



1

**78% of teachers say their students can't think critically**

2

**30% of Americans are so math averse, they'd rather clean a bathroom than solve a math problem.**

3

**Nearly 50% of teachers quit within the first five years of teaching.**

4

  
**KEEP CALM  
BUT HOUSTON  
WE HAVE  
A PROBLEM**

5

You're going to be able to:

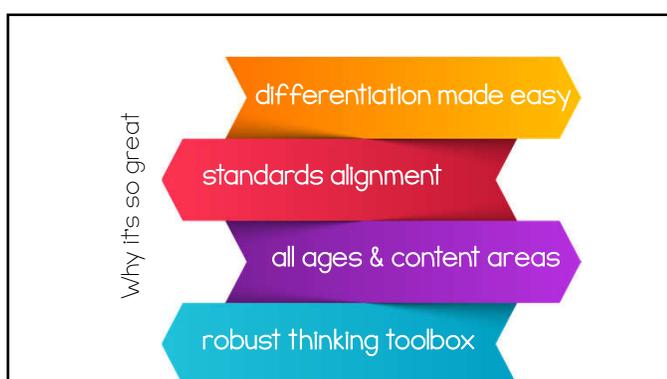
6

- You're going to be able to:
- Understand and explain what it is
  - Know why you might want to use it
  - Recognize the eleven basic elements
  - Implement some activities
  - Introduce it to students

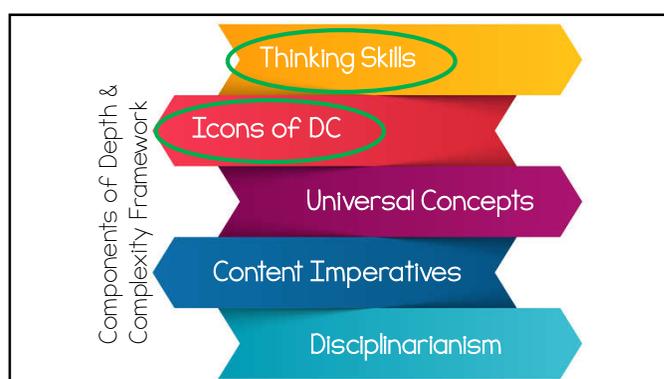
7

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8



9



10

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11

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12

## DEPTH & COMPLEXITY

a **FRAMEWORK** for  
academic exploration

13

## DEPTH & COMPLEXITY

that uses common  
**LANGUAGE** and a set  
of universally agreed-  
upon **ICONS**

14



15

## DEPTH & COMPLEXITY

to guide scholarly  
endeavor **ACROSS**  
content areas, grade  
levels, and standards,

16

## DEPTH & COMPLEXITY

in a way that maximizes  
instructional time &  
saves teachers time &  
effort.

17

## DEPTH & COMPLEXITY

It's way more than  
just pictures.

18



19

**We are not teaching about pictures. We are teaching about thinking.**

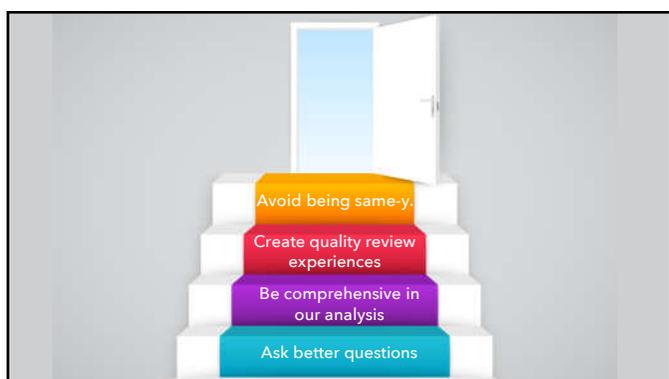
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**We are looking through a lens that pivots .**

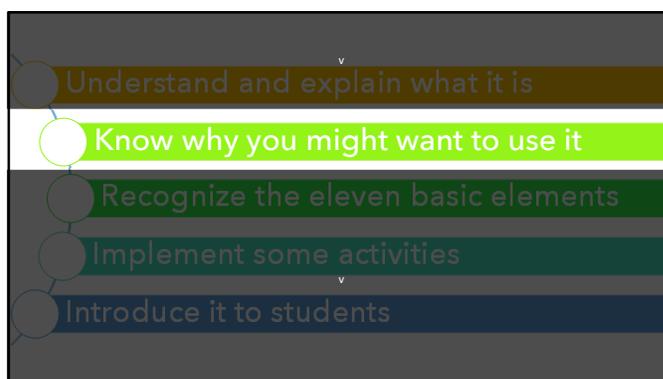
21

If for no other reason, we should use it because it helps us:

22



23



24

- Understand and explain what it is
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25

LANGUAGE OF THE DISCIPLINE



26

What is the specific vocabulary terminology for this content or discipline?

27

What is the specific vocabulary terminology for this content or discipline?

28

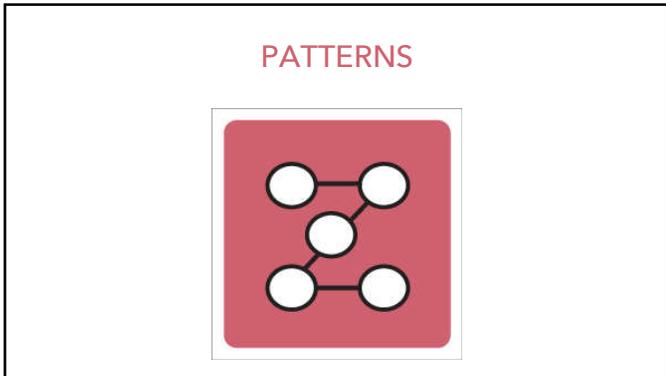
DETAILS



29

What are the features, attributes, factors, or characteristics?

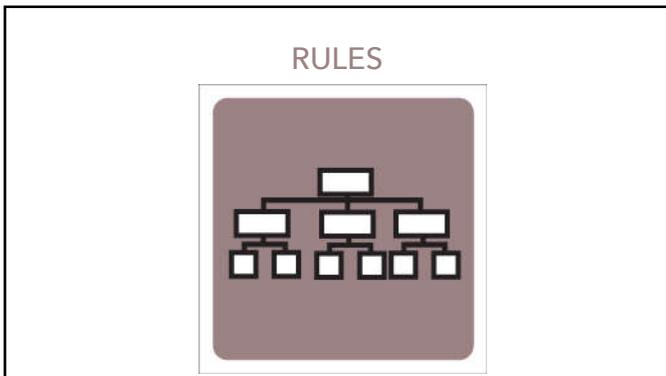
30



31

What elements repeat?  
What is the sequence or order of events?  
What predictions can be made based on past events?

32



33

What are the rules, structures, relationships, or organizational elements?

34



35



36

The general direction in which something is developing or changing

37

Cause and Effect

38

Unanswered Questions

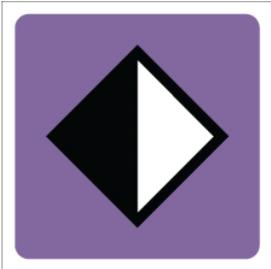


39

What is still uncertain?  
What is unexplained?

40

Ethics



41

values    *What is Right?*  
 fairness    philosophies  
 controversy  
 standards    morals  
 JUSTICE

42

PROS & CONS

43



44

What theory or general statement applies?

