

Making Youth Known

Moving to the Head of the Class

Students Who Teach In Summer Programs
Learn, Give Back

WHAT
Kids
CAN DO

**Powerful learning
with public purpose**

P.O. Box 603252

Providence, Rhode Island 02906

401.247.7665

www.whatkidscando.org

Who we are

What Kids Can Do, Inc. promotes the value of young people, working with teachers and other adults, on projects that combine powerful learning with public purpose. We collect and share feature stories, student work and voices, research and resources that expand current views of what constitutes challenging learning and achievement, particularly for adolescent students. We believe deeply in the contributions of youth as citizens. We put youth voices and work at the forefront of all we produce.

What we value

Powerful learning in which young people:

- Engage in issues that have meaning to them and their communities, in work that inspires their commitment and effort.
- Conduct work that crosses disciplines, connects academics to the real world, requires the application of new information.
- Encounter high expectations, plentiful opportunities to gain new skills, substantial support, clear goals and rules.
- Experience give-and-take with adults that is truly reciprocal and mutually respectful.
- Develop initiative, persistence, flexibility, risk-taking, curiosity, a social conscience.
- Have their work assessed as it unfolds and receive opportunities for ongoing feedback and reflection.
- Share their results publicly.

Moving to the Head of the Class: Students Who Teach in Summer Programs Learn, Give Back

Interns get a taste of the rewards and challenges of teaching, which affects their own attitudes toward school and steers many toward careers in education.

As kids flood back into schoolyards this fall in cities and small towns around the country, the memories of summer stick with them.

In Providence, Rhode Island, 16-year-old Jackie pictures the smaller girl who hung back in her Summerbridge math class, not sure whether she could keep up.

Remembering her own months as a shy seventh grader in the same program, she knows that her encouragement as a math coach this summer will continue to matter to her student all through high school.

Donnell, 17, hears the pulse of the conga drum his friend played one blistering day at the Algebra Project camp in Pine Bluff, Arkansas. The rest of the group counted off three beats against four, three against four, until the two rhythms met on the thirteenth beat—and Donnell experienced the triumph of discovering an algebraic equation that matched the same pattern.

In Warrenton, North Carolina, Autumn, 17, passes the closed-down toxic waste dump and imagines the civil rights activists who laid themselves across the dusty road in protest 20 years ago. She had never paid much mind to the landfill herself, until she visited it with the young ones in the Summer Scholars program where she worked at the elementary school. Now the site is about to be cleaned up, and they all know why.

The term “summer school” often prompts images of unsuccessful students toiling over practice tests in punishing heat. But moments of learning like these paint a different picture, because the teachers in these summer sessions are students themselves.

Programs such as Summerbridge, the Algebra Project and its annual summer camp, and Summer Scholars each began as grassroots efforts to help close the achievement gap between rich and poor, between white and minority school children in this country. What they have discovered along the way—and a key to their success—is that teenagers, often former students in the program, offer an invaluable teaching resource.

The payoffs are many. By employing high school and college students as teachers, these programs give younger students crucial role models whose influence often

WEB-BASED EXTENSIONS

The following materials accompany—and extend—this story on www.whatkidscando.org:

Summerbridge, Providence, Rhode Island

- Audio excerpts from interviews with student intern teachers
- Lesson plans written by student intern teachers
- Sample student assessments written by high school intern teachers

Algebra Project, Southern Initiative

- Audio excerpts from interviews with students and intern teachers
- Sample curriculum from the Algebra Project
- Audio clips of student performances

Summer Scholars, Warren County, North Carolina

- Curriculum overview for the Summer Scholars program
- Work expectations for high school and college student interns
- Staff development plan for intern teachers
- Interview with Doris Williams, co-founder of Summer Scholars

goes farther and lasts longer than that of adults. That modeling has even more impact because the young teachers look like their younger charges (almost entirely African-American or Latino) and have grown up in the same community.

These teen-aged interns also get a taste of the rewards and challenges of teaching, which not only affects their own attitudes toward school but steers many toward careers in education. Estimates of the number of teachers needed to fill expected vacancies across the country in the next decade currently run to 2,000,000.

The need for teachers of color is desperate.

