Class Length: 60 minutes	**Specific Expectations** **Grade 6 Mathematics, Ontario**	**Materials Needed**
	B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life	Video: "Moose Hide Campaign 101": https://www.youtube.com/watch?v=WIGkSu58_m4&list=PL0nZt6nRNyZb1eSP4nPdp-E8WG4ggzP3U&index=5
	C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and specify which growing patterns are linear	Student Outlines (attached)
	C1.2 create and translate repeating, growing, and shrinking patterns using various representations, including tables of values, graphs, and, for linear growing patterns, algebraic expressions and equations	pencils
	C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns	rulers
	Source: https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics	chart paper
		markers
		optional: counters

LEARNING GOALS:
- Students will learn how the Moose Hide Campaign can help end cycles of violence against girls and women.
- Students will use real-world data to make predictions about patterns.
- Students will apply mathematical skills to describing and making predictions about the growth of data.

Success Criteria: Please see table at back.

15 minutes	**Minds On** Watch the video: "Moose Hide Campaign 101" In table groups, collect information from the video on the chart paper. Some ideas include: *What makes something "medicine"?* *What does wearing and sharing the pin mean?* *How many people were first involved in the Moose Hide Campaign?* *How many people are involved now?* *What are some of the other numbers/quantities you heard shared in the video?*	**Assessment For/As/**Of **Learning** *By asking questions verbally, assess understanding of the meaning of the Moose Hide Campaign.* *e.g. Sharing and wearing the pin is a commitment to have conversations about ending violence against women and children.*

40 minutes	**Action!**		**Assessment For/As/**Of **Learning**
	Teacher Input: *What are some of the most important things the video taught us?* *How many conversations are started by each pin?* (10)	**Student Activity:** Students will use the core data (that each pin leads to 10 conversations) to: Complete a t-chart about the pattern's progression.	*Circulate and provide one-on-one feedback consisting of descriptive feedback about:* *Accuracy of information in the t-chart.*

How many pins have been distributed so far? (about 2,500,000) *What other kind of data did we hear in the video?* Teacher should go through the student outline and solicit questions about it.	• Write an algebraic equation to describe the pattern. • Use the equation to predict the total number of conversations started by Moose Hide pins. • Graph the pattern. • Use the graph to predict the number of conversations started by 20 pins. • Describe the pattern.	• *Creating an algebraic equation to represent the growing pattern.* • *Using the equation to calculate the total number of conversations.* • *Graphing* • *Using the graph to make a prediction.*

5 minutes	**Consolidate/Debrief** Discuss: What type of pattern does this data represent?	**Assessment** For/**As/Of Learning** *Success criteria checklist, attached, and completion of student outlines.*

Home Activity or Further Classroom Consolidation Post the groups' chart paper responses in the classroom. As an extension activity, students could track the spread of the message in their own schools and families and graph the results. Additional videos here: https://www.youtube.com/playlist?list=PL0nZt6nRNyZb1eSP4nPdp-E8WG4ggzP3U	**Safety Considerations** Before having discussions about violence, it's important to know and understand the students in your class. As would benefit your group, let parents/caregivers know before and/or after your discussion about its contents.	**Planning for Sustainability** Recycle any unneeded paper.	**Differentiated Instruction** Students can be given concrete materials (e.g. counters) to help them determine the qualities needed to add to the t-chart. Students can be given only part of the outline. Enrichment opportunity: figure out how many pins would be needed to start a conversation with everyone in the city, the country, the world!

Assessment Notes / Success Criteria Checklist

Criteria	Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H
Attendance:								
The student contributes to the discussion about the purpose of the Moose Hide Campaign.								
The student is able to collect numerical data from the Moose Hide video.								
The student is able to complete the t-chart with accurate numbers.								
The student uses the data to create an algebraic equation.								
The student is able to apply their equation to a problem.								
The student creates an accurate graph.								
The student is able to use the graph to make a prediction.								
The student is able to describe the pattern as growing and linear.								
Notes:								

MOOSE HIDE CAMPAIGN / CAMPAGNE MOOSE HIDE

EXPANDING CONVERSATIONS:
MOOSE HIDE AND MATH

Collecting Data:

On average, every Moose Hide pin leads to _____ conversations about ending violence.

To date, about _____ pins have been distributed.

Tracking Patterns:

Use this t-chart to predict how pins lead to conversations.