What generalizations can be made?

What is the main idea?

45



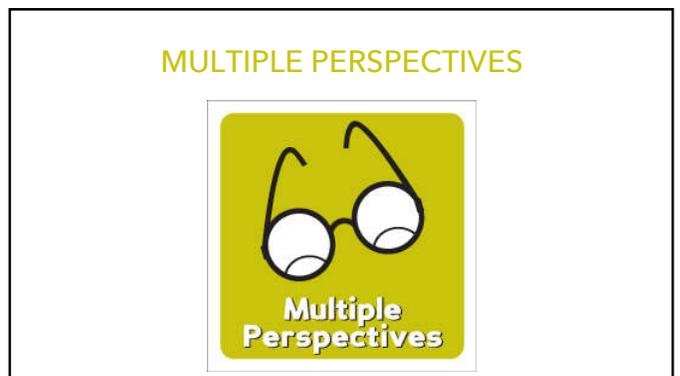
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What can be learned by looking at past, present, and future?

What change is noted?

Where do we see stasis?

47



48

How does point of view affect perception?

How else can we look at this?

49

**Perspective affects interpretation of events, actions, and even facts.**

50

ACROSS DISCIPLINES



51

How do areas of study relate to other subjects within, between, and across disciplines?

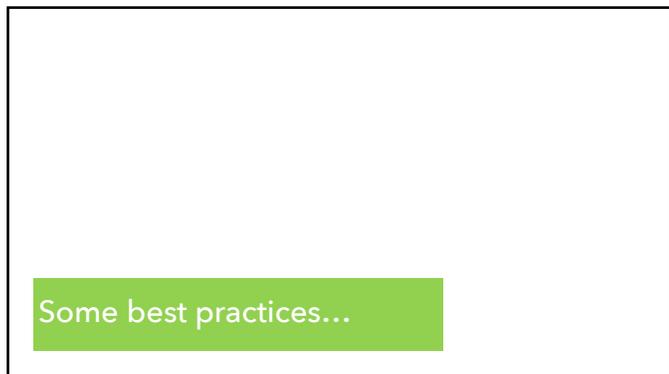
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This is more than just language arts + history.

53

It's also looking across THIS discipline.

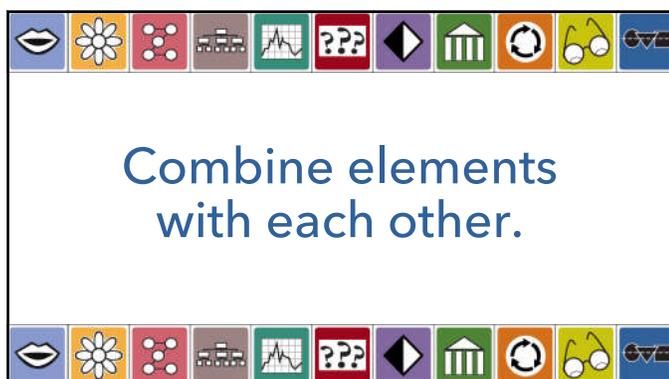
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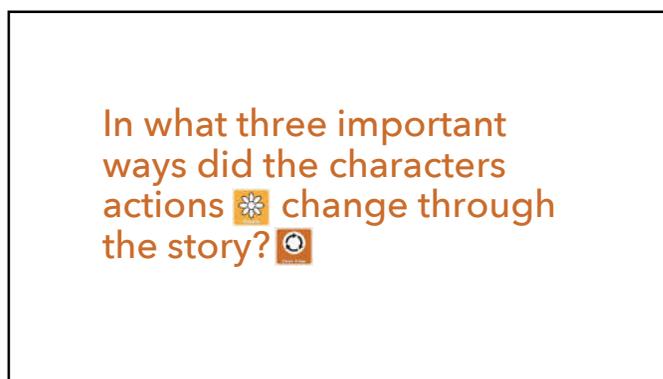
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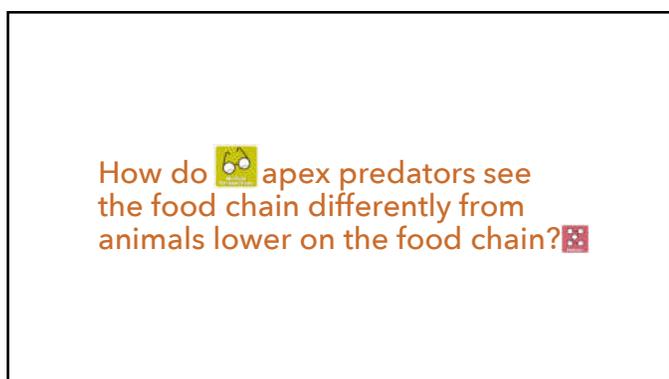
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57



58



59



60

INSTEAD OF: How much would a pound of butter cost if 25% of a of a pound costs \$1.28?

61

DO THIS: Evaluate the  fairness of charging \$5.50 for a pound of butter if 25% of a pound costs \$1.28.

62

INSTEAD OF THIS:  
List four causes of the Civil War.

63

DO THIS: Sketch out a graphic organizer demonstrating how  trends towards industrialization impacted the Civil War .

64

Combine elements with  
a quality product.

65

Because saying, "Create a list..."  
is still just a list.

66

Demonstrate with a photo essay the change in American culture from the Progressive Era through the end of the Vietnam Era.  
 [Which elements do you see here?]

67

Raise the thinking level for GT students.

68

ON LEVEL: Using the hundreds chart, create a game that uses half of the numbers in three columns of the chart.

69

DIFF: Using Wolfram Alfa, create a game that uses numbers from the Fibonacci sequence and the factors of 234.

70

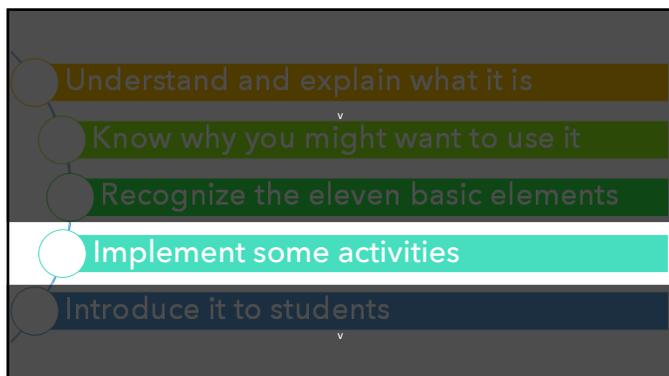
Differentiation is *not* about what they're *doing*.

Differentiation is about what they're *thinking*.

