**Episode 1: The Great Job Debate**

**Overall Tone:** Positive Attitudes about education and families; Excitement for the Future; Concern for how to make a difficult decision; a realistic scenario

**Link to the Reading:** <https://content.byui.edu/file/c663168a-dec5-4732-b880-397e84883c0b/1/Lesson%201.zip/Lesson%201/Week1.html>

**Math Story:** A married couple needs to make a decision on whether or not to take out student loans. The reading mentions the following facts and quotes from the case study in the textbook. The story needs to be consistent with all these details. It does not need to mention all the little details – but it would help if it mentioned the big ones. For example, it doesn’t need to say Amanda works 4 hours per week as a tutor and earns $10/hour. But it would help if it mentioned the fact Amanda was working as a tutor.

* Jeff and Amanda have identified two possible plans for Jeff to complete school and need to decide which one is financially better for their family
  + Part-Time Job Option: Jeff could take on additional part-time work while going to school.
  + Student Loan Option: They could use student loans to cover their expenses.
* We know that Amanda is doing some part-time tutoring to earn extra money and Jeff is working at a part-time job. Amanda works about 4 hours per week and charges $10/hour for tutoring. Jeff works part-time on campus for 8 hours per week and makes $9.10 per hour.
* If Jeff takes the part-time job option, it would take him 4 years to graduate. If he chooses the Student loan option it would take him 2 years to graduate.
* They have realized they need to borrow as little as possible so as to avoid debt.
* They are working together to make an informed decision
* If they get student loans they will get a 4% interest rate.
* Their living expenses are $17310 per year.

**Concerns about Current Script:** Incorrect details about time to graduation; Would like it to focus more on a married couple making a decision (is having Craig there an unnecessary distraction?);

**Requests for Moving Forward:** Take out Craig. Fix details about time to graduation. If there is not a really compelling reason to change Jeff’s name to Lucas, please leave it as Jeff. We have already built the textbook and a lot of instructional materials using the name Jeff. The old script mentioned a dollar amount for the loans they could get – that was helpful and should go back in (although the financial aid office is looking at it right now to make sure our numbers are accurate. I think we had it is $12000 – if the number changes I will let you know ASAP).

**Episode 2 – Logical Fallacies**

**Overall Tone**: We would love this video to bring in some diversity. If it could be in a “city” (not in Rexburg) and include different people of different ethnicities, that would be fabulous.

**Link to the Reading:** <https://content.byui.edu/file/c663168a-dec5-4732-b880-397e84883c0b/1/Lesson%202.zip/Lesson%202/Week2.html>

**Math Story:** Please encounter logical reasoning and logical fallacies in their everyday lives. In particular, we see an example of Improper Generalization (weight loss ad), Appeal to emotion (PETA ad), a personal attach (political ad), and an alternative explanation (soda a day article).

**Concerns about Current Script:** This video gives us the chance to introduce some diversity. Keeping it with Criag, Jeff, and Amanda kind of gets rid of that opportunity. We would like to have different ages and ethnicities represented. However, Rob McKenzie helped us see the value of a continuous storyline throughout all the weeks. So we could probably be convinced to have Craig, Jeff, and Amanda be involved. As long as the other characters do represent diversity.

**Requests for Moving Forward:** This one is in pretty good shape. Make sure as much diversity as possible is represented in other characters.

**Episode 3 – Why do you Budget?**

**Overall Tone:** Real people; inspiring – at the end of the video the viewer wants to go make a budget; some humor provided by people who give “incorrect” answers to the questions; answers lead to a conversation with President Gilberts and his wife (now that he is leaving BYUI we are still considering who to have do this). This conversation will be motivating and inspiring.

**Link to the Reading**: <https://content.byui.edu/file/c663168a-dec5-4732-b880-397e84883c0b/1/Lesson%203.zip/Lesson%203/Lesson3.html>

**Math Story:** Budgeting is an important skill. Prophets have advised us to live by a budget.

**Concerns about Current Script:**  Craig’s part in the video is distracting and portrays Craig as a bit of a bumbling idot. We want the video to be more real. Real people, not fictional characters.