New Respect for the Teaching Role

Generations of camp counselors have shown that teenagers can be ideal summer coaches for the younger children who imitate everything from their sneakers to their slang. Summerbridge, a national initiative with programs in 27 sites around the country, takes this notion several steps further. It pairs high school and college interns in teams that teach 90-minute blocks of literacy and numeracy to seventh and eighth graders from under-resourced schools. An array of elective classes—in arts, crafts or athletics—also taps the passions of both young teachers and their charges. Over a two-year period the program aims to prepare each of its middle school students for demanding high school courses and ultimately for college.

Teaching partners work together, seeking help from program veterans and local mentor teachers. Much of their planning is devoted to devising curricular strategies that will engage their middle school students in learning. They know they need to be creative and flexible with kids who are at least as concerned with personal issues as with academics.

At the Providence (RI) Summerbridge program, 17-year-old Maribel, for instance, led a small group of students in creating their own books from manuscript to final product. One quiet girl painted a cigar box she had intricately devised to display her sheaf of pages. Another dove into the seventh chapter of her novel, in which Maribel played a leading role. “I love getting my kids to open up and express themselves,” said Maribel, a senior at Providence’s Classical High School. “That’s why I wanted to teach here, because when I was a student here my teachers did that for me.”

Down the hall, students worked on a math problem that Bo, 17, had written on the board: $\frac{4}{5} = \frac{x}{8}$. “What’s the cool mathematical rule that applies here?” he asked. A student who had been quiet until then piped up, “the reciprocal!” and Bo flashed back, “Yes!”

After a few questions about fractions, Bo realized the kids were getting ahead of themselves. “I want to be sure you are clear on our goal here with this problem and

others like it," he said, which was "to get the numbers on one side and the variables on the other. Always remember that an unknown is really the same thing as a number. We don't know what the number is, but we can manipulate it just like a number."

The high school and college interns who lead Summerbridge classes quickly learn that their job stretches long past their students' rigorous seven-hour day. In the process they find a new respect for the demands of the profession—and for the teachers they'll re-encounter as they resume their high school careers in the fall.

"There's so much more to do than just teach!" exclaimed Daryl, 17, who ticked off his list like a veteran classroom teacher. "You have all this responsibility in class, and *then* you have to do your lesson plan, and then you have to correct homework, and then you have to talk to your team teacher."

These young instructors also suffer the same anxieties that grip—and drive—the best of their professional counterparts. "After every class I sit down and worry about what else I could have done to help them," said 16-year-old Jackie, her face speaking volumes about how much she cared. "What part did I need to slow down? Who needed more of my time to really get hold of some concept?"

Juggling the complex adolescent needs of individual learners runs smack into teachers' chronic struggles against the limitations of time. "Kids call us at home if they have problems with their homework," said Ianthe, a high school senior whose irrepressible laughter punctuated her commentary, "and you don't want to get off the phone with them until they understand it." After the previous night's phone calls she corrected papers until one a.m. "Then I was wide awake at six o'clock this morning, ready to correct more papers and get in here by 7:15."

A desire to "give back," these young people say, fuels their diligence and dedication at a job that pays them \$750 for the entire summer. All but one of the seven high school students teaching at Providence Summerbridge this session had been through the program as middle schoolers themselves. They knew what it was like for these youngsters to struggle through difficult classes, determined somehow to make the grade both academically and socially.

Jackie still remembers how much her own Summerbridge teachers' attention mattered to her when she was a seventh grader with serious illness in her family. "They cared about me," she said. "They gave us their home phone numbers and told us we could call them about anything. I still see them sometimes, now that they're going to college around here." Heading back to Hope High School for senior year, she also

"After every class I sit down and worry about what else I could have done," says a high school girl. "What part did I need to slow down? Who needed more of my time?"

“I love getting my kids to open up and express themselves,” says a high school girl. “That’s why I wanted to teach here, because when I was a student my teachers did that for me.”

“If you go to college and major in math, you can go to any place in the United States of America,” a 16-year-old boy declares.

has college in her own sights. “I realize now that I’m in charge of how far I go,” she said. “It’s my choice.”

And the mutually beneficial impact of the program is not lost on the high school students who are fast taking on the habits of good teachers twice their age. Daryl observes, “I’m learning at least as much as the kids are.”

‘Each One Teach One’

Meanwhile, in steamy Pine Bluff, Arkansas, 41 middle and high school students in an Algebra Project camp climbed on a bus and took a field trip that could change their lives as well.

During the two-week session that followed, they described in pictures and words every stop they made on that trip. In a series of exercises, they eventually turned their observations into mathematical expression—a key step in understanding algebraic concepts like displacement and equivalents.