71

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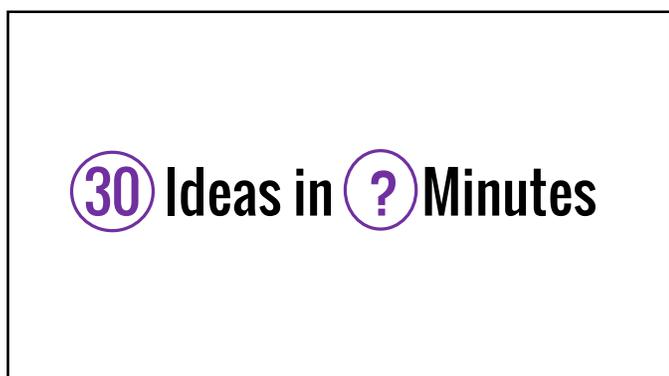
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73



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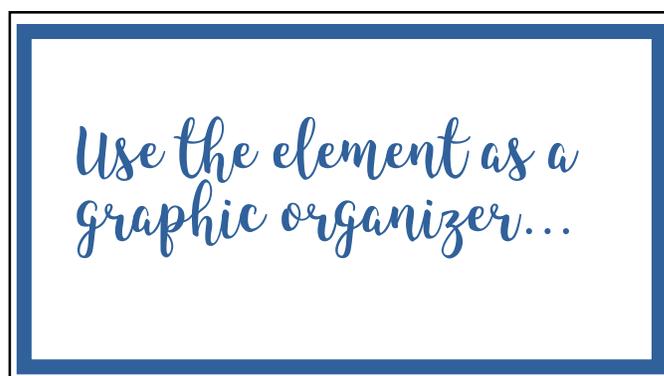
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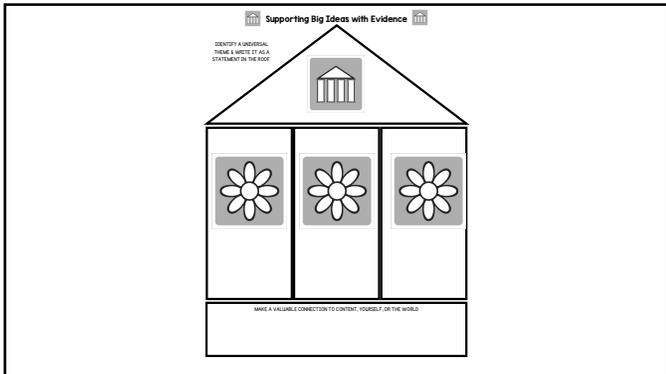
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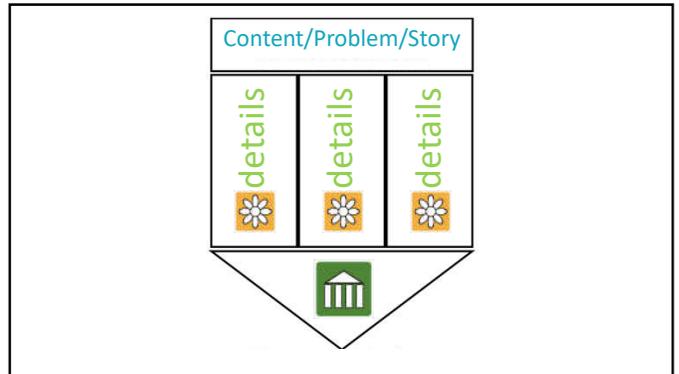
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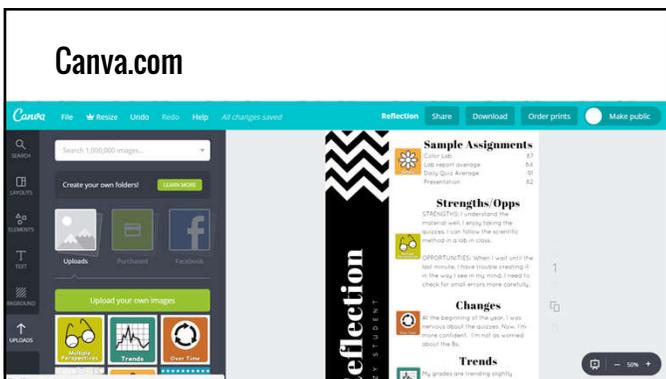
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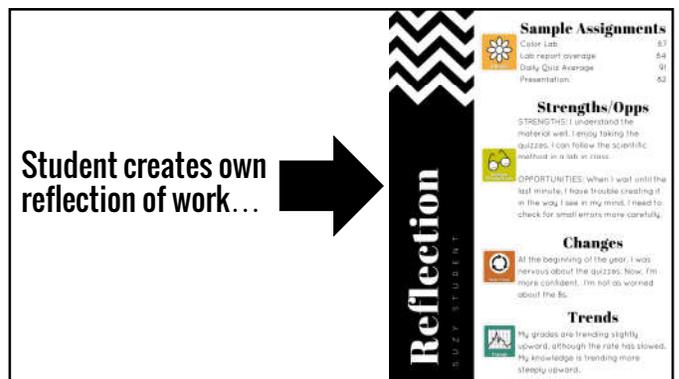
81



82



83



84

# IDEA # 3

85

Write better questions



Over Time



Multiple Perspectives

86

-  How would your teacher last year have explained this?
-  Why would you use this in science?
-  When do you think you'll use this again in your future?
-  Is this more important to a writer or an reader?

87

-  Do you think this will become more or less important to you over time?
-  Why would a test writer think this was worth creating a test question for?
-  How different do you think this is from when your parents learned it?
-  How different do you think you feel about this than your teacher does?

88

6<sup>th</sup> Grade World Cultures: Student Task:  
 Develop **five** questions about the growth of urban societies and changes in societies (due to social class divisions, slavery, divisions of labor between men and women) using at least **four** Depth & Complexity elements.

(add Blooms or DOK or constrict to specific elements for even more direction)













89



1<sup>st</sup> Grade Science:

- What do plants do to spread seeds when there aren't enough birds?
- What would make a bird eat one seed over another?

90

**1st Grade Science:**

- Which do you think came first, ice or water?
- Both plants and animals need water, animals need food, and plants need light. What does water need? Ice?

91

**IDEA # 4**

92

*Goal-setting*

93

Student creates own goals for grading period...

**My Goals Tracker**

My goals for this grading period are

- 1.
- 2.
- 3.

These goals are different from my earlier goals in these ways...

What might influence my performance and work?

- 1.
- 2.
- 3.

Some methods and strategies I will use this grading period include:

- 1.
- 2.
- 3.

The most important thing I need to focus on to achieve my goals is:

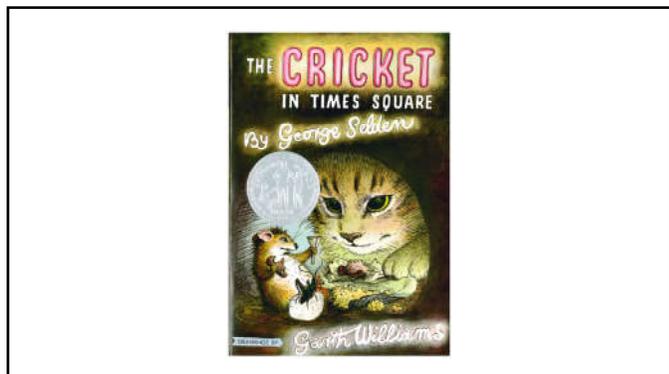
94

**IDEA # 5**

95

*Sociograms with Details*

96



97

List three traits of each character and then show how that character is connected to the character(s) with whom they share connectors.

```

    graph TD
      Chester[Chester] --- TuckerMouse[Tucker Mouse]
      Chester --- HarryCat[Harry Cat]
      TuckerMouse --- MamaBellini[Mama Bellini]
      HarryCat --- MamaBellini
      HarryCat --- MrSmedley[Mr. Smedley]
      MamaBellini --- SaiFong[Sai Fong]
      MrSmedley --- SaiFong
    
```

98

IDEA # 6

99

Move from fluency to mastery

100

 Find the distance between the two points on each number line by counting the number of spaces between the two points.

