TRAINING GUIDE

This training guide provides support for advisors, coordinators, and students as they design and deliver roadshows. It includes information and exercises for understanding the audience, selecting activities, techniques for working with youth, and more.

ACTIVITIES

The guide walks a trainer through a set of five educational activities used for training roadshow presenters. These incorporate lecture-based presentations as well as hands-on, participatory learning experiences. The five activities are:

Activity 1: Understanding the Roadshow Approach

Activity 2: Broadening Perspectives on K-12 Education

Activity 3: Modeling the K-12 Presentation

Activity 4: Techniques for Classroom Management

Activity 5: Hands-on Activity Practice

ACTIVITY MATERIALS

Training Activity 1 makes use of Carnegie Mellon's *CMU Introduction to Roadshows* slideshow. This slide presentation is available in the Training folder where you downloaded this Box, **www.ncwit.org/roadshow**.

Training Activities 2, 3, and 4 use handouts included at the end of this document:

Handout A: Preparing for Unique School Contexts, Creek Valley Elementary School (Activity 2)

Handout B: Preparing for Unique School Contexts, River Bend High School (Activity 2)

Handout C: Preparing for Unique School Contexts, Summer Day Technology Camp (Activity 2)

Handout D: Techniques for Classroom Management (Activity 3, 4)

Handout E: Classroom Management, Negative Example (Activity 4)

Handout F: Classroom Management, Positive Example (Activity 4)

Handout G: Classroom Management, Positive Example (Activity 4)

Training Activity 5 makes use of the *Program Activities Guide*, available in the Program Activities folder where you downloaded this Box, **www.ncwit.org/roadshow**.

TRAINING GUIDE ACTIVITIES

Activity 1: Understanding the Roadshow Approach

Time: 60 minutes

Preparation:

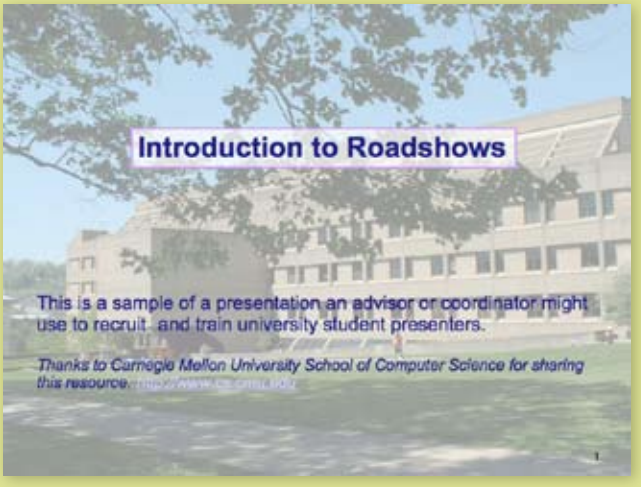
a. Download Carnegie Mellon University's *CMU Introduction to Roadshows* slideshow from the Training folder at **www.ncwit.org/roadshow**.

b. Either customize the slides to suit your institution and your department's subdisciplines or leave them as they are and explain that you are showing CMU's presentation because it does a good job representing concepts important to roadshows.

Purpose: Explain fundamental concepts of roadshows and share a sample presentation students might emulate.

Introduction. Say: *We will be encouraging young people to consider computer science as a career interest. Let's look at some of the basics about roadshows and start thinking about what ours will be like.*

Method: Present the slides, ask and answer questions, and encourage conversation about the work ahead.



NOTES:

TRAINING GUIDE ACTIVITIES

Activity 2: Broadening Perspectives on K-12 Education

Time: 30 minutes

Preparation:

a. Photocopy *Handouts A, B, C* (Note: Students will be organized into three groups. Individuals only need their group's handout, so print 1/3 the number of handouts as you have participants.)

b. Blackboard, whiteboard, or poster-sized sticky notes

Purpose: Trainees reflect on their own formative experiences and become familiar with diverse school contexts and audience in order to plan effective presentations and appropriate learning activities.