Along the way, they spent intensive 12-hour days forging connections with each other, their college-age mentors, and members of this Arkansas Delta community—and began to make the link between algebra and their own futures.

“If you go to college and major in math, you can go to any place in the United States of America,” said Arieus, a confident 16-year-old who attracted a group of kids every time he sat down to improvise at the old piano in the corner. To support his point, he nodded toward his dorm counselor and role model, Stargell Lawson, 21, a premedical student at college in North Carolina.

Started in the 1980s by Harvard University mathematician and veteran civil rights activist Robert Moses, the Algebra Project began with the observation that mastering algebra before high school is the key to students’ placement in the advanced academic paths that best propel them toward higher education and a more promising future. Many educators call algebra a “gatekeeper”—and for students of color, so often tracked into general education courses and “basic” math, that gate has kept them out.

Calling directly on the strategies and successes of the early civil rights movement, the Algebra Project enlists youthful energies into an expanding network of young people, with the motto “Each one teach one.” The youngsters—from middle school to college in age—set out to inspire and empower African-American communities across the Deep South to take a more powerful role in the knowledge economy.

After his session as a camper this summer, for example, Arieus expects to help lead after-school and weekend Algebra Project classes back in his hometown of Marvell,

Arkansas, drawing in not just his peers but older residents as well.

“Some people when they grow up, they kind of lag off on math,” he said. “So we intend to brush them up on their skills and kind of inspire them to keep doing math.”

At the heart of the Algebra Project is a curriculum that transforms everyday experiences—like a trip around their community or a pattern of African drumming—into symbolic language using pictures or phrases that learners come up with on their own. Later, they take their symbols one step further, adopting the x 's and y 's of algebra to describe and model their observations and answer the questions that arise.

“It’s more than just learning about mathematics,” commented David Dennis, a retired Louisiana lawyer and a veteran of the civil rights movement, who leads the Southern Initiative of the Algebra Project from its base in Jackson, Mississippi. “It’s about leadership abilities. The kids get a lot of exposure to the culture of the community, and that gets them motivated.” This session’s curriculum, he noted, brought in quilting, folk medicine, African dance and drumming, and the local history of Pine Bluff, where a black barber named Wiley Jones once stood as the town’s most prominent landowner.

Appropriately, the Algebra Project also aims to steep youngsters in the history of the civil rights movement. At Pine Bluff, students visited Central High School in Little Rock, where kids no older than themselves made history in the 1950s. Students from seventh grade through high school also read and talked over Moses’s recent book, *Radical Equations: Math Literacy and Civil Rights* (Beacon Press, 2001).

“The book is clearly saying that people once told us that reading and writing wasn’t for us,” one ninth grader wrote in her journal. “Now they say that algebra isn’t for us.” Another noted, “I love the fact that Mr. Moses really cares about the children of the future. Math to me is the real key to accomplishment in this world. To understand how things really go together is math.”

Helping to spread that understanding, the earliest graduates of the Algebra Project’s first programs—now a cadre of college-age students—fan out across 17 sites in seven Southern states. They develop curriculum materials and math games. They help teachers as well as students learn to use graphing calculators. They model the dogged persistence needed to move ahead.

And they show results. Five years after the Algebra Project took hold at Lanier High School in Jackson, Mississippi, more than six times as many ninth graders were enrolling in geometry classes, which in traditional curricular sequencing follows Algebra 1 and puts students on track for advanced classes in Algebra 2 and pre-calculus. The number of Lanier tenth-grade geometry students had almost doubled,

“People once told us that reading and writing wasn’t for us,” one student reflects. “Now they say that algebra isn’t for us.”

“I expect that all my life I would drop anything to give back to this project,” says one college student who entered it as a middle schooler.

and 33 percent of tenth graders—the highest rate in Jackson—were taking Algebra 2. Meanwhile, the percentage of their classmates still taking beginning level math classes had dropped sharply.

At the Pine Bluff camp this summer, Stargell Lawson took a two-week leave from another job to come pass on his convictions and skills to another group. Like many, he regards it more as a mission than a job. He stated simply, “I expect that all my life I would drop anything to give back to this project.”