Number line 1: Points at -4 and 1. Distance is 5 units.

Number line 2: Points at -1 and 4. Distance is 5 units.

101

 Write a rule that explains how to find the distance between a positive integer and a negative integer.

Number line 1: Points at -4 and 1. Distance is 5 units.

Number line 2: Points at -1 and 4. Distance is 5 units.

102

The word "integer" is from the Latin from *in-* "not" + root of *tangere* "to touch." It means "whole" or "untouched."



Why is this a good name for this set of numbers?

103

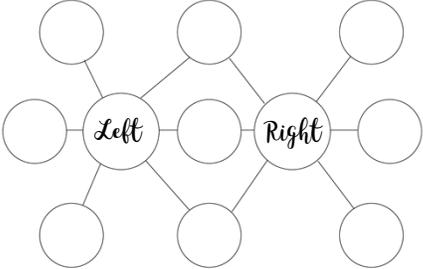
The section of the number line between two numbers is called an "interval." What would be another word that would be a good term for this?



104

Compare & contrast the numbers to the left and right of zero on the number line.



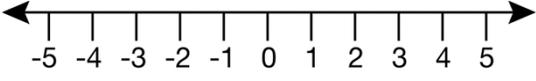
105

What would happen if a number line were not a straight line?



Create a visual representation of real numbers that is not a straight line.

What are the advantages and disadvantages of your representation?



106



What are these except different types of *thinking*?



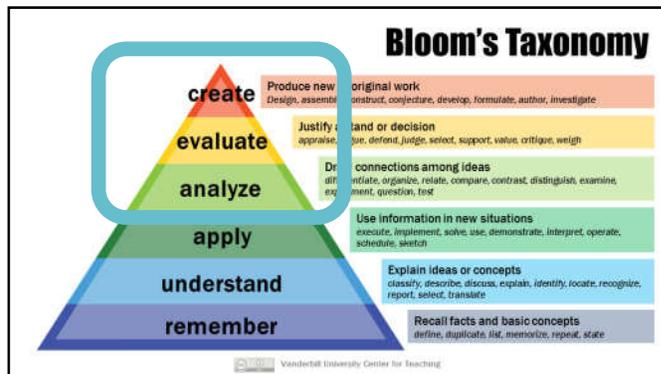
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IDEA # 7

108



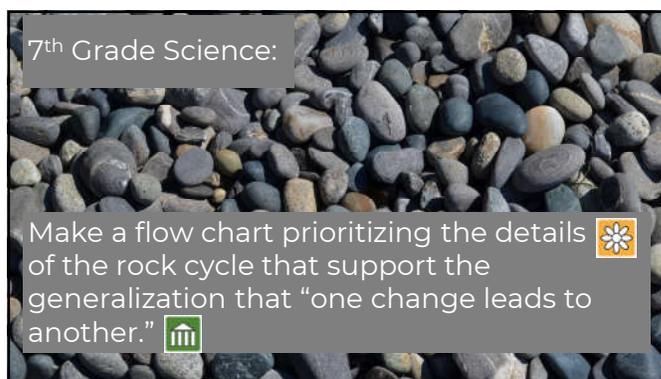
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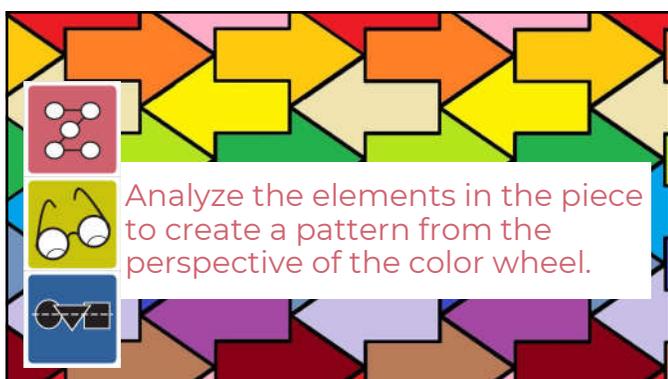
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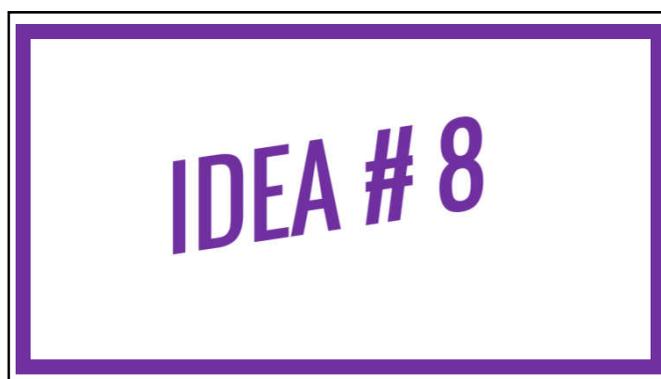
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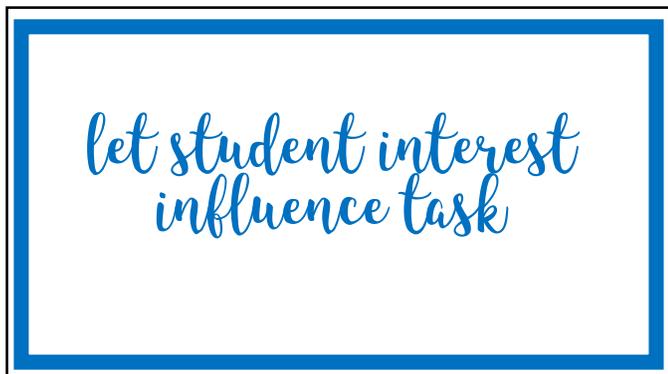
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113



114



115

8<sup>th</sup> Grade US History: American Revolution

An escape room for the math lovers

116

A scavenger hunt for struggling learners

Artsy students create a rebus of the Declaration

117



118



119

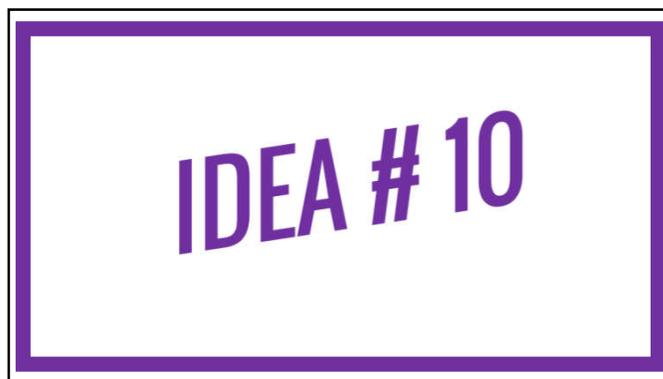


120



Using Depth & Complexity for the poles will increase mental engagement.

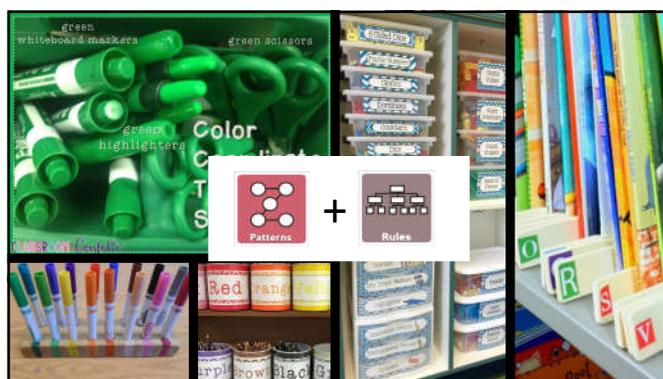
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122



123



124



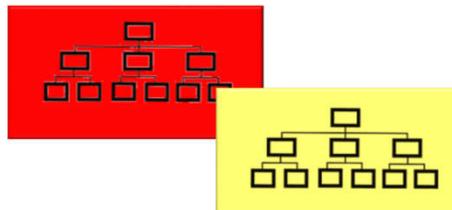
125



126

*classroom  
management*

127



128

Thank you for making a better choice.