Introduction. Say:

We will be encouraging young people to consider computer science as a career interest. Think back to when you were in sixth or seventh grade. How old were you? What did you do for fun? Who did you admire? What did you want to do when you grew up? What kinds of experiences affected your aspirations? What would convince you (or what did convince you) to study and work in computing?

Step 1: Sharing experiences: Request that trainees share their reflections. In what ways were experiences and interests similar? In what ways were they different?

Step 2: Reasoning about K-12 schools: Organize participants into three groups. Distribute handouts so individuals in each group have the same handout.

Say: *When we do outreach with K-12 students we will encounter a variety of classroom practices, school populations, resources, and ways of doing things. Each school operates differently, and it is important to think about the ways these differences will impact what we say and do. Please read your assigned school description and then discuss the questions listed below the description. Choose a recorder to write down your answers to the questions. We will share ideas with the larger group in ten minutes, so take good notes.*

Step 3: Ask each group to share the details of their assigned school setting, and to describe what they discussed. Allow each group to talk for 3-5 minutes, and ask for reactions or comments from other trainees after each group presents their ideas.

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Activity 3: Modeling the K-12 Presentation

Time: 30 minutes

Preparation:

a. Photocopy *Handout D*, one per trainee.

b. *Download CCGIT Sample Roadshow Presentation for Grades 7-12* and C*CGIT Sample Roadshow Presentation for Grades K-6*, available in the Training folder where you downloaded this *Training Guide*, **www.ncwit.org/roadshow**.

c. Customize *CCGIT Sample Roadshow Presentation for Grades 7-12 or K-6*. Note: Depending on audience, choose either the grade K-6 or 7-12 presentation to model. Much of the material is parallel, though the 7-12 presentation has a greater focus on careers. Before the training add information about yourself, the presenter (including pictures and text), to the third slide. Add your contact information to the final slide.

d. Set up projector, computer, and screen.

Purpose: By providing a model of a roadshow program and calling out important concepts and talking points for discussion, you help trainees identify necessary ingredients for the presentations they design themselves.

Note: Choose Activity *2A Modeling the Grades 7-12 Presentation* **or** *Activity 2B Modeling the Grades K-6 Presentation*

(See Preparation, above.)

NOTES:

2A MODELING THE GRADES 7-12 PRESENTATION

This presentation is a talk with slide illustrations. The stages of the presentation include:

- Introducing presenter (positive model of computing professional)
- Presenting a positive model

Introduction: *I am going to model the presentation you might give. The purpose is for you to experience the presentation as a student might, as well as to raise issues you might encounter. From time to time I will stop to explain the rationale for describing computer science the way we do in this presentation. Later in this training session you each will practice leading computer science activities designed to engage students in the problem solving computer scientists do.*

Step 1: Begin presentation, using the notes as the basis for your talk.

Step 2: Stop at the third slide. Turn to the audience and ask:

Sample Statement: *Why do you think it is important to show students who you are as an individual?*

Allow for 2-3 minutes of discussion.

Sample Reply: *We think it is important to describe who we are as computer scientists, because it allows students to identify with people involved in computing. Current media and prevalent social stereotypes might be barriers to students' identification with computer-related professionals. Humanizing the computer scientist and showing the ways in which we have fun also goes against the common notion that scientists are single-minded with few outside interests.*

Step 3: Resume presentation. After facilitating the THINK-PAIR-SHARE on slide 4, turn to the audience and say:

Sample Statement: *This is one way to engage your audience during the presentation. Asking questions and allowing for engagement throughout will help keep students' attention. The THINK-PAIR-SHARE approach is one of the strategies described on Handout D: Techniques for Classroom Management.*

Step 4: Resume presentation. On slide 7, say:

Sample Statement: *The goal of the following slides is to refute common stereotypes regarding computing careers. Rather than state the stereotype — which students may or may NOT be aware of — in this presentation, we choose to highlight the positive, or the ways in which computing careers can be collaborative, interdisciplinary, lucrative, creative careers.*

Step 5: Resume presentation. Stop after presenting slide 18, turn to trainees and say:

Sample Discussion Question: *Why do you think we are focusing so much on applications of computing in this presentation?*

Allow 2-3 minutes for discussion.

