IMMERSIVE LEARNING WORKSHOPS

Maths Week Ideas 2026

@mrmathweeney

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IMMERSIVE LEARNING WORKSHOPS

Today's Objectives

01

Use free resources

Examine folder of shared resources

02

Plan Maths Week event

Commit to one event for your class, year group or school

03

Discover local events

See some events ran in cities that are available for free

04

Discuss the benefits

See how it ties with outcomes, student relationships and TY Dimensions

05

Reflect

Weigh the pros and cons of all options

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Junior Cycle: Statements of Learning & Unifying Strand

- The student recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning.
- The student describes, illustrates, interprets, predicts and explains patterns and relationships.
- The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

- U4: Represent a mathematical situation in a variety of different ways, including: numerically, algebraically, graphically, physically, in words; and to interpret, analyse, and compare such representations
- U6: Make connections between mathematics and the real world
- U13: Communicate mathematics effectively

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LOAS 2026

- Leaders in the school actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.
- Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.
- Pupils apply critical thinking and problem-solving skills in their approach to their learning and develop as autonomous learners.
- Teachers collaboratively plan learning experiences that enable and empower pupils to see learning as a holistic and lifelong endeavour

- Pupils are able to learn both independently and collaboratively in a very purposeful, creative and productive manner
- They are willing to risk incorrect responses, and understand the value of making mistakes, using them as learning opportunities
- Pupils make meaningful and authentic connections between learning in different curriculum areas and subjects and use these connections to guide their learning.
- Teachers work together to devise learning opportunities for pupils across and beyond the curriculum

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Lowest Individual Number wins!

Whole numbers only
Only one winner
No negatives

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Maggie Gough Quiz and Maths Week events

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Height Posters

- Tape A4 pages together to create one long sheet
- On one edge of the sheet, mark cm intervals
- One the other edge mark inch intervals

- Get the class to research some of their favourite players/ celebrities/ teachers, print pictures of them then add them to the poster
- Use blutac to stick them outside your door so students can compare heights when waiting for your class

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Ranking numbers

Rank the numbers 1 to 5, from 1 to 5.

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Card Dealing Challenge

- Start with 8 cards, all Aces and Kings
- Students must deal the cards in the following way:

- Put one card underneath, deal an Ace
- Put one card underneath, deal a King
- Put one card underneath, deal an Ace
- Put one card underneath, deal a King
- Put one card underneath, deal an Ace
- …

K, A, A, K, A, A, K, K

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Card Dealing Challenge

- Start with 8 cards, numbers 1 to 8
- Students must deal the cards in the following way:

- Put one card underneath, deal the 1
- Put one card underneath, deal the 2
- Put one card underneath, deal the 3
- Put one card underneath, deal the 4
- Put one card underneath, deal the 5
- …

Order is vital!

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Card Dealing Challenge

- Start with 12 cards, numbers 1 to 12
- Students must deal the cards in the following way:

- Put one card underneath, deal the 1
- Put one card underneath, deal the 2
- Put one card underneath, deal the 3
- Put one card underneath, deal the 4
- Put one card underneath, deal the 5
- …

Order is vital!

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Card Dealing Challenge

- Start with 12 cards, numbers 1 to 16
- Students must deal the cards in the following way:

- Put one card underneath, deal the 1
- Put one card underneath, deal the 2
- Put one card underneath, deal the 3
- Put one card underneath, deal the 4
- Put one card underneath, deal the 5
- …

Order is vital!

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Number sentences

Write me a sentence where:

The first word has one letter

The second word has two letters

The third word has three letters

…

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Estimating π

You will need:

- Lollipop sticks
- A measuring tape or ruler
- A large piece of paper

Set up:

- Measure the length of the lollipop stick
- Draw parallel lines on the page, each one lollipop stick from the next
- Have students estimate what percentage of the lollipop stick will land crossing a line
- Gather a large bundle of lollipop sticks and drop them from a height
- Count the number of stick crossing and use this formula to find π

$$\pi \cong \frac{2 \times \textit{Total sticks dropped}}{\textit{Sticks crossing a line}}$$

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Egg drop challenge

You have two eggs.
You are in a 100 story building and the goal is to figure out which story you can drop an egg from without it breaking.
What is the optimal strategy for dropping the eggs so you do so in the least amount of moves?

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Egg drop challenge

Strategy 1

Drop the first egg on 50th floor. If it breaks, try the 25th…

Strategy 2

Drop the first egg on the 2nd floor, then go to the 4th, 8th and so on..

What's the most amount of moves it could take? What's the least?

What's the expected number of moves?

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Egg drop challenge

Optimal Strategy

Start on 14th floor

Then check 27th floor

Then check 39th floor

What's the most amount of trials it could take?

Do you notice anything about the pattern?

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Prime Time Babies

You want to have four children.

You'd like them to share a time so that all of them PRIME years old at the same time.

Plan it!

Can it happen twice in their lives?

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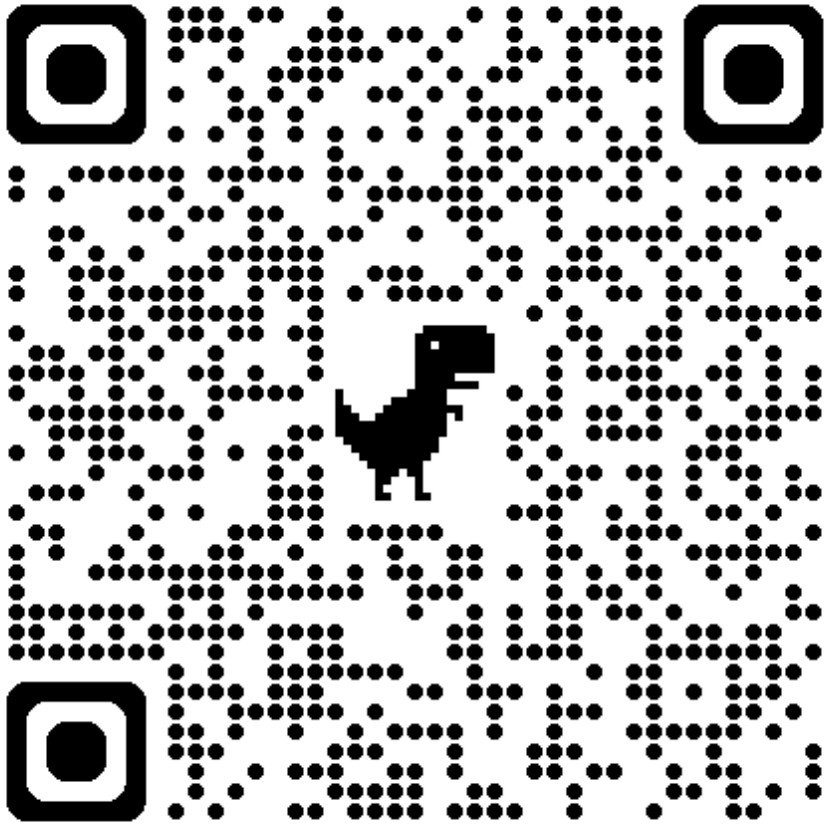
Feedback and Certificates



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