Coming Back Home to Teach

“Programs like these go far beyond summer school,” said Doris Terry Williams, who in 1992 helped start the Summer Scholars program in Warrenton, North Carolina, which enlists high school and college students as teaching interns for its elementary school-aged pupils. Using a locally based curriculum and staff, Williams maintains, “you can turn around a whole community’s ideas about learning from each other.”

She should know. Williams, who herself graduated from Warrenton’s last segregated high school class, eventually returned to serve for 12 years on its school board. She sent her own two children to county schools. Though 30 percent of the county’s children live below the poverty level and only one out of seven adults has graduated from college, the schools’ improved achievement data have become the envy of the state in the past decade.

Teaching has traditionally held a place of honor, respect, and pride here. In its early years, Williams notes, Summer Scholars was funded entirely by local taxes and contributions from private citizens in this community known for its proud African-American history. At Summer Scholars, all teachers regardless of age are addressed as “Miss” and “Mr.” Adjusting quickly, students use the formal address even among themselves. “It makes you feel like you’re actually a part of this world, well respected—like you have a purpose,” said Kimberlye, 17, an intern this summer.

Perhaps most telling, the students recruited as interns in Summer Scholars’ first year have come back to teach professionally in the place where they grew up. At 28, for example, Thaddeus Alston, a third-grade teacher at nearby Mariam Boyd Elementary School, now mentors the next generation of young educators in the summer program. “Four of these high school interns were little kids in the program when I was teaching here eight years ago,” he said with visible pride.

In addition to math and reading, the Summer Scholars curriculum places heavy emphasis on local history and government. Students take field trips to historic local places, interview community leaders, and develop “family portraits.” The national

furor that erupted over a toxic waste dump slated for placement near a Warren County elementary school is a featured topic.

Mr. Alston was just a kid at the time. “I remember all the uproar, and how we couldn’t drink from the fountains anymore,” he said. “To us it was just exciting.” But to activists from around the country who joined the nonviolent protests, the eventual shutdown of the site marked an early victory in the fight for environmental civil rights.

Alston trusts that this history of struggle and success will instill a sense of local pride in the interns under his guidance. He also hopes his own example will inspire them to go on to college and return to make their community even stronger.

Given the demands of the profession, that might prove a tough sell. “Teaching is not as easy as it seems!” exclaimed 17-year-old Autumn, who led a Summer Scholars class of second graders. “The kids aren’t here to just sit down and be quiet—we have to come up with constructive things they can do.”

Coming up with those ideas isn’t easy, interns learn. Though 17-year-old Brittany and her teaching partner both had previously worked with small children in day care settings, this was harder, she admitted. “Every day we have to submit a detailed lesson plan,” she said. “And then at the end of the day we talk over what didn’t work out and why.”

If interns here quickly grasp the challenges of teaching, they also discover its rewards. All the young instructors speak proudly of the responsibility they bear. And several seem committed to fulfilling Mr. Alston’s hopes for their return.

Orlinda Perry, 21, credits the program for steering her into an elementary education major at North Carolina Central University. After three summers here, her observations already sound like those of a teaching veteran. “The older children seem more interested in competitive games,” she remarked, “but the little children seem to like to stay out of situations where they might lose.”

Daria Wesley, 21, a former high school intern here who served as the program’s site coordinator, also aspires to teach when she graduates from college in 2002. “In this program you can’t sit behind,” she said. “You have to think on your feet, you have conflicts with your students, you become this mediator that you didn’t know you were. It gives you a little more confidence, and it feels good when you know that the kids like what you’re doing in the class.”

She added thoughtfully, “It’s surprising that it feels so good.”

“It feels good when you know that the kids like what you’re doing in the class,” says a student who plans to become a teacher. “It’s surprising that it feels so good.”

“And then I know that I gave my students something no one can take away from them,” a young teacher reflects. “What I taught them here—they’re always going to have that.”

Giving Back, Looking Forward

These teen-aged teachers will generally fill whatever shoes they are offered, observes Doris Terry Williams about the Summer Scholars Program. And if the education community listens, she adds, it has much to learn from them.

“Kids have answers to a lot of the issues that we’ve been struggling with—like classroom groupings, or discipline,” she said. “They’re close enough to know how bored they were sitting in classes where teachers just lectured to them all the time. They know that kids can learn in ways other than that, and have fun while doing it.”

Nurturing young people’s commitment to local activism pays off; Warren County has already gained a number of teachers from the Summer Scholars pipeline. But just as important, attitudes have shifted on all sides about young people’s place in their community.

