

Learn Teach Lead

Video : We Are All Mathematicians

[SPEAKER:] We're all mathematicians. We're born mathematicians. We think mathematically, we count numbers, we are able to use some intuitive sense in order to be able to solve problems.

[SPEAKER:] We've been doing a lot of work and collecting, accumulating data from lots of places, and we're using it in real life. For the math component, we are doing lots of ratios. We're doing measurements, we're doing data collection and graphing.

[SPEAKER:] ...its price, because it's at a movie theater. You could get it cheaper from, like, No Frills.

[SPEAKER:] I know, like, go to No Frills and get some Coke.

[SPEAKER:] Price match!

[SPEAKER:] When you go to the theater, they won't let you bring your own --

[SPEAKER:] They don't let you bring your own drinks.

[SPEAKER:] Yeah, because they want you to buy them.

[SPEAKER:] They want you to...

[SPEAKER:] This is stuff they do, right, that children will most definitely buy a smaller drink so that they don't waste it. So that's why they intentionally made the drink more expensive, as opposed to the other drinks.

[SPEAKER:] What if the children...

[SPEAKER:] They can actually confuse, or in a way dissuade the rumors.

[SPEAKER:] If they sell it cheaper, then they're going to make a lot more sales.

[SPEAKER:] There's never anything wrong from starting from knowing. Like, I knew as well, from -- and that's why I snapped the photograph. Like, there's nothing wrong with knowing, and being able to justify it with math. It's amazing.

[SPEAKER:] When there's something more challenging, it's always, like, fun when you figure out, like, the answer, especially when you've been working on it for a really long time. So, like,

let's say I have an algebra problem or something like that, and I'm just staring at it for five minutes, and then I finally figure it out -- it's, like, it gives you a feeling of accomplishment.

[SPEAKER:] It might seem to them only they're just, like, playing games, but really these games turn into, like, real situations. And people start thinking and their mindset starts to change about learning.

[SPEAKER:] Seven times seven.

[SPEAKER:] Yeah, seven times seven. Seven times seven, forty-nine. I got a plank. Okay, plus it's your turn.

[SPEAKER:] The eight and the six -- the eight would take sixes, but and the six would go here, because the eight, the eight is the column and the six would be the row.

[SPEAKER:] So what happens when you reverse the numbers? What happens to --

[SPEAKER:] Eight takes place in the rows and six takes place in the columns. And then it would change our rate and flip it like that.

[SPEAKER:] I like math, personally. Like, you can do fractions, there's always those challenging questions. I like challenges, so I like math a lot.

[SPEAKER:] Three thousand, nine hundred and ninety. It stops right here.

[SPEAKER:] No no no, it goes all the way here.

[SPEAKER:] We started right here.

[SPEAKER:] We started right here. We're not done yet.

[SPEAKER:] Put them right here, and then 90 plus --

[SPEAKER:] Twenty.

[SPEAKER:] -- another 18, so it's going to be --

[SPEAKER:] A hundred --

[SPEAKER:] Four thousand.

[SPEAKER:] Four thousand!

[SPEAKER:] Four thousand and eight.

[SPEAKER:] Yeah.

[SPEAKER:] Four thousand and four? Four thousand and eight.

[SPEAKER:] I did them right.

[SPEAKER:] Trying to measure, like, how tall the bridge is going to be, and if it's going to be dangerous, because if it's too tall, the chain link might fall off because the bridge is very tall.

[SPEAKER:] We use strings to see how high the bridge was going to be.

[SPEAKER:] The water tower was, like, bigger than eight point five meters.

[SPEAKER:] And how do you know?

[SPEAKER:] Because the balloon, we went to measure it one time, and it wasn't as tall as the water tower.

[SPEAKER:] The balloons weren't as tall as the water tower?

[SPEAKER:] Yeah.

[SPEAKER:] And how tall were the balloons?

[SPEAKER:] They were eight point five meters.

[SPEAKER:] Because we need to write a rule, right?

[SPEAKER:] Yeah.

[SPEAKER:] So if we have minimum here and maximum here --

[SPEAKER:] And then odd --

[SPEAKER:] And then we have odd and even.

[SPEAKER:] I know what it is.

[SPEAKER:] But then don't we need two different ones?

[SPEAKER:] And then we'll need ones.

[SPEAKER:] We'll need two different targets.

[SPEAKER:] Oh my gosh, okay.

[SPEAKER:] Yeah.

[SPEAKER:] So then, is that what we explain? That it's not true for all cases? Because all our degrees, we know that if it's first degree that it's -- okay, actually, we know that it always has to have one [INAUDIBLE].

[SPEAKER:] I think that we're supposed to pick, like, a certain degree, like fifth degree polynomial. And then, like, you could have different fifth degree ones. Like you'll need it to the power of two, plus now you've got other ones. And explain how it's the same for each.

[SPEAKER:] Oh yeah, I see what you -- that makes a lot more sense.

[SPEAKER:] That's the one.

[SPEAKER:] I think our mission is to create confidence, because it is out of confidence that you get anything. We had an interesting experience yesterday. I used a question somewhere, and I had an easier answer and I had some harder answers. And some of the teachers wanted me to take the easier answer possibility off the table, because it wasn't challenging. And so my response was, but I need the kid who needs his confidence built to have an answer. I'm not taking it off. And I think we have to go that place, that we don't get to a better place by making it harder. We get to a better place by giving you a place to start.