

Mission 3: Grand Final Day

Role: Trip Organiser **Duration:** 45 minutes

Learning Intentions & Success Criteria

We are learning to:

- Use multiplication and division to plan for a real group of people.
- Decide what to do with a remainder depending on the situation.

Success criteria — I can:

- I can divide a total number of people into equal groups.
- I can explain why we sometimes round a division answer up, not down.
- I can use multiplication to work out a total cost.

Curriculum focus: Number — multiplication and division, including division with remainder

Materials

- Counters or connecting cubes (75 per group, or a smaller scaled-down number)
- Whiteboard
- Printed worksheet
- Calculator (optional, for checking)

Lesson Flow & Scripted Questions

Use these prompts rather than explaining the maths yourself — let students reason first.

Stage	Ask students
Context	"Has anyone here helped organise how a group gets somewhere?" "What problems come up when you're moving a big group of people?"
Student Exploration	"Use your counters to show the 75 people. Try sorting them into vehicles of 14. What happens?"
Discussion	"What do we know for sure?" "What are we trying to find out?" "Did anyone get left over? What did you do with them?"
Introduce the Maths	"If $75 \div 14 = 5$ remainder 5, what does the '5' mean here?" "Why can't we just leave 5 people behind?" "So how many vehicles do we actually need?"
Reflection	"When would you round a division answer up instead of down?" "Can you think of another situation where leftovers still need a whole extra group?"

Do Not Default To

- Starting with ' $75 \div 14 =$ ' on the board before students have tried grouping counters themselves.
- Marking 5.4 vehicles as the 'answer' — the context decides whether we round up or down, not the decimal.
- Rushing past the remainder — it's the most important part of this lesson.

 Differentiation**Extra support:**

- Provide physical counters and allow students to physically sort into groups of 14.
- Reduce the total to a friendlier number (e.g. 30 people) for a first attempt.

Extension / mentor track:

- Ask: what if some vehicles only fit 10 people (see Mission Challenge)? Replan the trip.
- Have students design the fairest way to split the cost if one vehicle travels further than the others.

 Adapting This Mission To Your Community

- Swap Grand Final day for whatever regular community trip is most familiar — a funeral, a ceremony, a shopping trip, or another sporting trip.
- Use real seating capacities of the vehicles your school or community actually uses.
- If your community usually car-pools informally, discuss how this maths matches (or doesn't match) how trips are really organised.

This mission uses a placeholder context. Please localise names, places, and any cultural knowledge in consultation with local Traditional Owners, Elders, or community members, and only include specific cultural knowledge that has been given permission to share.