“Kids have come to understand that where we are now is a consequence of something that happened before.” Williams said. “They know that if anything is ever going to change, they have a responsibility to help change it.”

As she watched her Providence Summerbridge students on graduation day, Jackie was quietly certain that she had made such a change.

“They start with so little,” she said, her young face sorrowful from close-up knowledge of that reality. “They lose so much along the way—their relatives, their friends . . .”

She straightened. “And then I know that I gave them something no one can take away from them. The concepts I helped them understand—what I taught them here—they’re always going to have that.”

Contacts

Summer Scholars

Ihsad Abdin, Coordinator

Warren Family Institute

115 E. Market Street

PO Box 150

Warrenton, NC 27589

Tel: (252) 257-1134

Fax: (252) 257-2584

Email: wfi@vance.net

Algebra Project

Southern Initiative

David Dennis, Director

Positive Innovations

5135 Galaxie Drive

PO Box 13917

Jackson, MI 39206

Tel: (601) 362-0144

Fax: (601) 362-5788

Email: ddennissr@aol.com

Summerbridge National

Students Teaching Students

The Breakthrough Collaborative

361 Oak Street

San Francisco, CA 94102

Tel: (415) 865-2970

Fax: (415) 865-2979

Email: info@summerbridge.org

Providence Summerbridge

Jay Huguley and Mindy Weber,

Co-Directors

216 Hope Street

Providence, RI 02906

Tel: (401) 528-2127

Email: ProvSB@aol.com

Excerpts from Interviews with Student Intern Teachers

■ Some people when they grow up they kind of lag off on math, so we intend to brush them up on their math skills, and kind of inspire them to keep doing math. But I love algebra, there's nothing that could replace algebra to me. If people are like, you're not going to be good at anything, you can't do algebra or whatever, it just makes me want to try harder to do algebra. When we go places and talk to people, you can see in their faces that they're understanding what you're talking about. Black people a long time ago they could not even read or they would be in trouble with their master. Now we know that since we do finally have our civil rights, he's going to show us that algebra and civil rights can connect, 'cause now we know how to do—we read and do math and everything.—*Arieus, 16, Marvell, Arkansas*

■ Usually every summer we watch the documentaries on the civil rights movement, and then I look at people like David Dennis, who's a retired lawyer, and Bob Moses and they come back and they give back to the community when they really don't have to, because they're well taken care of. So if I can come in and take two, three weeks out of my summer to provide, be a role model and facilitator so they can go back to help their community, I feel that it's worth it.

We're always talking about the technology gap, and how blacks aren't as far along in technology. So if we give these kids a good background in algebra, which leads to the higher math program, getting them involved in calculus and physics and biology and the science fields, which there aren't many minorities in, then once we get more into the technology-based fields, it will lead to empowerment. If they don't feel comfortable by the time they get through algebra 2, I think they'll steer away from the whole technology field.—*Derrick, 21, Fayetteville, NC; seventh year with the Algebra Project*

■ I think that they categorize kids at an early age, whether or not they think you're going to make it and you're not...I know at my school there were only like two African-American males who actually took calculus in our whole entire high school, that was myself and another person. And at an early age I noticed that myself and the other person were always, were lucky enough to be put in that top level, which was mostly filled with Caucasians, and so I believe it starts at an early age. I hope this program wakes up some of the kids to question, you know, why can't I take calculus class, or why can't I take a tougher curriculum, so I can get ahead? —*Stargell, 21, Bennettsville, SC; seventh year with the Algebra Project*

Sample Lesson Plan Written by Student Instructor

The following two-page lesson plan was written by Bo, 16, a junior at Classical High School in Providence, RI, as preparation for teaching his Summerbridge numeracy class.

(^{review} ~~add~~ to
 *time over time do
 HW.)

LESSON PLAN

Monday (July 9, 2001)
Lesson Topic: Variables, Simplifying Expressions, Combining Like Terms.

✓ **1** Review Fractions / Decimals / Percents (3-way conversion). (5-10 if remember)
 → Adding, Subtracting, Multiplying, Dividing. (10-15 if not)
 → Conversions between F.D.P.
 → *Backup if not remember: provide examples (physical models → drawing diagrams)

Ⓜ **2** Play "Around the World" game. (10) ← extreme case BUT prob. (10).
 - Students sit in a circle and one student goes around and competes against each student around the circle. The first one to get the question right wins. First one around the whole circle w/o stopping wins.

