"Dangers" and surprises of secret gift-giving games

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Abstract: Permutations and their cycles play an important role is certain ice-breaker games and seasonal gift swaps. Often, mathematical results surprise the participants. I look at a few examples of such games where I've seen fellow participants surprised by the results. Should we have been surprised?

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ations by Michael E OF ST(GAM **MNF** A Tour of Knights

DAN KALMAN AND DAN PRITIKIN

Math Horizons article April 2017

Games

- Game of Stones
 - HIGHLY
 DANGEROUS
 - Expect to die

- Real world games
 - Social Danger Only
 - We can mitigate the dangers

"Game" Sources:

- Having students grade each others' quizzes
- Ice-breaker games where everyone has to "introduce" another random participant
- Secret gift-giving in which the same pairings are kept for several mysterious cycles

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in each game.

- Ice-breaker games where everyone has to "introduce" setups
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Grading Each Other's Papers



Is it actually still legal?

- 2001 Falvo v. Owasso: This is illegal because of FERPA. (Unless you anonymize it.)
- 2002 Supreme Court: Nah. It's all good!

Mothers' Ice-Breaker















First "Game": Grading Papers

- If there are *n* students, *your* chances of getting your own paper: 1/n
- Expected number of self-graders = 1.

But what is the distribution like?

- Two Student Case:
 - 50% chance of no self-graders
 - 50% chance of 2 self-graders

But what is the distribution like?

- Three Student Case:
 - abc 3
 - acb 1
 - bac 1
 - bca 0
 - cab 0
 - cba 1
- 17% chance of 3 self-graders
- 50% chance of 1 self-grader
- 33% chance of 0 self-graders

Think of it this way...

- Everyone could keep their own paper.
- There are three ways two students can swap papers while one person keeps their paper.
- Otherwise, they sit in a triangle and either pass their papers to the right or to the left (two ways)
- Total: 3!=6 ways to arrange the three papers

Four Student Case:

abcd 4	abdc 2	acbd 2	acdb 1	adcb 2	adbc 1
bacd 2	badc 0	bcad 1	bcda 0	bdac 0	bdca 1
cabd 1	cadb 0	cbad 2	cbda 1	cdab 0	cdba 0
dabc 0	dacb 1	dbac 1	dbca 2	dcab 0	dcba 0

9/24 no self-grading (How could we count this... hmmm?)8/24 one self grader (Choose 1 of 4, then 2 ways for 3 others)6/24 two self graders0/24 three self graders (why is this zero?)1/24 four self graders (why is this just one case?)

Do we care about self-graders?

- If a child gets their own paper, usually they won't be able to resist blowing their own cover.
- In most other games, self-matching is not fun so it is resolved by formal or informal methods.
- We will keep looking at all permutations but focus on the *derangements*.

A <u>derangement</u> is a permutation in which nothing gets to stay in the same place.

How can we count this?

- First how <u>not</u> to do this:
 - We have students ABCD
 - Give student A a paper to grade. 3 ways
 - Give student B a paper to grade....

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YIKES!!! NO!!!

Is this ok?

- Line up the students randomly.
- Everyone passes their paper to the right.
 - The person on the end brings their paper to the other side of the line.
- So, really it's a circle.
 - So we have n! / n = (n-1)! ways to do this

But Wait!

- This means that for 4 students, we should have 3!=6 derangements
- But I thought we counted 9 derangements!

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- Where do the other 3 derangements come from!?

Some Talk Objectives

- Realize that this is a common logical error!
 - (And it's kindof amusing at times!)
- Every circle of items makes a derangement
- But not every derangement is a single cycle!

The other derangements of 4 items

- Of the four items, select two to swap
- Swap the other two as well
- How many ways to do this?
 - AB CD
 - AC BD
 - AD BC
- If you want to swap two groups of two, you can calculate 4 choose 2, but that overcounts by a factor of two, because you have *two* groups of two.





$$n = \sum_{r=1}^{r} f_{j} n_{j}$$

$$(n_{1}, n_{1}, \dots, n_{1}, n_{2}, n_{2}, \dots, n_{2}, \dots, n_{r}, \dots, n_{r}) = \frac{n!}{(n_{1}!)f_{1}(n_{2}!)f_{2}\cdots(n_{r}!)f_{r}}$$
Theorem: Consider any,
$$E_{P} = \{\pi \in S_{n} \mid \text{the factor length part} |E_{P}| = \frac{n!}{n_{1}^{f_{1}}n_{2}^{f_{2}}\cdots n_{r}^{f_{2}}}f_{1}!f_{2}!\cdots, \dots$$

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Theorem: Consider any (normalized particular for the factor length partic

I'm sticking to numerics for this talk!
For all permutations of *n* items:

- We can look at permutations by their maximum cycle length.
- What do these distributions look like?

n=2 case



n=3 case



n=4 case



n=5 case



n=6 case



n=7 case



n=8 case



n=9 case



n=10 case







How many permuations (n!) are derangements (!n) ?



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1/e of the permutations are derangements (Thanks to Jim Blowers for pointing this out!)

n=3: 2 of 6 are derangements



n=4: 9 of 24 are derangements

































Second Game: Mom's Ice-Breaker

- Someone starts the introductions
- It has to be a derangement
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 - On to the next activity!
 - Oh wait! We left people out!

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What is socially dangerous?

- My heuristic guess:
 - Everyone in a single cycle is fine
 - Lots of small cycles is also fine
 - If the largest cycle has over 2/3rds of the people in it, the remaining participants are likely to be forgotten.

No such danger in group of 3.


























Third Game:

- What are the dangers?
- We are trying to keep the identities secret until the end of the game, which is the opposite of the previous game where we tried to find the people we were paired with!
- If you bust your cover by putting things directly on your Secret Sister's desk, that's your fault, because lots of people are willing to help you with this step.

NEVER REGIFT!!!



No, I didn't, but I was tempted to...

What are the chances?

For you personally, at least 1/(n-1). For the organizer, the expected value is 1. This is, of course, insane.

It's like "The expected value of standard die = 3.5"





















Derangement Games can be socially Dangerous!



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