Sample Reply: *We think it is important to recruit students into the field who may have already chosen specific career interests. Computer science as a field of study has seen a rapid and pervasive decline in enrollment. By enticing students with other interests, our hope is to grow these enrollment numbers as well as prepare students for dynamic positions in the computing field.*

Step 6: Resume presentation. Encourage trainee questions.

2B MODELING THE GRADES K-6 PRESENTATION

Step 1: Begin presentation, using the notes as the basis for your talk.

Step 2: Stop at the third slide. Turn to the audience and ask:

Sample Statement: *Why do you think it is important to show students who you are as an individual?*

Allow for 2-3 minutes of discussion.

Sample Reply: *We think it is important to describe who we are as computer scientists, because it allows for students to identify with people involved in computing. Current media and prevalent social stereotypes might be barriers to students' identification with computer-related professionals. Humanizing the computer scientist and showing the ways in which we have fun also goes against the common notion that scientists are single-minded with few outside interests.*

Step 3: Resume presentation. After facilitating the THINK-PAIR-SHARE on slide 4, turn to the audience and say:

Sample Statement: *This is one way to engage your audience during the presentation. We think this is particularly important for the younger grades, as these students have shorter attention spans. Asking questions and allowing for engagement throughout will help keep students' attention. The THINK-PAIR- SHARE approach is one of the strategies described on the Techniques for Classroom Management Handout.*

Step 4: Resume presentation. After describing slide 6, turn to trainees and say:

Sample Statement: The goal of the following slides is to refute common stereotypes regarding computing careers. Rather than state the stereotype — which students may or may NOT be aware of — in this outreach presentation, we choose to highlight the positive, or the ways in which computing careers can be collaborative, "helping," lucrative, creative careers.

Step 5: Resume and conclude presentation. Encourage trainees to ask questions.

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Activity 4: Techniques for Classroom Management

Time: 30 minutes

Preparation:

a. If you have not just completed Activity 3 in which Handout D was used, photocopy *Handout D, Techniques for Classroom Management* (one for each trainee).

b. Photocopy *Handouts E, F, G.* (Note: Students will be organized into three groups. Individuals only need their group's handout, so print 1/3 the number of handouts as you have participants.)

c. Blackboard, whiteboard, or poster-sized sticky notes

Purpose: Trainees discuss and then practice classroom techniques that will make their presentations run smoothly. The scenarios presented are by no means exhaustive. Encourage students to present, practice, and discuss their own true-to-life scenarios.

Sample Statement: *It is important to think about how to manage unexpected student activity in the classroom. While you will be only partially responsible for classroom management during your presentation, knowing how to be flexible during your outreach presentation will help you earn student respect and interest.*

Step 1: Ask trainees to form three groups. Choose a group at random to act out the first skit, and give them each a copy of Handout E. Note that this is a sample of what NOT to do. Instruct Group 1 to read over the skit and assign roles while the other groups read and discuss *Techniques for Classroom Management, Handout D.*

As Group 1 performs the skit,

Step 2: Trainees perform the negative example, following the script in *Handout E.* Groups 2 and 3 identify the negative aspects (what the "presenter" does which is not helpful) and possible positive changes (what the "presenter" could do differently). Brainstorm other ways of handling the situation with trainees.

Sample Statement: *What did the presenter do that escalated the situation? What could the presenter do differently? You may refer to your handout for suggestions, or share your own ideas.* (Allow the trainees to explore this for 5 minutes)

Step 3: The other groups of trainees now act out possible solutions to the negative scenario, while Group 1 reads over *Handout D: Techniques for Classroom Management.* Pass out *Handout F* to group 2, and *Handout G* to Group 3. Allow trainees to innovate and design their own scenarios if they choose.