**Requests for Moving Forward:** Again, Rob helped us see why it would be helpful to have one of our story characters be involved. He suggested maybe it could be Jeff rather than Craig. We would be happier with it being Jeff and with the video not making a big deal about the fact that he is there. The focus is not on Jeff. It is on the budgeting.

**Episode 4 – A Visit to the Doctor**

**Overall Tone:** Everyday life; realistic; concern for a health problem;

**Link to the Reading:** <https://content.byui.edu/file/c663168a-dec5-4732-b880-397e84883c0b/1/Lesson%204.zip/Lesson%204/Week4.html>

**Math Story:** This lesson discusses summarizing statements. The conversations that occur contain many everyday statement that we then look at from a mathematical perspective. So they need to use phrases such as the following (the more of these the better, but we originally asked Liz and Preston to use at least one statement from each of these bullets):

* "...the longest..."  "...the most..." "...the least..." "...the fewest..." "...the longest we have ever had to wait was 25 minutes..." "...we have several medical bills, but the biggest one is $3,200..."
* "...on average..." "...usually..." "...typically..." "...we typically have to wait around 15 minutes..."
* "...the probability..." "...the chance that happens is..." "...that seems like a probable explanation..."
* "...really consistent..." "...widely variable..." "...all over the place..."

We have written a case study based on the old script. Here are details and quotes from the reading. The script needs to be consistent with these details:

* Jessie hasn’t been eating well and has spit up a lot after she eats. Jeff and Amanda’s visit with the doctor led to them being concerned about Jessie’s weight. They want to decide how to proceed to care for Jessie to ensure that she is healthy.
* Knowing that Jessie’s weight is in the 10th percentile helps Jeff and Amanda understand why her weight is concerning.
* The chart the doctor showed is also a helpful tool because it helps them understand how Jessie’s weight compares to the weight of other babies her age.

**Concerns about the Correct Script:** This was changed to a Yellowstone bedtime story. But we really need to have the doctor’s visit in the video. Discussing how math can inform health decisions is one of our goals in the class. The doctor’s visit helps set up the story in the reading.

**Requests for Moving Forward:** Go back to the old script. This has to be a doctor visit. Not a Yellowstone bedtime story. The children should be infants to support this video and the immunization one in Week 11. The names in this one were really distracting (especially switching between Pamela and Sophia). Please pick one name for each child (Jessie and Lizzie or Sophia and Emily….we don’t really care). But let’s not use nicknames (using Jessica Ann and Jessie, for example). The videos are too short and it can be easy to lose track of who is who.

**Episode 5 – Craig’s Internship is Falling Down**

**Overall Tone**: Craig is excited about his internship; Internships are great; Craig is excited to learn new things. The humor in this one is currently a little over the top, but we are okay with some humorous elements. We can call it Craigish humor – but would love to see it as a focus in just the Craig videos – not in all of them.

**Link to the Reading:** <https://content.byui.edu/file/aba4b518-8ab9-4353-9de1-14260d7f5d96/$/Lesson%205.zip/Lesson%205/Week5.html>

**Math Story:** Craig’s boss wants him to create charts and graphs in order to help the team better understand their data. He learns about Excel as a tool to do so. This story doesn’t show up very much in the reading, but it shows up as a project at the end of the week. The students will actually create the charts and graphs for Craig. We haven’t completely nailed down what data to use, but our most recent idea is that Craig is working for some type of media company and the charts are for things like: the numbers of viewers for a show or video over time; revenue; advertising costs; demographics of their viewers. Something along those lines. The video doesn’t need to get into that part too much as long as it sets up the idea that he needs to make some charts and graphs and needs to learn Excel to do so.