Ⓜ **3** Go over homework. → Any problems, questions. (5-10 min).

Ⓜ **4** -TRANSITION. (3 min). (WITH VARIABLES!)
 → Give fraction problems. → first to find out answer (kind of 5 sec. game, adrenaline run).
 → introduce variables (say "Not only ~~what~~ # is involved").
 * Supply * stick of vanilla.

Ⓜ **5** Variables. (NOTES!) (10). → not necessarily fun - direct instruction.
 definition: * (toolkit) = symbol (usually letter) that is used to represent an unknown number. → Any Symbol!
 term = a number, variable, or number AND variable combined by multiplication or division.
 → examples: W , 5 , $3x$, $y/8$ (stress $3x = 3 \times x$). → tell students, wait for later
 expression = a term or a collection of terms separated by addition or subtraction. (define where terms are).
 hint, key - writing down - help memory.

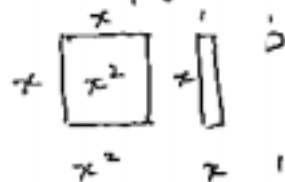
Ⓜ **6** Review sheet
 → Follow-up discussion.
 → report - work!

Ⓜ **7** Separate intro.
 Separate toolbox!
 make own example.

max: 53 min
 * stress no confusion!
 ⑥ Reinforce Expressions. (give examples). (Tool kit or notes). (5 min).
 - introduce concept of substitution. $\leftarrow \rightarrow$ physical model (5 y = 5 y's).
 - give many examples of all 3 stuff. (NOTES!)

⑦ Break (5 min).

⑧ Introduce combining like terms + simplifying. (10-15).
 - physical models. \rightarrow Addition + Subtraction!



stress even if same letter
 check exponents

explain combining terms. \rightarrow first w/ and then with actual numbers + letters.

$x^2 \neq x$ because substitute numbers
 \rightarrow ~~example~~ ~~example~~ ~~example~~

⑨ If enough time
 - play steal the bacon w/ variables and
 solving ex. $4x - 3x$
 \rightarrow assign values = (Billy Bob = 12).

LUNCH!

Student Evaluation Written by High-School Intern Teacher

At the end of the program, all Summerbridge student intern teachers complete comprehensive evaluations for the students in their charge, such as this three-page math assessment.

Providence Summerbridge Final Student Evaluation: Numeracy



Student's name: Kelly P.

Grade: 7th

Family: 3

Date: 8/14/2001

Teachers' names: Amy Komarnicki and Ianthe Hensman

Performance of the student in terms of various academic skills:

EXPLANATION OF SCALE:

- 4 = Consistently shows in-depth understanding of the concepts or mastery of the skill
- 3 = Shows understanding of the major concepts or good ability with the skill; may be somewhat vague or have minor misconceptions
- 2 = Some understanding of major concepts or familiarity with skill; obvious gaps
- 1 = Minimal understanding of concepts or ability to use skill
- 0 = No understanding of concepts or ability to use skill
- N/A = Not applicable (not taught)

Fundamental Numeracy concepts:

Understands concepts behind operations (+, -, x, ÷)	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Knows addition/subtraction facts	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Knows multiplication/division facts	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Understands commutative property	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Understands associative property	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Understands distributive property	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Understands problem-solving techniques	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

Comments:

Kelly, you demonstrate a clear understanding of basic mathematical operations. So much of math deals with these basic operations; it is great you are comfortable with them! We hope you use this strength towards more problem-solving. We noticed that when you came across problems that were unfamiliar, you would skip over them rather than give them a try. Problem solving is all about using what you already know and applying it to new situations!

Fractions and Mixed Numbers

Understands concepts behind fractions	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Develops visual images of fractions	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Recognizes equivalent fractions	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Estimates value of unfamiliar fractions (e.g., recognizing that 7/16 is less than 1/2)	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Converts proper/improper fractions and mixed numbers	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Estimates with fractions	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Add/subtracts fractions/mixed numbers	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Multiples/divides fractions/mixed numbers	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Applies fractions in real life situations	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

* Fraction operations, particularly adding and subtracting fractions, were difficult concepts for you to grasp this summer. Look back at your math concept book and the fraction packet that we provided you to prepare you for your seventh grade math class.
* Remember that equivalent fractions are fractions that represent the same part of a whole. For example, one-half represents the same part of a whole as two-fourths. This is an important concept to understand when adding and subtracting fractions.