Sample Statement: *Thank you to Group 1 for being the first participants to perform in our role-play. Now Group 2 and Group 3 will prepare for their skits, while Group 1 reads the Classroom Management suggestions. Be prepared to identify what strategies the skits demonstrate.*

Step 4: Group 2 acts out their skit. Trainer leads students in a discussion of the way in which the skit differed from the negative example posed by Group 1.

Sample Statement: *What was different about this scene? How did the presenter handle disruption? Refer to your Techniques for Classroom Management Handout. What tips did this skit illustrate?*

Step 5: Group 3 acts out their skit. Trainer leads students in a discussion of the way in which the skit differed from the negative example posed by Group 1.

Sample Statement: *What was different about this scene? How did the presenter handle disruption? Refer to your Techniques for Classroom Management Handout. What tips did this skit illustrate?*

NOTES:

TRAINING GUIDE ACTIVITIES

Activity 5: Hands-on Activity Practice

Time: 30 minutes

Preparation:

a. IN ADVANCE, purchase motorized Linechaserz car kit ($16.00, available at Amazon and other online stores), scissors, tape, three shoeboxes, candy bars, and Cheetos packets.

b. Photocopy associated *Program Activities Guide*, (one or two copies of the entire guide), available in the Program Activities folder where you downloaded this training guide, **www.ncwit.org/roadshow**.

c. Supply DVD player, pens, markers and poster board.

Spread activity documents out on a table. Ask trainees to sort themselves into groups of 2 to 4. Have each group choose an activity to lead. Adjust the number of members in a group, so that each activity is covered. If you have more than 24 trainees, provide two sets of activities.

Step 1: Ask trainees to review their activity packets, acquire related materials, and plan how they will facilitate the activity. Say:

A good way to encourage students to study computer science is to engage them, at their current developmental levels, in computational thinking. These activities were designed to do just that. (See NCWIT-produced Computer Science-in-a-Box: Unplug Your Curriculum *for more information,* ***www.ncwit.org/unplugged****.) We are going to practice leading these activities. As you engage in this work, think about how the concepts you are practicing relate to the study of computer science.*

Step 2: Each group finds another team with whom they will practice. First, Group A leads their chosen activity, pretending that Group B is a classroom of K-12 students. Next, Group B leads their chosen activity and Group A assumes the roles of K-12 students.

Step 3: Lead reflection on the experience. Sample questions:

What was difficult about leading activities in a group? What was easier than you imagined? How can you lead students to discover computing concepts on their own instead of telling them the answers?

REFLECTION, WRAP-UP (10 MINUTES)

Step 1: Ask students to debrief about their experience. Say:

The goal of this training was to prepare you for K-12 computing outreach. What is one thing you learned today that will help you in your presentations? What else do you need to know? Where/how could you learn more?

Step 2: Ask trainees to "plan" a presentation at their sample schools. Say:

Let's return to the discussion of sample schools we began earlier during our training. Spend a few minutes discussing which slides you would use, and what activities you might lead in your fictional school setting.

What are some concerns you would need to address? How would you tailor the presentation to your audience?

Step 3: Remind trainees of the many online resources from other roadshow programs and from NCWIT-produced *Outreach-in-a-Box: Discovering IT* (**www.ncwit.org/outreach**) to which they can refer as they plan outreach activities. Plan to meet (in person or online) to debrief outreach trainees after presentations in local schools.

NOTES:

Handout A: Preparing for Unique School Contexts

Your outreach presentation will take place at Creek Valley Elementary School, outside of a large city. The district is an inclusive one, so that students with disabilities ranging from cerebral palsy, autism, and mild learning disabilities are integrated into each classroom. Each grade level shares a computer "pod," a set of 15 computers that are connected to the internet, to which they have access during the day. Eight percent (8%) of students receive free or reduced-price lunch through a federal aid program for low-income families. The majority of students are Caucasian (84%), while a smaller portion of students are Asian (7%), African-American (3%), and Hispanic (6%). Over two-thirds of Creek Valley parents have an undergraduate degree.