**Concerns about the Current Script:** The humor is a little over the top; The general idea is good.

**Requests for Moving Forward:** Tone down the Craig humor. Craig should be an adept BYU-Idaho student. He should be good at one he does, but lacking in knowledge about Excel. Him wasting time playing Minesweeper doesn’t portray a BYU-Idaho student is who excited about his internship and exciting to excel and learn new things.

**Episode 6 – Craig Takes a Test Drive**

**Overall Tone:** Concern about taking out a loan; excitement about a new car; a realistic situation; some Craigish humor (but not too much).

**Link to the Reading:** This is a very rough first draft. <http://emp.byui.edu/romrelld/roughdrafts/week6.html>

**Math Story:** Craig is still on his internship and his car breaks down. He really needs a new one to be able to be get to work. He needs to take out a loan to get a car. Needs to be consistent with this quote from the reading. (Doesn’t need to give all the details, but it needs to be consistent with them).

* Craig needs to get a loan for a new car. The loan is for $5000 with an annual interest rate of 4%. Craig knows he will pay less interest if he finances the car for a shorter time period. But he can only afford to pay up to $100 per month on a car payment. The bank offers 3, 4, 5, 6 or 7 year loans.
* Will learn to create an amortization schedule in Excel.

**Concerns about the Current Script:** The humor is a bit over the top. Don’t like Raving Richard – too exaggerated.

**Requests for Moving Forward:** Tone down the Craig humor and the humor with other characters. Take out the smoking reference.

**Episode 7 – Radiometric Dating**

**Overall Tone**: Adventure; Exploration; Math is Useful; Math Solves problems; As realistic as an animation can be.

**Link to the Reading:** This is a very rough first draft and the context is not correct. This draft was written back when we were trying a murder mystery. That storyline didn’t turn out well and we abandoned it (and we don’t want to go back!). We haven’t written the new story into the week yet. <http://emp.byui.edu/romrelld/roughdrafts/week7.html>

**Math Story:** Radiometric Data. Using mathematical equations for science and other applications. Right now the plan was figuring out how old dinosaur eggs are. That could change. The video needs to set up the story and the question: “How old is this?” It needs to give a reason to care how old something is.

**Concerns about the current script:** The bedtime story idea makes the video disconnected and doesn’t tell a whole story. We do not like the beaver or the ravenous archaeologists. We would prefer a more connected story. Since we haven’t written this one up yet – we have a lot of flexibility on the story and what they are trying to date. But the current script only devotes a total of 5 words to the math problem (“and they could carbon-14 date them!”) We would like the math problem to be a bigger focus of the video.

**Requests for Moving Forward:** Please do not use bedtime stories that jump around between scenes. It is very distracting. Go back to the old script – it has more math in it. If you need to make it a bedtime story – maybe it could be a very short introduction – but not show up throughout the video. But the babies need to be infants for some of our case studies, so bed time stories don’t make a ton of sense.

**Episode 8 – Amadi**

**Overall Tone:** Internships are amazing; Excel is helpful; Excitement for planning for the future; Realistic

**Link to the Reading:** This is a very rough first draft and the context is not correct. <http://emp.byui.edu/romrelld/roughdrafts/week8.html>

**Math Story:** From the reading: Amadi wants to save up enough money to purchase a home in 10 years. He already has $12,000 saved, but he expects the home to cost $50,000 and wants to know how much money he needs to save each month. He thinks he can get about a 1.5% APR on the saving account he wants to open. How much should he save each month?

**Concerns about the current script:** The current script is in pretty good shape. But I think we need to run this one by someone from Ghana and make sure it is an accurate depiction. I’ve had this concern for awhile. We don’t want to represent things inaccurately….Anyone know someone from Ghana?