Decimals

Understands concepts behind decimals	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Understands decimal place values (tenths, hundredths, etc.)	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Creates visual models of decimals (grid, etc.)	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Estimates with decimals	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Adds/subtracts decimals	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Multiples/divides decimals	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Can write repeating decimals as fractions	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input checked="" type="radio"/> N/A
Applies decimals to real life situations (especially with money)	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

Comments:

* Kelly, your final exam and homework assignments show us you have mastered the rules for adding and subtracting decimals.
* Review your math concept book to understand the rules for multiplying and dividing decimals.
* Look back at your notes and math concept book to review the correct names given to different place values. Your final exam showed that you were confused about this. Remember that all digits to the right of the decimal point represent parts of a whole whereas those to the left are whole numbers!

Percents

Understands the meaning of percents	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Can order a list of percents	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Creates circle graphs to represent percentage data	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Estimates with percents	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Adds/subtracts with percents	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Multiplies/divides with percents	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses percents to describe data	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Applies percents to real life situations	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Can sequence a list of fractions/decimals/percents (including mixed sets)	<input type="radio"/> 4 <input type="radio"/> 3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Converts fractions/decimals/percents	<input type="radio"/> 4 <input type="radio"/> 3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A

* Kelly, your participation in class discussion when we were covering percents demonstrated that you have a clear understanding of percent as "per hundred." You also shared a lot of great ideas of how percents relate to real life situations. * Your homework assignments and final exam show as that you are aware of fraction/decimal/percent conversions. Review your math concept book to understand the "butterfly method" and the use of long division to make these conversions.

Ratios and Proportions

Sets up ratios to compare items (e.g., prices)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Writes ratios as simplified fractions	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses ratios to compare different products	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses ratios and cross-products to solve proportions	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses proportions to calculate costs (solving for unknowns)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A

Integers

Understands the concept of integers	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Can compare/sequence integers	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Adds/subtracts positive/negative numbers	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Multiplies/divides positive/negative numbers	<input type="radio"/> 4 <input type="radio"/> 3 <input checked="" type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A

Comments:

* You are able to use the tile method and number line to add and subtract +/- numbers. * Review the rules for multiplying and dividing +/- numbers. These rules are helpful to memorize!

Algebra

Understands order of operations (PEMDAS)	<input type="radio"/> 4 <input checked="" type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A
Understands the concept of a variable/unknown	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Writes expressions to represent problems	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Represents expressions with algebra tiles	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Combines like terms (including polynomials)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Multiplies expressions using distributive property	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Understands equivalent expressions (and equations)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Solves simple equations (one-step)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Solves complex equations (multiple steps)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Analyses number patterns	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Creates equations from word problems	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Creates graphs of equations	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses graphs to solve problems	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Writes and solves inequalities	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Analyses number "tricks"	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Solves linear equations (y=mx+b)	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses algebra to make predictions	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
Uses equations to solve real life (word) problems	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input checked="" type="radio"/> N/A
	<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	<input type="radio"/> N/A

* Kelly, order of operations certainly gave Family Three a lot of difficulty this summer. However, your final exam and your involvement in the order of operations game that we played during review week demonstrated a lot of improvement since the first half of the summer! Your ability to write out the step-by-step process of the problem in an organized manner allows you to obtain the correct answer. * Be careful with exponents. Remember that the exponent tells you how many times to use the base as a factor. For example, three with an exponent of two tells you to use three as a factor two times. Three multiplied by three is equal to nine.

Other concepts

GEOMETRY: Area	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
GEOMETRY: Perimeter	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

• Your first exam shows you understand the equations for area and perimeter of parallelograms (squares, rectangles).
 • Review the equation for area of triangle.

EXPLANATION OF SCALE:
 4 = Consistently shows in-depth understanding of the concepts or mastery of the skill
 3 = Shows understanding of the major concepts or good ability with the skill; may be somewhat vague or have minor misconceptions
 2 = Some understanding of major concepts or familiarity with skill; obvious gaps
 1 = Minimal understanding of concepts or ability to use skill
 0 = No understanding of concepts or ability to use skill
 N/A = Not applicable (not taught)

Communications and Social Skills

Works well independently in class	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Works well in groups	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Presents and demonstrates strategies of problem-solving	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Participates in class	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Respects classmates	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Respects teachers	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

Comments:

• You made much more of an effort to participate and contribute your valuable ideas to class discussion this half of the semester.
 • You need to enter the classroom willing to participate in the day's activities. We realize you enjoy more active lessons, but when the teacher is giving a lesson in front of class, you need to push yourself to listen, participate, and take notes.