Students sit at activity tables around the room and are generally engaged in projects, rather than listening to instruction. Creek Valley boasts strong parent involvement — nearly every day a volunteer parent assists in classrooms. Student services include: gifted and talented, English as a Second Language, and special education, which generally "pull out" students during different times in the day for enrichment activities. The school is situated near a college campus. Technology businesses thrive in the community.

1. How might computing and information technology be relevant to Creek Valley Elementary School students' everyday lives? What technological tools and activities might they be familiar with?
2. How might computing and information technology careers be relevant to Creek Valley Elementary School students? What specialized careers would you highlight for students at CVES, and why?
3. What accommodations, or changes, might you consider in presenting at CVES? (Consider student characteristics and learning differences that might need to be taken into account.)

NOTES:

Handout B: Preparing for Unique School Contexts

Your outreach presentation will take place at River Bend High School, outside of a large city. The public school district receives Title 1 funding to increase student achievement in literacy. Eighty percent (80%) of students receive free or reduced-price lunch through a federal aid program for low-income families. The school is structured with different academic tracks, which prepare students for college (two-year and four-year colleges) or vocational education (e.g. electrical, auto repair, beautician training). Bilingual classes are provided for students, as well as remediation courses and resource rooms for students with severe learning disabilities. River Bend High School is ethnically diverse — 40% of the population self-identifies as African-American or Black; 32% as Hispanic or Latino/a; 12% as Caucasian, 8% as Asian, and 8% as mixed race or other (not listed) ethnicity.

River Bend High School students receive a mix of project based (students work together on an activity), lecture based (students listen to a lecture provided by a teacher), and discussion based instruction. Student services include: gifted and talented, special education, English as a Second Language, and academic and psychological counseling. Computers are provided in the computer lab, which serves the technology courses, but can be arranged with two weeks' notice for classroom use. River Bend students can participate in a bridge program, in which they get high school and college credit for attending community college classes. The school is situated in an urban/suburban neighborhood and surrounds a large industrial complex.

1. How might computing and information technology be relevant to River Bend High School students' everyday lives? What technological tools and activities might they be familiar with?

2. How might computing and information technology careers be relevant to River Bend High School students? What specialized careers would you highlight for students at BHS, and why?

3. What accommodations, or changes, might you consider in presenting at RBHS? (Consider student characteristics and learning differences that might need to be taken into account.)

NOTES:

Handout C: Preparing for Unique School Contexts

Your outreach presentation will take place at Summer Day Technology Camp, outside of a large city. The camp is free to middle-school students who attend public school in the metropolitan area. Program directors ensure that 1/3 of the participants are female, and that 1/3 of students are from ethnic groups that are underrepresented in computing (in the US, this includes African-American, Hispanic, and Native American students).

The purpose of the camp is to familiarize students with computer applications, such as Word, Excel, and PowerPoint, engage students in building websites using HTML, and encourage student use of multimedia programming software such as Alice, which teaches programming in an accessible, visual way. Students develop projects for presentation at community events at the end of their camp. A typical day of camp includes lots of "workshop time," where students are collaborating in small groups with instructors assisting their work.

1. How might computing and information technology be relevant to Summer Day Technology Camp students' everyday lives? What technological tools and activities might they be familiar with?

2. How might computing and information technology careers be relevant to Summer Day Technology Camp students? What specialized careers would you highlight for students at SDTC, and why?

3. What accommodations, or changes, might you consider in presenting at SDTC? (Consider student characteristics and learning differences.)

NOTES:

Handout D: Techniques for Classroom Management

Classroom management is ultimately the responsibility of the supervising teacher. A certified educator should remain in the classroom throughout the presentation. They can help you with grouping students, managing transitions between activities, and student behavior.