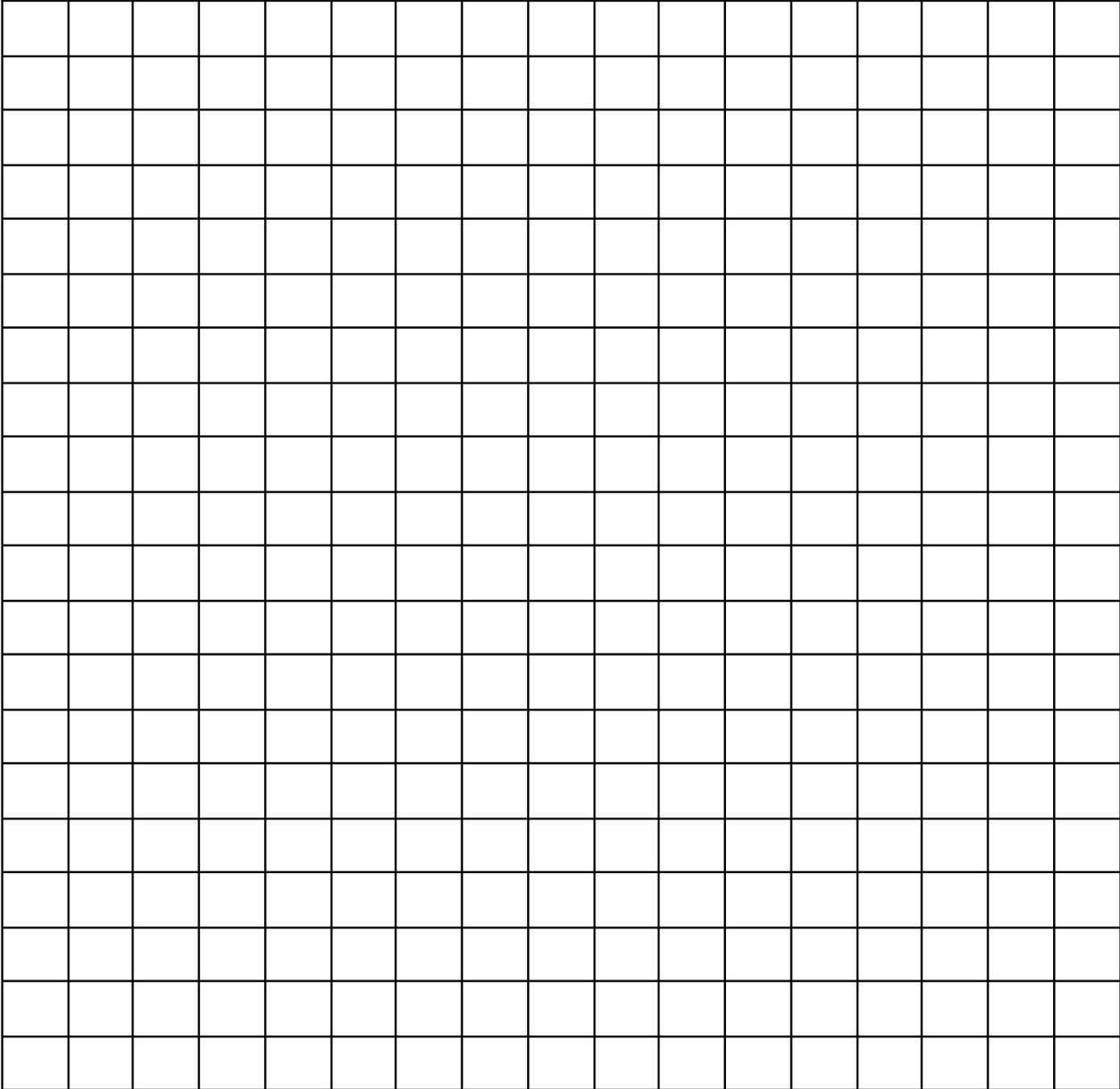| Pins	Conversations
1	
2	
3	
10	

Making a Rule:

Write a rule that would help a person figure out how many conversations are started for <u>any</u> number of pins.

Using the Rule:

Using your rule, and the number of Moose Hide pins that have been distributed so far, determine how many conversations about ending violence that Moose Hide pins have started.

Graphic and Predicting:
Use the data in your table to make a line graph below.
Don't forget to label your axes!

Use the graph to predict the number of conversations that 20 pins will start.

What type of pattern does this graph represent?