You have the power to choose:

1. Talk with me.
2. I talk with a parent.
3. You talk with the principal.

129

**IDEA # 12**

130

*Let's go through the  
whole list o' elements!*

131



Create a linear array of three terms from the water cycle.



132

 Using Screencast-o-Matic, record a tutorial explaining the top ten facts about the water cycle.

SCREENCAST-O-MATIC for Education for Work for Developers Features Plans My Videos

**The original screen recorder**  
 Unlock the power of Screencast-O-Matic's screen recorder for Chromebook, Mac, and PC. Capture any area of your screen. Add audio narration or video from your webcam. Record lectures, tutorials, demos, games and more!

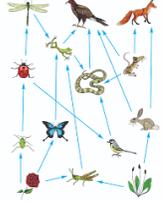
[Get FREE screen recorder](#)

Upgrade to Deluxe for only \$1.50/mo to unlock the video editor.



133

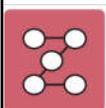
 Compare a Big Idea of the water cycle to a Big Idea of the food web. Present your findings in an infomercial.

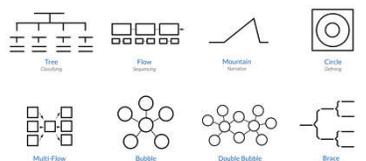


VS.



134

 Using the Thinking Map of your choice, illustrate the water cycle. Explain why you chose the Thinking Map you did.




135

 Follow the water cycle over the course of two days in this demonstration.



136

 Using Sutori.com, create a timeline showing the changing understanding of the water cycle. Include the views of Bernard Palissy, Leonardo da Vinci, and at least one ancient text.

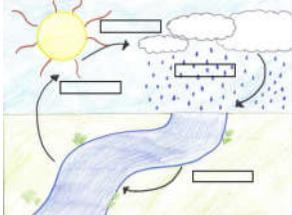
Sutori Teachers Institutions Business Pricing More - Log in [Sign up](#)

**Presentations for the classroom in a unique timeline format**

School projects and assignments have never been this fun.

137

 Give them the water cycle out of order and have them correct it.



138



Write two cinquain poems about the water cycle, one from the perspective of a water droplet and one from the perspective of groundwater.

raindrop  
 bun~shape droplet  
 falling, splashing, soaking  
 bringing green, vibrant life  
 precipitation

139



Investigate quality resources, then create a graphic describing the trend in the amount of water on the Earth.

140



How many kinds of ice are there?

Why do some bodies of water get polluted while others don't?

Which is more valuable to animals, a river or a lake?

141



Is it fair to interfere with the water cycle by building dams, even though they often provide a clean energy source?

142

**IDEA # 13**

143

*self-differentiate  
 math*

144

6 8 16  
2 =  
7 4 9



145

6 8 16  
2 =  
7 4 9

Annotations:  
 - 6 to 2:  $-4 =$   
 - 8 to 2:  $-6 =$   
 - 7 to 2:  $+8 =$   
 - 4 to 2:  $+7.5 =$   
 - 16 to 2:  $\div 8 =$



146

IDEA # 14

147

strengthen existing resources

148

**What I used to do**

**-am Tam Likes Jam** 

Tam likes jam.  
 Tam likes ham.  
 She likes to eat jam and ham.  
 Here, Tam, get some jam.  
 Here, Tam, get some ham.  
 Do you like yams?  
 No, Tam likes jam and ham.

1. Tam likes \_\_\_\_\_.  
 buns  
 eggs  
 jam

2. Does Tam like yams?  
 yes  
 no

3. Tam likes \_\_\_\_\_.  
 eggs  
 ham  
 buns

4. Who likes jam?  
 \_\_\_\_\_  
 \_\_\_\_\_

149

**Result**

M	O	E	P	S	X	U	B	K	Z	N	G	A
J	R	D	I	Q	W	F	C	Y	L	H	V	T
m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t
m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t
th	sh	ch	ow	oo	ing	or	oy	oy				
mom	dad	dog	rat	cut	pet	fin						
ham	sad	vet	win	nod	cut	job						

150

### What I do now

"We're learning the -am pattern."

"How does Tam feel about yams?"

"What kind of jam do you think is Tam's favorite?"

151

**Note:** We need this level, but we **cannot stay** there.

When they can't read or write responses to the high level questions, **record** your questions & let them record their answers.

152

### Result [track differences]

Identify letters												
M	O	E	P	S	X	U	B	K	Z	N	G	A
J	R	D	I	Q	W	F	C	Y	L	H	V	T
m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t
Letter sounds												
m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t
th	sh	ch	ow	oo	ing	or	oy	oy				
Reading words												
mom	dad	dog	rat	cut	pet	fin						
hem	sad	vet	win	nod	cub	job						

153

# IDEA # 15

154

155

Be generous

156

**Store your stuff.**

Choose the right Dropbox for you



For individuals		For teams	
Plus	Professional	Standard	Advanced
<a href="#">Get started</a>	<a href="#">Get started</a>	<a href="#">Try for free</a> <small>or purchase now</small>	<a href="#">Try for free</a> <small>or purchase now</small>

157

**And then share it.**

bitly LINK MANAGEMENT ENTERPRISE RESOURCES BLOG LOGIN SIGN UP GET ENTERPRISE

**HARNESS EVERY CLICK, TAP AND SWIPE.**  
Brand, track and optimize every touchpoint with Bitly, the world's leading link management platform. [Learn More →](#)

Paste a link to shorten it:  [SHORTEN](#)

158

Want to really get into it? Share with the socials.



159

**IDEA # 16**

160

*find a friend*



**Across Disciplines**

161



Who would be open to collaboration?

162



163



164



165



166



167

**The Allegorical Meaning of Animals**  
 See if you can determine the commonly accepted allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Pig	
Fox	
Owl	

**HAND OUT** the worksheet *The Allegorical Meaning of Animals* and instruct students to work through it in pairs, filling it in as comprehensively as possible.

**FEEDBACK** and discuss what the students have decided for the animals. Some might have slightly different answers – this doesn't matter, as long as they all identify that there are human qualities often ascribed to animals (*dog – loyalty, lion – bravery, owl – wisdom* etc.).

Wolf	
Chicken	
Dog	
Eagle	
Can you think of any others?	
Can you think of any others?	

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168

**The Allegorical Meaning of Animals**  
See if you can determine the primary, secondary, allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Dog	
Fox	
Owl	
Bird	
Cow	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	

Can you identify any animals? Can you identify any animals?

**Sort the animals into three categories based on what you think they mean.**



169

**The Allegorical Meaning of Animals**  
See if you can determine the primary, secondary, allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Dog	
Fox	
Owl	
Bird	
Cow	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	

Can you identify any animals? Can you identify any animals?