Building interaction into the roadshow program

One of the best classroom management techniques is simply to have students actively engaged. Hands-on and collaborative learning activities will increase students' interest and excitement in the presentation and the subject matter. (See examples in the *Program Activities Guide*.) These time-efficient strategies will allow you to plan for student engagement without causing chaos in the classroom.

1. THINK-PAIR-SHARE Ask students to think quietly for a minute about a question you pose. Next invite students to describe their ideas to a neighbor for one minute. Gather their attention (with your voice, a non-verbal cue, or with a bell or buzzer) and ask a few students to share what they discussed with the larger group.

2. Pose questions to students to "set the stage" for a topic and elicit students' prior knowledge. Ask them to indicate agreement or disagreement in a variety of ways (applause, raising hands, thumbs up/thumbs down, boo and yay).

3. Ask for a student volunteer or volunteers to assist in the presentation, and indicate that no experience is necessary. Having a peer directly involved in a presentation invites other students to imagine themselves in the volunteer's place.

4. Plan for collaborative activities, not only individual activities, using pencil and paper to solve a problem.

Strategies for grouping students

As you plan the day's roadshow program, imagine how you will organize collaborative groups.

Learn which method the classroom teacher uses to group students and use it. Employing a familiar method speeds up transition time so students can get to work faster. If you must impose your own method, choose among these methods which are sensitive to individual differences in the classroom:

1. Try dividing students by clothing color. For example… "If you are wearing orange, please sit along the right wall. If you are wearing blue, please sit along the left wall."

2. Pass out cards with letters or numbers on them. Allow all of the 2s to work together, and so on.

3. Use word flashcards, and pass them out to students. Objects on the cards could be "sorted" by object type (cars, trucks and airplanes would go together, as would apples, bananas, and oranges), by color, or students could match the cards.

Strategies for grouping students — (continued)

4. Sorting students by birthdays would allow for many sizes of groups. For example… "Let's have all of the students with fall birthdays work together, and all of the summer birthdays,"… and so on.

5. Ask students to sort themselves alphabetically by first name, or group students by the number of letters in their first names. You might begin the sorting process, if you have access to a list of names, and allow them to guess the rule. For example, "Eva and Joe are in the same group. Mark and Jose are in the same group. Can someone name a classmate who would be in his or her group?"

Make sure that your grouping strategy does not assume that your students have had similar experiences as you. For example, sorting by favorite videogame, movie, or vacation spot assumes that all children have game stations, go to the movies, or get to go on vacation.

Grouping by physical characteristics can draw attention to differences, which may lead to unintended negative consequences.

Employ tried-and-true management methods

Use the methods below to ensure the program flows smoothly. Don't hesitate to ask the teacher to be an active participant. In doing so they will model expected behavior and help you manage the class.

1. **Make expectations clear.** Be sure to tell students what will be happening. If students understand that time has been set aside for fun activities, they will be more likely to pay attention when you are talking. Let the students know how you expect them to behave during your presentation. Sample statement: *Please remain quiet and free from all conversations while I am talking. We will provide you with the same courtesy when it is your turn. I will start with a short presentation about computers and technology; then you will get to do some hands-on group activities.*

2. **Be flexible.** Make sure you can easily customize the presentation to keep students engaged. It may be that you'll need to conduct an activity sooner than expected to keep students from getting bored or to channel their energy into a productive interaction. Read your audience and be prepared to make spontaneous decisions and manipulations.

3. **Anticipate problems and act before misbehavior occurs.** Use an inconspicuous tactic like "name dropping" to pull the student back into the presentation, without distracting the entire class. Sample statement: *Billy, can you please tell me what I.T. stands for?*

4. **Be true to your word.** Don't make idle threats. If students behave inappropriately, make sure the consequence is something that you can actually carry out. For example, if a student repeatedly yells out responses and you want them to raise their hand, don't tell the student that one more outburst will result in staying after class (something you do not have control of). You can remind the group that students who do not raise their hands will not get called on to provide a response or to demonstrate an activity (something you do have control over).