Study Skills and Work Habits

Takes/uses complete, accurate notes	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Keeps binder organized	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input checked="" type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Follows instructions/directions (written and oral)	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Seeks extra help when needed	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Uses homework assignment sheet	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Completes homework	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Does homework well	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Performance on quizzes and tests	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
Attitude towards learning (including persistence)	<input type="radio"/> 4	<input type="radio"/> 3	<input checked="" type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A
	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 0	<input type="radio"/> N/A

• Your organization skills kept you from doing your best work this summer. Taking accurate, neat notes will help you with nightly homework assignments and exams. Purchase a binder and dividers to separate your academic subjects.
 • You were very inconsistent in completing your homework. Homework may be time consuming but allows you to practice the concepts that you are covering in class. Not completing homework displays a poor work-ethic.

Major strengths and goals for this student:

Strengths

- Kelly, your ability to relate math concepts to real life situations is great and was very helpful in class discussion throughout the summer. Thanks for sharing your great ideas!
- We appreciate your willingness to admit that concepts were difficult for you to understand. Speaking out when you are having trouble will help you to conquer the unfamiliar and will allow you to move forward to more complicated concepts.

Things to work on

- Your poor organizational skills will keep you from doing your best work on homework assignments as well as preparing for exams. Keep an organized binder with dividers that are clearly labeled. Come to class prepared with paper and a pencil to take notes.
- Come to class willing to learn something new. The teacher can do their best to make it an enjoyable experience for you, but you need to be ready and willing to participate in the day's activities.
- Do your homework. Completing your homework each night in a thorough manner will allow you to practice the concepts that are covered in class.

Other comments:

Kelly, we commend you on your participation in the Summerbridge program. There are many sacrifices that one must make to be a part of the program, but the rewards are great. We wish you the best in seventh grade, and we hope to see you in the school-year program as well as next summer.

“The adults have history and wisdom of the years, but the young people have their energy! And wisdom of the years means nothing if you’re not in touch with the current situation. The civil rights movement would never have been a movement without young people.”

Interview with an Educator and Activist

Doris Terry Williams, who helped found Summer Scholars in Warrenton, North Carolina, spoke about the program in a WKCD interview, excerpted and edited here.

Our kids don’t know that history very well. Their parents do. But it was important to make sure that kids understood that where we are now is a consequence of something that happened before, and that if any of where we are now is ever going to change, they have a responsibility to help change that. That was part of the training we did with them. It wasn’t good enough to sit around and complain about what wasn’t here, and whose responsibility it is—the question becomes, so what are you going to do?

And the fact that they saw themselves as potential agents for change in that community was just amazing to me. It was almost like a calling for many of them to come back and give something to their own community. The adults have history and we have wisdom of the years, but the young people have their energy! And they are the ones who are in touch with the current situation, and wisdom from the years means nothing if you’re not in touch with the current situation. The civil rights movement would never have been a movement without young people. So it’s important to link young people and adults, and get them respecting what each other has to say.

I’m always energized by young people because they think so deeply and care so deeply about things that adults sometimes think they don’t care about—like what we think of them. When we write them off they care about that; they care about their image, and they care about contributing to community. They care about economics, they care about crime. It’s them, it affects them. A lot of times we think that they have their heads buried in the sand, or their heads are so full of the bumping and throb- bing and these lyrics that we don’t understand from rap music. But if we take the time and give them a forum, then we can see—and they have simple solutions to what we make so complicated sometimes.

I think of the issues that we put on the table with the Summer Scholars in the beginning—the question, for example, of discipline in the classroom. We do major conferences and workshops on discipline, and courses in universities—and the kids have figured it out! Do something exciting that hooks students, and you cut your discipline problems at least in half. They’re close enough to know how bored they were sitting in classes where teachers just lectured to them all the time; they’re also close enough to note that they can learn in ways other than that, they can have fun while they’re doing it. So it’s simple enough to say, okay, we’re going to take this class outside, and we’re going to do this, and it’s easy enough to do place-based education with kids like that!