**Is it fair to say that the donkey means...?**



**What would have to happen or change to make the wolf more dog-like?**



170

**IDEA # 18**

171

*combine with graphic organizers*

172

**I like Thinking Maps™. A lot.**

Learning Skill	Element(s)	Thinking Map
Main Idea		
Details		
Sequence		
Cause and Effect		
Compare/Contrast		
Making Predictions		
Meaning in Context		
Fact v. Opinion/ Fiction v. Nonfiction/ Fantasy v. Reality		
Making Inferences		
Author Purpose		
Figurative Language/ Literary Devices		

173

**Pick a character from the story.**

**Identify four traits of that character.**

For **two** of the traits, list **two** consequences of that trait. If the consequence is positive, put a + sign next to it.

 {   
  
  
 } {

174

Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?

---

175

Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?

---

176

Think of four reasons George Washington should have been a king instead of the president. Then, on the **other** side, think of four future consequences that would have happened if he had become a king.

177

Is it fair for one person to be the king or queen for life? Why would it be better or worse to take turns?

---

178

Is it possible for a truly free people to have a king or queen? If not, is England really free? Would the English agree they are less free?

---

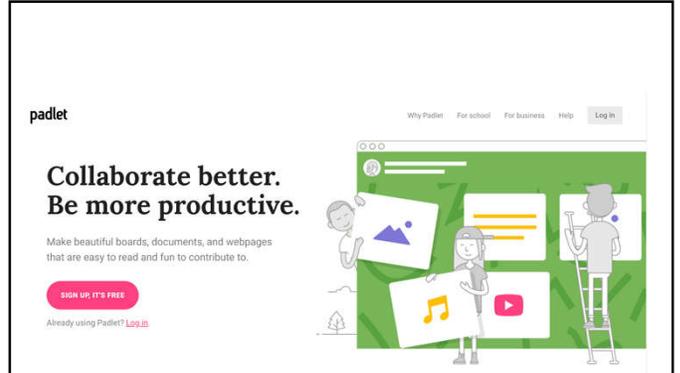
179

IDEA # 19

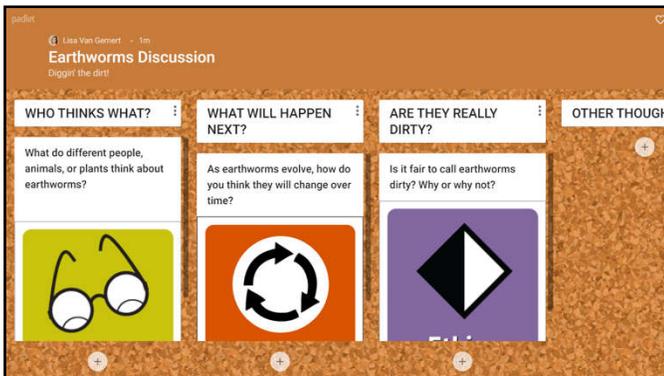
180



181



182



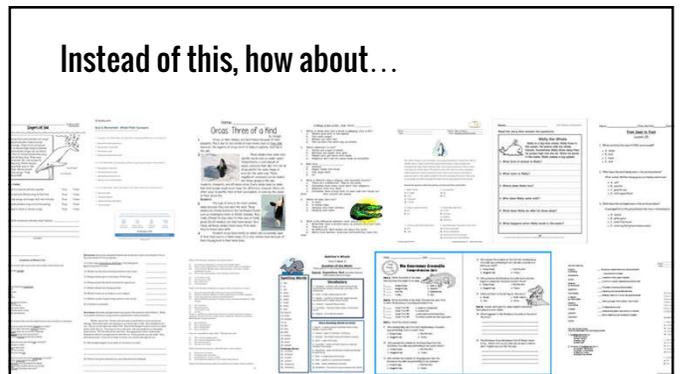
183



184



185



186

What would happen if you moved the blue whale up one level in the food chain?

What animal is the closest land animal to the blue whale in size AND personality?

What do you think is a blue whale's favorite number and why?

Why is it a good idea or not for one animal to be so much bigger than the other animals in the ocean?

187

IDEA # 21

188

better than KWL

189

Go to [www.menti.com](http://www.menti.com) and use the code 24 80 78

Which thing in the picture is the most important thing to Bud?

Unanswered Questions

190

Go to [www.menti.com](http://www.menti.com) and use the code 24 80 78

Which thing in the picture is the most important thing to Bud?

Option 1 Option 2 Option 3

191

IDEA # 22

192

Making it easier for  
absent students to  
catch up

193

The *problem*(s):

- Absent students often didn't complete the make-up work.
- Students said they didn't do the make-up work because they "didn't understand it."

194

The *solution*!

195

Use it with screencasting for when kids are absent...it clues in on thinking, not just doing!

Snagit

Screen Capture & Screen Recording Made Easy

BUY NOW

Compatible with Windows and Mac

Capture

Newly  
Redesigned  
Snagit  
2018

196



197

IDEA # 23

198

use with hyperdocs

199

**Hyperdocs**

<b>Engage</b>	
 Click on the image How wolves change rivers	Discuss with a partner: What observations can you make from this?  Patterns  Over Time
<b>Explore/Explain</b>	
<b>What is a watershed?</b> 	What is a watershed? In your own words write the definition of watershed:  Language Discipline
<b>Watershed Model 1</b>	List the parts of watershed List at least 4 human factors that affect watershed

by Halina HC2465@gmail.com

200

**Apply**

<b>Make your own watershed</b> 	<b>Hands on Activity:</b> Please gather: one sheet of paper, green, yellow, blue and brown crayola markers  For teachers only, this is a link to the directions for the activity and, please remove the link when creating student copy
 <a href="#">Google maps</a>	Copy the map (on the left) and create your own interactive watershed map.  <b>Tools</b>  Across Disciplines  Rules Mark and label on the map: <ul style="list-style-type: none"> <li>our school</li> </ul>

201

**HyperDocs**

Home About Resources Learn More Teachers Give Teachers

The Art of teaching with HyperDocs: Student Centered Lessons that Inspire Curiosity and Creativity

Submitted by Kelly Wilson on Sat, 01/11/2018 - 12:34

Connect  


The HyperDoc Girls  


202

IDEA # 24

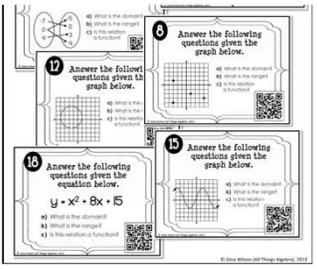
203

give lots of different kinds of practice

204

First: Task Cards



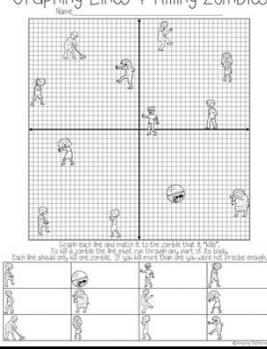


205

Graphing Lines & Killing Zombies

First: Graphing Lines & Killing Zombies

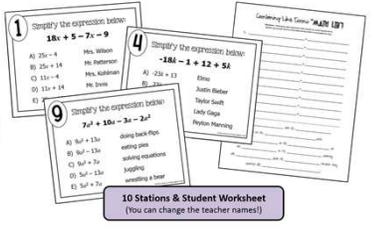




206

Next: Mad Libs!





207

An important way to check if you've given multiple, different possible ways to arrive at the skill or content mastery is to evaluate

*how many lenses of the framework*

you've used.

