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| Work it out **A** |
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| Work it out **A** |
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| Work it out **A** |
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| Algorithmic thinking | **What do you think?** |  | **A** |

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| OK. What did you think so far?  Mark it the way you honestly feel! **We won’t keep track of your name when we read what you say.** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Give us a score:** | Circle your answer to each question. | | | | | | | | | | | | | How enjoyable was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | How interesting was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | On the scale, a -5 means you found it very unenjoyable / uninteresting, and a +5 means you found it very enjoyable / interesting. A score of 0 means you didn’t feel strongly either way. | | | | | | | | | | | | | |  | | | | | | | | | | | | |   **What do you think?**   1. Tell us about what you found enjoyable/unenjoyable and interesting/uninteresting:      1. Is there anything new about this way of thinking about math? Explain a bit: 2. We’re wondering if this thinking about math this way could be useful. Do you see how you might use some of this work in school or elsewhere? 3. Anything else you want to tell us about at this point? |

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| Work it out **B** |
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| Algorithmic thinking | **What do you think?** |  | **B** |

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| OK. What did you think about this part of the session?  Mark it the way you honestly feel! **We won’t keep track of your name when we read what you say.** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Give us a score:** | Circle your answer to each question. | | | | | | | | | | | | | How enjoyable was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | How interesting was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | On the scale, a -5 means you found it very unenjoyable / uninteresting, and a +5 means you found it very enjoyable / interesting. A score of 0 means you didn’t feel strongly either way. | | | | | | | | | | | | | |  | | | | | | | | | | | | |   **What do you think?**   1. Tell us about what you found enjoyable/unenjoyable and interesting/uninteresting: 2. Is there anything new about this way of thinking about math? Explain a bit: 3. We’re wondering if this thinking about math this way could be useful. Do you see how you might use some of this work in school or elsewhere? 4. Anything else you want to tell us about at this point? |

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| Work it out **C** |
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| Algorithmic thinking | **What do you think?** |  | **C** |

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| OK. What did you think so far?  Mark it the way you honestly feel! **We won’t keep track of your name when we read what you say.** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Give us a score:** | Circle your answer to each question. | | | | | | | | | | | | | How enjoyable was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | How interesting was this part of the session? |  | -5 | -4 | -3 | -2 | -1 | 0 | +1 | +2 | +3 | +4 | +5 | | On the scale, a -5 means you found it very unenjoyable / uninteresting, and a +5 means you found it very enjoyable / interesting. A score of 0 means you didn’t feel strongly either way. | | | | | | | | | | | | | |  | | | | | | | | | | | | |   **What do you think?**   1. Tell us about what you found enjoyable/unenjoyable and interesting/uninteresting: 2. Is there anything new about this way of thinking about math? Explain a bit: 3. We’re wondering if this thinking about math this way could be useful. Do you see how you might use some of this work in school or elsewhere? 4. Anything else you want to tell us about at this point? |

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| Algorithmic thinking | **Where next?** |  |

**In this part, we’d like to ask about your future plans.**

1. Maybe you’ve already thought about what **courses you want to take in high school**. Maybe not! Take a minute to think about that. Then look at these possible high school courses and rate your interest in them.

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| Which of these high school courses might you take? | | |
|  | Calculus (an advanced math course) | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Physics (an advanced science course) | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Trigonometry (an advanced math course) | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | A second year of chemistry (an advanced science course) | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Computer programming | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Engineering | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Accounting | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |

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| Algorithmic thinking | **Where next?** |  |

1. Maybe you’ve already thought about what you want to **do after high school**, say go on to college or start work. Maybe not! Take a minute to think about what you would like to do after high school. Then look at these possible fields of work or study and rate your interest in them.

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| Can you see yourself studying or working in any of these fields after high school? | | |
|  | Computer science | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Physics | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Chemistry | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Mathematics | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Programming | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Engineering | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |
|  | Accounting | |  |  |  |  | | --- | --- | --- | --- | | Absolutely not |  |  | Absolutely yes | | 1 | 2 | 3 | 4 | |