

## **Math Lives Here: Helping Social Justice Take Flight**

### Primary Students Sound the Alarm: Math Makes a Case

>> Countdown. Three, two, one!

>> As part of the investigation into the impact that building a train bridge will have on their neighbourhood, grade two students create a unique measurement tool.

>> We went to Campbell Park and we used something -- a measuring tool, it was actually just a balloon. And we got a ribbon. The measuring tool helped me solve this problem. It helped me solve it because when the balloon went up, we put them close to where the bridge is going to be built, and we saw -- we pictured the bridge in our mind.

>> And I was surprised because I never knew that measuring was math.

>> In the picture it looks like the bridge is lower than the big building we saw. But 8.5 is taller than that.

>> Is this picture really showing us what the bridge is really going to look like? Or is Metrolinx being...?

>> Persuasive.

>> Persuasive.

>> It didn't really show all the things that was going to be there, like they mess up the houses and the wires.

>> The survey had all these questions that were included for the problem. It's not like we put random questions in the -- like, do you like a cupcake, or not?

>> They did know some questions. But when we did the kindergartens, they didn't really understand us.

>> So we made graphs and other things so then we could try and explain that better, so then we would try to be more persuasive. So that first question, it shows us that there's more noes than yesses.

>> It's not just me saying this. Tell all the houses near me about this. I solved the problem by persuading Metrolinx with math. Everybody who we surveyed not all vote bridge. Some people voted the tunnel.

>> All this math that we did, I feel very, very persuasive. Books don't really help, but you could come up with solutions and you could come up with strategies that could help you on your way.