208

IDEA # 25

209

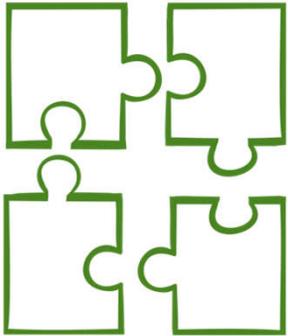
*diversifying an activity*

210

What are the three basic ways animals get food in the food chain?

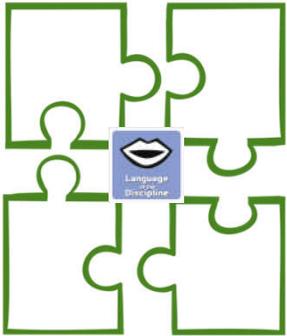



List them in a puzzle piece.



211

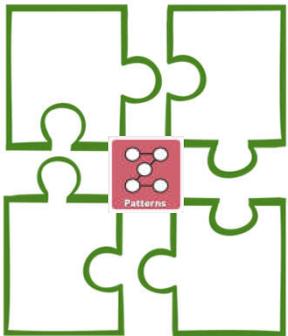
Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.

212

Create a food pyramid of specific animals with five tropic levels.

List the animals in order on a puzzle piece, apex predator on top.

213

On the last puzzle piece, you may choose to do any of the following:



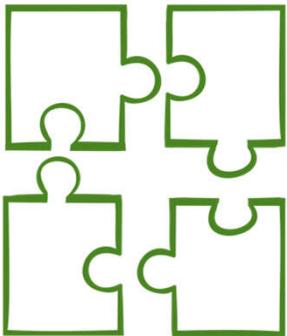
Write an epitaph for the grave of a decomposer.



Describe what would happen to your food chain if your apex predator became extinct.



Investigate & share your findings on which is more vulnerable to climate change, producers or consumers?



214

**IDEA # 26**

215

*making choice menus stronger*

216

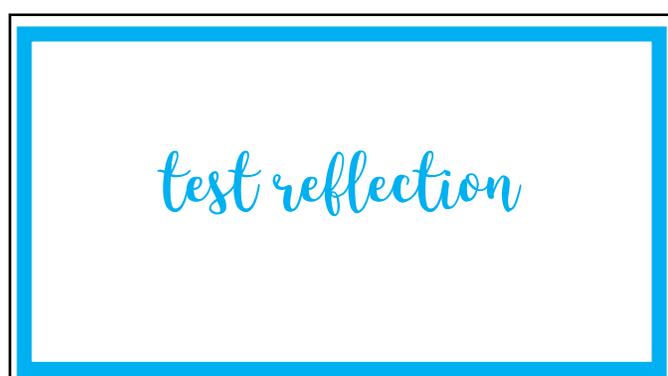
**menus!**

<p>Draw a triangular prism. Label how many faces, edges, and vertices it has.</p>  	<p>Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle &amp; why?</p> 	<p>Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.</p> 
<p>Create a riddle involving a hexagon.</p> 	<p>Following the naming convention, name the polygons with 65, 47, and 82 sides.</p> 	<p>Why should/should not monogons and/or digons be recognized as polygons?</p> 
<p>Draw three non-examples of a polygon.</p> 	<p>Describe the connection between polygons and honeybees or lava.</p> 	<p>Create a t-chart naming five shapes and their number of vertices.</p>  

217



218



219

**Ian's Idea:**






**Reflecting With Depth and Complexity**

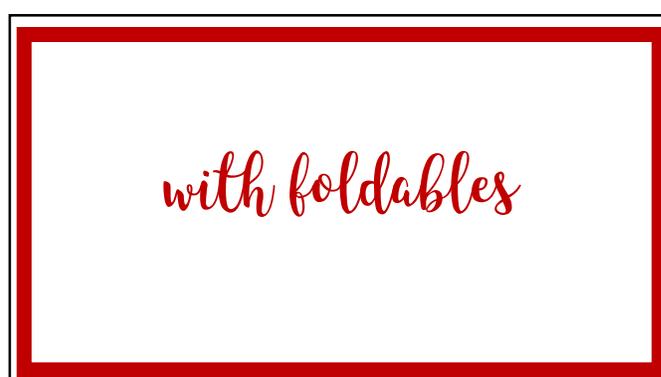
Do you ask your students to look back at their work and reflect on their progress? If so, are you integrating the tools of depth and complexity into these reflections?

- Ask students to *examine the change over time* in their scores.
- Tell students to *look for patterns* in the type of questions missed.
- Encourage them to notice if they simply *misunderstood a rule*.
- Perhaps students need to *notice a recent trend* in their work.

220



221

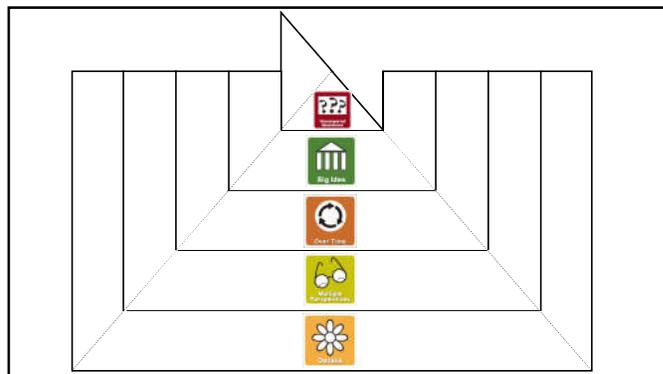


222

Use it to organize foldables for interactive notebooks!



223



224

IDEA # 29

225

communicate with parents

226

**MRS. VAN GEMERT**  
STUDENT UPDATE

**SKILL STRENGTHS**

- math fundamentals
- social sciences
- reference
- learning to write

**SKILL OPPORTUNITIES**

- long-hand writing
- learning to write
- story problems

**FAVORITE QUOTE**

"I work at school in general because I can learn how to make and make. Like that can. Get it? Fruit salad?"

**CONTACT ME**

© 2017-2018 2019  
E: tangp@msd.k12.ca

**STUDENT**

This is where you share specific about the student in being - grades on big projects, any ongoing work.

**STUDENT**

Jane has really improved in the end of school ...

**STUDENT**

and on and on ...

**STUDENT**

and in general are thinking pretty ahead. The social skills and thinking ahead. Particularly, with particular strengths in the patience with others.

