

CATHY HUMPHREYS: Okay, so as soon as I put these on your paper, why don't you decide right now who is going to be your resource manager.

STUDENTS: I will.

CATHY HUMPHREYS: Okay, resource manager, resource manager. I actually didn't ask the resource manager to open the package yet, but that's okay.

STUDENT: She told me to do it.

CATHY HUMPHREYS: Um, she told you to do it? Um, I am just trying to think now if you should have, while you are fiddling around by yourself, if you should have the scratch paper with you. Um, I think maybe, because otherwise you are just going to be messing around and I haven't thought about that. So how about I walk around and put a stack of scratch paper on every table. What you are going to be doing is you are going to fiddle around at first; you are going to tinker, but by yourself without talking to anybody. Why would I have you do this? Ori, why do you think?

STUDENT: So that we can get information without the thoughts of anyone else and then after that we can share what we think; and then maybe come to some conclusions.

CATHY HUMPHREYS: Okay, that's really good. It's a good way of saying it because, um, if you all start together you might all go down one path. But if there are four of you thinking about things in a different way then the more chances there are of different ideas coming out. So I will bring scratch paper to everybody and meanwhile now resource managers you can take your...and everyone can take the brad out and just start seeing what happens with some of these sticks. And let's say five minutes to eight o'clock. Facilitators would you please watch the clock. Team captains would you please make sure no one talks. Oh you know what, I forgot. Ariel thank you, thank you, thank you, thank you; I forgot to ask a really important question. And what I meant to do is have you first talk and make sure you understand what it is you are supposed to do and what the question is. So will you talk in your group for just a minute and then when you are done talking, wait.

STUDENT: ...find a variation of the strips for (inaudible). So I guess right now we'll just tinker through and find out what type of strips we can make using...

STUDENT: What the different holes are?

STUDENT: Mm hmm.

STUDENT: So that's it. Wait. What if you want to make a rhombus? I don't know. We'll see, we'll find out.

CATHY HUMPHREYS: Show me that you are listening to one thing. As I was walking around I heard something and it made me realize that I needed to say something else. A lot of you have had experience with geometry before and may have studied this before. So if there is something that you know to be true, I hope that you will hold back um, the information that you have; use that on your own. But just like I don't want to be telling you answers, you also don't want to be telling each other answers because that takes away the chance to fiddle around with yourself. Eventually you are all going to want to come to a conclusion and your information that you knew ahead of time is going to be really important. But at this stage everybody needs to be able to think about it in as open a way as possible. All right? Um, okay, any questions? All right, let's have until about three minutes after eight. Silent individual work.