



**It's Friday the 13th!
(March 13, 2026)**

TEACHING GUIDE

i What? Friday the 13th, a date associated with bad luck in many Western cultures.

👤 Who? Millions of people in many countries who are superstitious.

🌍 Where? Mainly in Europe and North America. In some countries, it's Tuesday the 13th that is feared.

🕒 When? Friday, March 13, 2026. This date occurs one to three times a year.

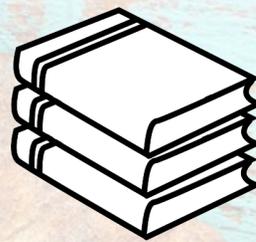
? Why is it important? Because the number 13 and Friday are associated with ancient beliefs about bad luck. Today, it's primarily a cultural tradition...

🎯 For this activity, your goal will be to learn more about Friday the 13th!



OBJECTIVES

- Understand the origins of certain superstitions associated with Friday the 13th.
- Interpret graphs from a survey.
- Discover the origins of popular lucky charms such as horseshoes and four-leaf clovers.
- Reflect on beliefs and explain your own lucky charm.



SUBJECTS

- **Social Studies / Culture**
 - Popular Beliefs and Traditions
 - Superstitions in Different Cultures
 - Symbols of Good and Bad Luck
- **Mathematics**
 - Reading and Interpreting Graphs
 - Calculations Using Percentages
 - Converting Percentages to Numbers
- **English**
 - Understanding Instructions
 - Reading an Informative Text
 - Expressing a Personal Opinion
- **General Knowledge**
 - Popular Beliefs Around the World
 - Symbols of Good and Bad Luck



COMPETENCIES

- Research and interpret information.
- Read and analyze graphs.
- Understand an explanatory text.
- Express an opinion and justify an answer.



DURATION

- About 60 minutes



GETTING STARTED

- Discuss with the students the superstitions they know (Friday the 13th, black cats, breaking a mirror, etc.).
- Ask the students if they believe that Friday the 13th is truly unlucky or if it's simply a belief.
- Explain that some people use lucky charms to attract good fortune.



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QUESTIONS AND ANSWERS

STEP 1 — Why Friday the 13th? Discovery of the origins of some superstitions through a video. Answers to four comprehension questions.

Q1 — Jesus' crucifixion took place on a Friday, and the Last Supper had 13 guests.

Q2 — The Knights Templar.

Q3 — The number 12 is often considered more "normal" or balanced (it divides easily).

Q4 — The fear of the number 13.

STEP 2 — Luck or Chance? Observation and interpretation of survey results. Answers to two questions.

(Source: FDJ United. Friday the 13th: The French, ever more superstitious.

www.fdjunited.com/fr/presse/vendredi-13-les-francais-toujours-plus-supersticieux)

Q5 — 410 people.

Q6 — True. 630 people said they are not lucky.

Q7 — 380 people, or 38% of respondents.

STEP 3 — Your lucky charm. Reading of a text about the origin of some lucky charms. Answers to two questions about the texts, and one personal question.

Q8 — Iron. It was believed that this metal had protective powers against evil forces.

Q9 — True. The four-leaf clover is considered lucky because it is very rare.

Q10 — Personal answer.



WRAPPING UP

- Conduct a class discussion about what the students have learned about Friday the 13th and superstitions. For example, ask the students if they now believe this day is truly unlucky or if it's just a popular belief.
- Invite a few students to share their lucky charms and explain why they believe they bring good luck.
- Conclude by reminding everyone that chance and probability don't change depending on the date, even on Friday the 13th.



FURTHER EXPLORATION

 Heather Alexander. *The Good Luck Book: A Celebration of Global Traditions, Superstitions, and Folklore*. DK Children Editors.