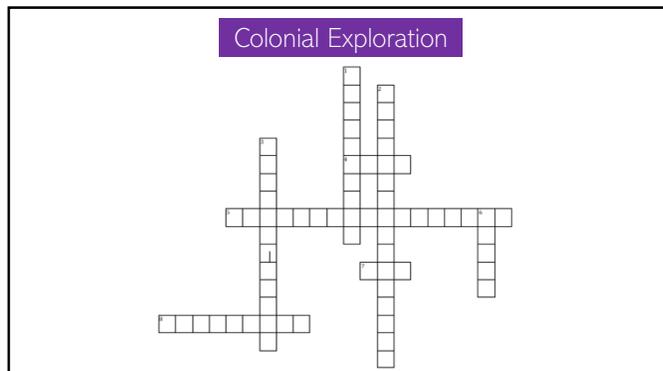
227

IDEA # 30

228



229



230

Across	Down
<ul style="list-style-type: none"> <li>4. monetary motivation for exploration</li> <li>5. the transfer of plants, animals, culture, and humans and the transfer of disease and invasive species</li> <li>7. religious motivation for exploration</li> <li>8. founded in 1607</li> </ul>	<ul style="list-style-type: none"> <li>1. slave trade - movement of slaves, crops, and goods among European, East African, and colonial ports</li> <li>2. 1620 beginning of self-governance by the colonists</li> <li>3. of 1763 forbade settlement west of the Appalachians</li> <li>6. fame and international recognition motivation for exploration</li> </ul>

231

- Understand and explain what it is
- Know why you might want to use it
- Recognize the eleven basic elements
- Implement some activities**
- Introduce it to students

232

- Understand and explain what it is
- Know why you might want to use it
- Recognize the eleven basic elements
- Implement some activities
- Introduce it to students**

233

**We are surrounded by symbols.**

234

### SYMBOLS:

- share information
- create expectation
- give a common vocabulary
- tell us what to do/not do
- can change meaning

235



236

### Think of a Symbol.

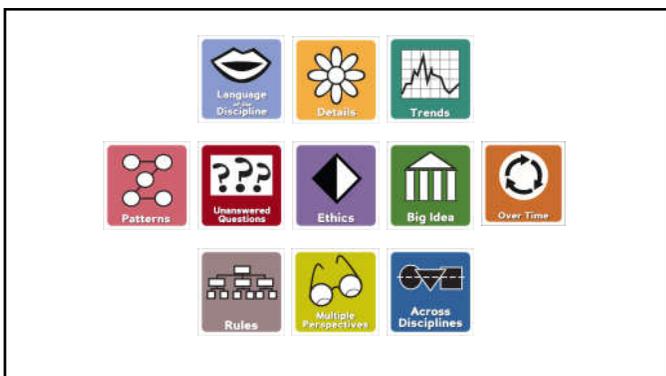
Criteria:

- easily recognizable
- emotion level  $\geq 6$
- be able to describe its effect (create expectation; convey info, etc.)

237

We're going to use a particular set of **11** symbols to help us engage with our learning.

238



239

### And they will...

- share information
- create expectation
- give common vocabulary
- tell us what to do/not do
- change meaning

240



241

What makes you you?



- family
- hobbies
- profession
- physical features
- education
- personal history
- seen/unseen

242



243

Details



- characteristics
- unique features
- essential nature
- data
- specifics
- parts

244

Details



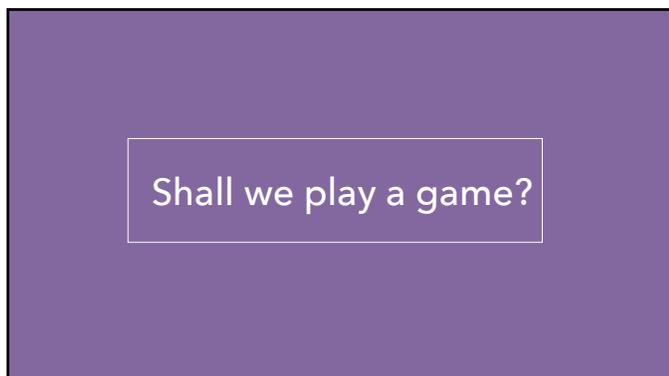
- characteristics
- unique features
- essential nature
- data
- specifics
- parts



245



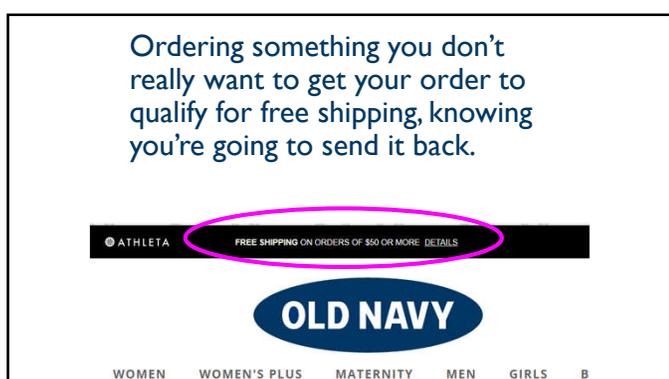
246



247



248



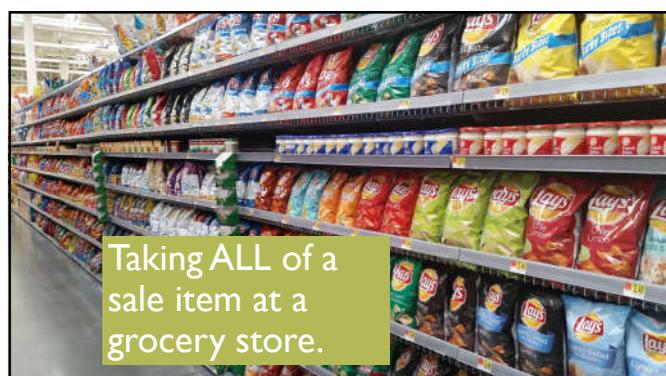
249



250



251



252



Calling in sick, and not leaving any directions for a sub.

253



Using your neighbor's unsecured wifi.

254



Turn in a friend who is breaking the law.

255



Turn in a friend who is breaking the law in a way that harms another friend.

256



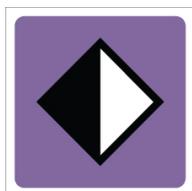
wear for a special occasion, and leaving the tag on so you can return it after the event.

257



258

Ethics



259

Move from known content to unknown, rather than new element + new content.

260

Introduce **EITHER** new content or a new element, not both.

261

Onboard students to each element.



262

Avoid marching students through a bunch of elements.

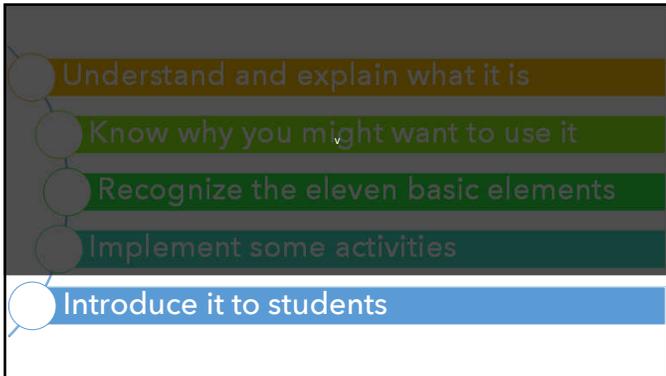


263

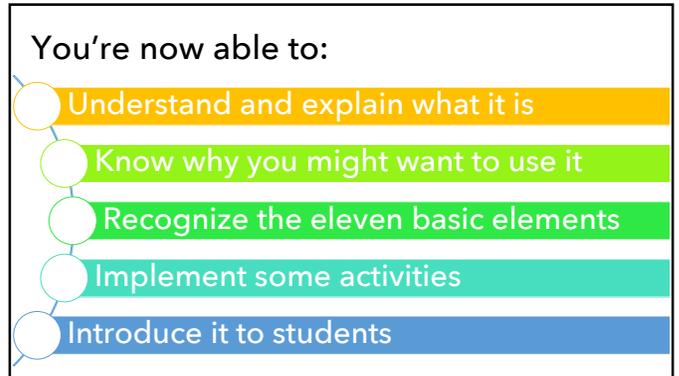
Intro s-l-o-w-l-y and deeply.



264



265



266