**Requests for Moving Forward:** Keep current version, but run by someone from Ghana. We can see if we can find someone.

**Episode 9 – Yellowstone**

**Overall Tone:** Adventure; Excitement; Math helps solve problems; As realistic as an animation can be

**Link to the Reading:** This is a really rough first draft and doesn’t have the Yellowstone winter usage case study written yet – but it is coming. <http://emp.byui.edu/romrelld/roughdrafts/week9.html>

**Math Story:** There are two math stories related to Yellowstone in the reading. The lesson is about trendlines.

Story #1: There have been recent changes to the regulations for winter usage in Yellowstone that don’t allow people to bring their own snowmobiles to Yellowstone unless they are the best available technology. That prevents lots of local people from accessing the Park. The case study will look at air quality data with older snowmobiles and with newer snowmobiles.

Story #2: Predicting how long it will be until Old Faithful erupts again. We can use a trendline to make a prediction to within 10 minutes.

**Concerns about Current Script:** It isn’t in winter – so no snowmobiles. The “adventurers always have enough money” line sends a message we are not okay with (in any of the videos). Adventurers usually don’t have enough money for their adventures! One of our goals is to teach, model, and demonstrate good financial planning and goals.

**Requests for Moving Forward:** Go back to the old script.

**Episode 10 – The Amazon**

**Overall Tone:** Adventure; Excitement; Math helps solve problems; As realistic as an animation can be.

**Link to the Reading:** Rough first draft. <http://emp.byui.edu/romrelld/roughdrafts/week10.docx>

**Math Story:** Need to decide between taking a Monster Truck or a Boat. (Could probably change the two modes of transportation, if needed). Keep this info:

* There are TWO SIGNS: one with a picture of a motorboat that says "$60 per day plus $.19 per kilometer fuel fee," one with a picture of a monster truck that says "$37.50 per day plus $.88 per kilometer fuel fee.”

**Concerns about the Current Script:** Again, the bedtime story skips around too much. I’m not a fan of the bedtime stories. I would like them to be separate characters, not connected to Jeff, Amanda, and Craig. Not enough of a continuous story that sets up the math problem. Too much time spend on things other than the math problem.

**Requests for Moving Forward:** Go back to the old script.

**Episode 11 – Immunizations**

**Overall Tone**: Realistic Situation; Concerned parents wanting to make a correct decision; interest in research and statistics.

**Link to the Reading:** Rough first draft. <http://emp.byui.edu/romrelld/roughdrafts/week11.html>

**Math Story:** Jeff and Amanda are trying to decide whether or not to immunize their children. They are concerned by research that says it causes autism. They are looking at research studies and looking at p-values.

**Concerns about the current script:** Immunizations happen when children are younger. So having the children be older doesn’t fit that story line. If time hasn’t passed, they can’t be in a new house.

**Requests for Moving Forward:** Go back to immunization studies and infants (which means their kids are infants). We don’t want them to be in a house. Maybe they could be renting a home and saving to buy one. Other than the content of the studies, the script is in good shape. I really like Lucas’ line at the end: “So if the p-value is good, does that mean the study is definitely right?” I don’t think that was in the old one. Great addition.

**Episode 12 – Confidence Intervals**

**Overall Tone:** Real life family encountering math in daily life; optimistic; happy; upbeat;

**Link to the Reading:** This chapter hasn’t been written yet, but we have an outline. <http://emp.byui.edu/romrelld/week12outline.docx>

**Math Story:** This one has a bunch of phrases and words that we will turn into math in the reading. We want to talk about:

* Amazon ratings – 4.3 out of 5 stars
* Job market – 4% more jobs this year than last year
* They said it would be a week and its only been three days.
* Margin of error discussion – voting example. In a poll, one candidate has 51% of votes and the other 49%. Margin of error is 3%. Talk about how this effectively means it is a tie.

**Concerns about the current script:**  I’m not too concerned about this one. This is probably a good place to tie everyone together. I honestly liked it better when we didn’t know Craig and Amanda were siblings until this video.

**Requests for Moving Forward:** Current script is pretty good. Can we not specify that Craig’s job is a statistician job? He would have been much better at Excel by his internship if he was studying statistics. Let’s just leave it open. Otherwise, this one is good.