students an opportunity to work with everyone in the class.
- As students solve problems within their groups, they should try to gather clues and information about who they suspect the mole could be. Students are free to share their suspicions about others after completion of a round, but should not say who they intend to vote for, or persuade classmates to vote a certain way.
- If the mole is aware that some classmates suspect another student, they can try to strategize ways to cast more suspicion on that student.
- The mole has an equal responsibility of sabotaging their group and remaining anonymous. If they are part of a group who finished last for 2 rounds in a row, they may want to actually help their group on the following round to avoid their identity becoming too obvious.
- At the conclusion of the game, students will take a private vote identifying who they believe the mole is.

# WINNING

- If the class correctly identifies the mole, the non-mole students win.
- If the class does not unanimously identify the mole, the mole wins.

# FIRST TIME PLAYING?

- To help ensure the success of the game, it might be best to pull aside the student you chose to be the mole a day or two before playing.
- Explain their role to them - that they are the mole whose job is to try and slow down the group's progress by introducing mathematical mistakes or doubts, without getting caught.
- Provide the mole with a secret signal or code word that they can use to indicate to you (the teacher) if they are struggling to come up with ways to subtly disrupt the group. This could be something simple like raising their hand in a certain way or whispering a specific phrase.
- Instruct the mole to be as discreet as possible in their attempts to sow confusion, and to avoid drawing too much attention to themselves.
- Remind the mole that their identity must remain secret throughout the game. The other students cannot know who the mole is.
- Let the mole know that if they are successful in not being unanimously identified at the end, they will win the game.
- This private discussion will ensure the mole understands their role without the other students catching on. The secret signal also gives you a way to provide the mole with extra guidance or suggestions if needed during the game. Just be sure the other students don't see or hear this exchange.