Employ tried-and-true management methods — (contined)

5. **Ask if class/group uses a specific non-verbal cue to get students' attention.** Some teachers flip light switches or use hand signals. If there is no standard cue, devise one. Explain to the students how you would like them to respond to this cue. Sample statement: *When I raise my hand, please stop talking, have a seat, face the front, and raise your hand so those around you will know to do the same. Use this cue to get everyone's attention before you start talking.*

6. **Use your normal "inside" voice.** You should not have to raise your voice or yell at any time. Raising your voice will only reinforce students who are talking.

7. **Circulate to check student progress during group activities.** Get up and move around the room to make sure students are on task, understand the activity, and know what they should be doing.

NOTES:

Handout E: Classroom Management, Negative Example

Three actors, one presenter writing on a board/large post-it, two students sitting at desks facing the presenter.

- **Presenter** stands with back turned to class, writing on board says "So we know that we can figure out the length of a right triangle if we know at least two…"
- **Disruptive student** texting under desk (mime texting motion and make loud beeps)
- **Presenter** still facing board says, (stern tone, but conversational volume) "Whoever is beeping their phone needs to stop it NOW!"
- **Disruptive Student** continues texting (beeping continues)
- **Passive Student** laughs
- **Presenter** hollers, "I'm waiting!" (pause) "I'm not going to ask you again!"
- **Presenter** turns and looks at class with tense body language and clenched fists
- **Disruptive Student** stops (beeping stops) and looks at the teacher
- **Passive Student** looks at the teacher
- **Presenter** turns back to the board and continues to write "And we know this is true because…"
- **Disruptive Student** begins texting (beeping starts again)
- **Presenter** hollers, "Turn off that phone! Or else!"
- **Passive Student** says, "Or else what?!"

End Scene

NOTES:

Handout F: Classroom Management, Positive Example

Three actors, one presenter writing on a board/large post-it, two students sitting at desks facing the presenter.

- **Presenter** standing with back turned to class, writing on board says "So we know that we can figure out the length of a right triangle if we know two of the sides…" (draws right triangle on board)
- **Disruptive Student** texting under desk (loud beep coming from phone)
- **Presenter** turns around to see where beeping is coming from, faces students "we know this because of the Pythagorean Theorem, which tells us that a squared plus b squared equals c squared."
- **Disruptive Student** continues texting (beeping continues)
- **Presenter** pulls distracted student into conversation by making eye contact and refocusing their attention with a question, "Suzie, what do you think the side length would be, if one side is 3 centimeters, and the hypotenuse is 5 centimeters?"
- **Disruptive Student** stops texting, scribbles on notebook, looks at teacher, and provides a response "4 centimeters."
- **Presenter** says, "Thank you, Suzie."

End Scene

NOTES:

Handout G: Classroom Management, Positive Example

Three actors, one presenter writing on a board/large post-it, two students sitting at desks facing the presenter.

- **Presenter** stands with back turned to class, writing on board says "So we know that we can figure out the length of a right triangle if we know at least two of the sides…" (draws right triangle on board)
- **Disruptive Student** texting under desk (mime texting motion and make loud beeps)
- **Passive Student** looks around to see where the noise is coming from
- **Presenter** turns around to see where beeping is coming from, faces students "we know this because of the Pythagorean Theorem, which tells us that a squared plus b squared equals c squared."
- **Disruptive Student** continues texting (beeping continues)
- **Presenter** stops distracted student by making eye contact, walks past desk, and places hand discretely on student's desk to non-verbally ask them to stop.
- **Student** puts phone down and stops texting.
- **Presenter** moving around the room slowly as she/he says, "Today we are going to do some exercises in small groups that illustrate the Pythagorean Theorem."
- **Passive Student and Formerly Disruptive Student** follow teacher, make eye contact.

End Scene

NOTES: