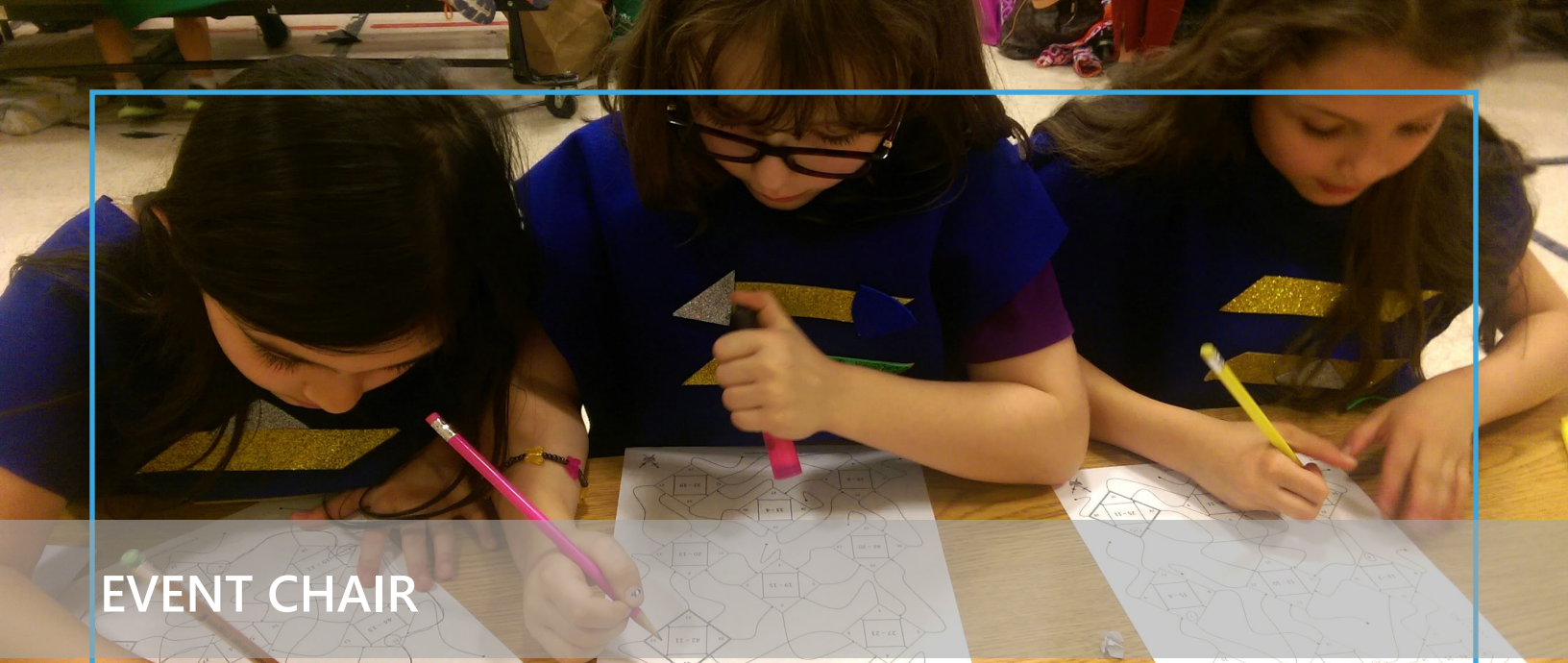


MATH ADVENTURE KIT

Star Base
Alpha

Event Chair / Lead



EVENT CHAIR

The event lead is the role that ties everything else together. There is plenty to do before and during the event, plus tasks that otherwise fall through the cracks are often captured here.

This is a critical role, but it's also a fun one. You're close to every aspect of the event, and you effect important change at every level.

This chapter is divided into 3 sections:

Section 1: The weeks and months ahead of the event

Section 2: The week prior to the event; and

Section 3: The main event.

At the end, you'll find additional resources:

- A facility planning guide
- Event Planning & Main Event Checklists
- Agendas for meetings
- A sample kick-off speech for the event



SECTION 1 - The Weeks And Months Ahead Of The Event

ADVANCE PLANNING

The advance planning needs to start at least 2-3 months before your main event. Even setting aside the committee work, it usually takes 2 months just to get the word out to the community, and register all the teams. Giving yourself even more time, especially the first time you host an event, is strongly recommended.

1. GATHERING SCHOOL SUPPORT

In the last 10+ years of doing these kinds of events in the Seattle area, we've had a lot of experience selling the idea to various stakeholders – principals, teachers, PTAs, and general school communities. Rather than put that information in the kit, we've added it to our website, since we're guessing that you might have already done that step.

But – if you haven't, we're here for you! Please visit www.mathnightadventures.com/sellingtheidea.

2. TIMELINE

To ensure the most community support and involvement, we recommend choosing a Friday evening, or whichever night is traditional for evening activities at your school. Pick one that is far from a holiday or vacation week.

Also, choose a date where the entire school can be booked, so that you have full access to all areas of the school, and you're not conflicting with other activities that might draw resources - or students and parents - away from this Math Night.

FALL, WINTER, OR SPRING?

We've found that having a Math Adventure in winter or spring is easiest, given the ramp-up time required. But it's really up to you and your event calendar - and your team - to determine what's right for your school community.

We also know that math levels change through the school year, so we include two puzzle levels per grade in the puzzle kit. If you want to do a fall or winter event, use the easier one (A). If your event is in the spring, use the harder one (B), which by then will be just right.

Some schools host two events each year. One in the late fall, and another in the spring. The spring event is not necessarily a repeat; it could use a different kit, with a fresh story and different puzzles.



SECTION 1 - The Weeks And Months Ahead Of The Event

HOW FAR IN ADVANCE SHOULD YOU START?

If this is your first Math Night, we recommend starting 3 months in advance. While we recommend 3 months lead time, you can absolutely turn this around sooner – in as little as 4-6 weeks – but with less lead time, you may find it more difficult to secure students and parent volunteers. That being said, it's been done, and anything is possible with the right organizers!

Depending on how your school plans events, you might need to attend your PTA's board meeting or general session, and propose the idea there – or work with your school's principal to propose the idea to her or him, and then bring that to the PTA. Below, we provide checklists, event time lines, and complete instructions on how to build out the milestones, event staff, the marketing, and the community support you'll need to have this event at your school. We want to help you make this as easy as possible.

3. RECRUIT A COMMITTEE

How many helpers will you need, and how should you sign them up? Three groups of volunteers are needed to host a Math Adventure.

- A preparation committee, to secure the facilities, acquire the props, register the teams, and print the puzzles.
- Station leads at the event, who know the story, and the event flow, and can teach others.
- Lots of parents at the event, to coach teams and act in roles.

For the smallest event, one or two people can carry off the first two categories by themselves. However, once your event grows to even 6 or 8 teams, you'll want some help. For larger events, you'll want 5 people to lead the 5 stations at the event. Those same 5 people might also be your preparation committee, or maybe that's a different group.

Regardless of your staff size as you plan and lead the event, you'll need a lot of volunteers at the event itself. A rule of thumb is 2 staff for every 4 students - one to coach/chaperone a team, and the other to act or otherwise facilitate the theatrics. Volunteers can come from the team's parents or from community volunteers (like a local high school drama club).

Each role in the preparation committee and station leads is detailed in the remaining chapters of this kit. The coaches and actors have scripts and online training they can read to prepare. Ideally you'll also host a prep night to help everyone with any remaining questions.

SECTION 1 - The Weeks And Months Ahead Of The Event

4. FUNDING MODEL

We have provided estimates on costs in the accounting portion of this kit, however all told the event should cost around \$6-\$8 per child (not including the cost of this kit). That assumes that you use our guidelines for purchasing.

Now you need to decide where your funds will come from. The most straight-forward options include either charging an entry fee or ticket per child, or making it free for everyone by paying for it out of a PTA budget, or some hybrid of the two. A higher entry-fee could pay for extras like a group pizza dinner, or even hired actors! Another model could raise funds, if the entry fee is significantly higher than the materials cost.

The decision of what funding model to use will likely be made jointly by you and your PTA board, and take into account the financial realities of your community. Hopefully, your PTA also has a program for financial need scholarships, so that the neediest members of your community can also participate.

5. RESERVING THE FACILITY

This is a big event, that requires a lot of space around the school, including classrooms. Every school has its own culture and unwritten rules about using classrooms for evening events. Navigating those rules usually requires having the principal, or at least the school's office manager on board and excited.

Consider doing a walk-through of the storyline, either in person in the school halls, or in front of a school map, to plot out the best areas to use. Each story is different, so consult the Facility Planning Guide in this story's online resources. But here is a broad outline:

EVENT TIME

Our most common time line is:

- Start setting up: 4:30 pm
- Event time: 5:30 to 8:00 pm
- Finish clean-up by: 8:30 pm

Each school has its own tradition for event times, so you can shift earlier or later as needed.

Assuming that the school janitor is around until 9pm, this leaves a small grace period, assuming you are cleaning up most of your own mess. There is a chance, if your event times or mess left behind mean the janitor needs to stay late and work overtime, that your committee will be on the hook for that expense.

SPACE NEEDED

During the adventure, the students travel back and forth between a puzzle solving area, and four theatric stations.



SECTION 1 - The Weeks And Months Ahead Of The Event

Puzzle Solving Area: A large, central space with tables. Typically, this is the Cafeteria/Multi-Purpose Room. The event will start here. If this is an evening event, encourage coaches to bring dinner for their team. Each team will need table space where they eat dinner, then solve their puzzles over the course of the evening. Plan for each team to have 6 members: usually four students and one or two parent coaches. Cafeterias with large tables can often fit two teams on one big fold-down table.

Stage: If there is a stage connected to the puzzle solving area, use it for the opening skit, and then again at the end for the wrap-up activity. If there is no stage, set aside a corner of the open space, away from the main exits.

Theatric stations: The students will visit 4 different theatric activities. These are best located in classrooms, or the library. Backup location ideas would be an auxiliary gym, or even in hallways.

Most stories have some sort of dramatic reveal. As such, the advantage to using classrooms is that one team can be let in at a time, and can get the focused attention of the actors inside. Waiting teams don't see any spoilers. Libraries can also work well, because there are enough nooks and crannies to allow students in one part of the library to not watch others.

Ideally, pick 4 different areas of the school, so that teams traveling from the puzzle solving area to one station won't pass immediately in front of another station. This is not so much to avoid spoilers as it is to reduce confusion about where they are actually heading. Teams that have solved one puzzle, but then accidentally arrive at an unrelated theatric station, will have a confusing time straightening things out.

Scaling up for larger events: Events with 12-15 teams signed up will start to experience bottlenecks. To relieve those, you'll want more than one of each station. Use several rooms near each as parallel instances of the same theatric station. 2 rooms per station can handle up to about 30 teams; 3 rooms works up to about 50 teams, and then 4 rooms beyond that. If your event becomes so large that even 4 rooms can't handle the load, consider holding the event twice, so that each event is a reasonable size. While you could add a 5th or 6th room, the hallways themselves become clogged.

If you anticipate an event whose capacity is larger than your main solving area (usually the cafeteria) can support, consider using the gym or library as a second solving area. The library likely has the benefit of existing tables and chairs, but the disadvantage that food will be unwelcome. In many schools, the gym and cafeteria are immediately adjacent to each other, so this is probably easier. Hopefully, the district or an outside contractor can supply tables and chairs.

Reservation of space: Once you have agreed on a plan with the principal or office manager, submit a Facility Use Permit to the school district as soon as possible. The office manager may be able to help you. Other events, such as basketball practice, might need to be pre-empted for space or logistics, so the earlier, the better.



SECTION 2 - The Week Prior To The Event

6. PARENT INFORMATION NIGHT

To help parents understand what this math night is, and to drum up awareness and excitement, consider offering an information night. This hour-long evening meeting (agenda below) should be open to both parents and children. Have the parents sit in front, so they can hear you. Have children sit in back or to the side; they can bring a book to read, or you can print out some sample puzzles for them.

The message to the parents boils down to two main points: First, this event is not competitive. Everyone is there to have a lot of fun. Everyone will be able to complete the story, so everyone is a winner. And second, parent volunteers are a necessary part of the event's success. As many parents as possible should come help out. They will have fun too!

For students that come, offer them sample puzzles that they can solve. There are a number of them in the online resources. Print out a few from various difficulty levels. If possible, recruit a second staff member who can coach the kids on how to solve the puzzles, while you are addressing the parents. Of course, some parents may want to solve the puzzles too.

No matter how long you've spent in the advanced planning stage, the last week before the adventure will benefit from a regular cadence.

7. PARENT PREP NIGHT

3-7 days before the event, invite all the parents (but not the students) to come to a one-hour event, where they get to see a preview of the adventure. Traditionally, we hold these on the Monday leading up to a Friday event.

Team coaches can solve demo versions of the puzzles. Have parents team up, so they see how students working in parallel combine their answers to resolve the full answer. Understanding the way the puzzles work is crucial to giving them confidence to help their students.

Actors get to preview the roles, and pick one. They then get to coordinate with the station leads to plan on costumes and the like.

After the prep night, point any parents that couldn't attend to the online training videos. Coaches in particular can get a lot from watching the videos on each puzzle. They're not as good as solving them in person, but much better than nothing.

A full agenda script can be found below. The online resources also include email templates, both to invite parents to come to this prep night, and also to send afterwards, pointing to the training resources, for any that missed it.

SECTION 2 - The Week Prior To The Event

8. PACKING

You could rely on each other member of your committee to bring their respective packets, to be distributed at the start of set-up. But you will likely sleep better if it's all gathered in one place, and divided into boxes to go to each station.

A full list of props, and copies of scripts, are available in the online resources. On the next page, you'll find an overview.

WHAT TO PACK FOR THE MAIN EVENT:

Puzzle solving area:

- Table assignments
- Table numbers and masking tape
- Props for the opening-skit
- The starting puzzle for each team, sorted by table number
- Extra puzzles, for teams that want to change levels
- Answer cheat-sheets for mentors
- Materials, including giveaways, for the wrap-up activity
- Extra math supplies: pencils, paper, scissors, rulers, pencil sharpeners

Each theatric station:

- Printed scripts
- Props
- Costumes (unless provided by actors themselves)
- Giveaways
- Team list
- Outgoing puzzles
- Signs (both for welcome table, and for the hallways leading to this station)

Plan on 5 dedicated boxes, one for each station (treat the puzzle solving area as a station). If the pile of outgoing puzzles at each station gets untidy, consider a separate filing box for those.

Plan to arrive 1½ hours before the kick off. Plan to stay ½ hour after the math is done.

SECTION 3 - The Main Event

9. SCHOOL ACCESS

You may need the janitor's help to get into classrooms which are often locked by teachers when they go home. Make sure you meet the janitor ahead of time, and know how to find them during the event.

If you and your team arrive to setup while teachers are still using their classroom, you can stack supplies just outside, and delay setting up props until only ½ hour or so before the adventure starts.

If the Puzzle solving area is in use, perhaps by a club or after school daycare, this can be harder. Try to work with those groups to allow you to work around them to setup. It is imperative that tables are ready, and table assignments are posted, before teams arrive.

10. COORDINATING BETWEEN LEADS

If you have a lead for each theatric station and the solving area, they may be too busy to leave their areas. You therefore should circulate between them, to make sure everything is running smoothly.

The times to be extra vigilant include:

Immediately before the opening skit – it's important to start promptly, or eager kids will be bouncing off the walls.

As the fastest teams start finishing – make sure the wrap-up activity is ready, and stations don't accidentally give outgoing puzzles to teams that are in fact done.

As the slowest teams are finishing – make sure no station shuts down before its last visitors arrive. Also make sure that the solving area is doing everything it can to help teams at risk of running past the end time.

After the last team has finished – make sure all stations are in clean-up mode, and know what to do with their props and other leftover materials.

11. OPENING SKIT

Every storyline has an opening skit. The script is in the story's online resources. The opening skit will be brief. Usually just 1-2 minutes. It will likely borrow a few actors from other stations.

Just before the skit starts is an excellent time for the event lead to give a speech, outlining the rules.

For example:

- Math Adventures are about having fun. They are not competitive. If any team isn't having fun with their math, seek out a math mentor, who can get you unstuck. (point out any mentors)
- Respect the school! Make sure to obey the usual school rules, and in particular, to clean up any mess. This also means no littering in the hallways.

SECTION 3 - The Main Event

- Point out any extra math supplies, in case teams break a pencil, or whatever.
- Point to signs that lead to theatric areas. (the first of these should be visible from where teams sit)
- Remind students of the basic flow:
 - Solve math puzzles
 - Take the puzzle's cover sheet with you to the matching station
 - After participating in the station, make sure to get that station's outgoing puzzle
 - Bring that back here, and repeat 4 times
- Identify where the bathrooms are.

These points may be baked into the skit's script, but just in case, a full welcome script can be found in station details packet for the solving area (together with scripts for the Opening skit and Wrap-up).

12. WRAP-UP ACTIVITY

Most stories end with a wrap-up activity. Unlike the opening skit, which is presented for all teams at once, the wrap-up activity is for each team, as they finish their adventure. It usually involves a character from the opening skit, congratulating them on a job well done, and maybe giving them a final giveaway in appreciation.

A stage connected to the solving area is an ideal place for the wrap-up activity. However, a nearby room or hallway works well too. Make sure there are signs, and that any and all staff, including those working at the theatric welcome tables, know where this is.

The fastest teams may reach the wrap-up activity after little more than an hour. The slowest teams will take the full 2 hours, and are at risk of taking longer, if they are not assisted. This leads to two problems.

1. The helpers at stations need to recognize that some teams are finishing, while others are not. For the theatric stations, this means knowing whether a team gets a new outgoing puzzle or not. For the solving area, this means recognizing when a team is done, but looks confused because they don't know they should go to the wrap-up activity.
2. The fastest teams can get rowdy in their jubilation. This can be distracting to the remaining teams. If the weather allows for it, consider sending them out to the playground to blow off steam.

The wrap-up activity usually calls for one actor, and one or two helpers. One helper makes sure that any giveaways are ready to hand out. Another helper manages the incoming teams, so they each get a turn. The actor expresses thanks and congratulations, and needs to be in character.

Because the wrap-up activity happens while all the other stations are still ongoing, the actor must be a separate person. In fact, this may even be you, the event chair! It can be fun for this actor to stay in costume and in character throughout the event, wandering the halls and the solving area, and giving encouragement. By the time teams encounter them at the wrap-up, they will be well known.

SECTION 3 - The Main Event

MAIN EVENT TIMELINE CHECKLIST

The flow of the event itself, assuming a 6pm start:

Task	Timing	Completed?
Arrive with supplies	4:15	
Introduce yourself to the janitor	4:15	
Setup the solving area first, setting up tables, and posting seating assignments. Make sure this area is ready before any teams arrive	4:30-5:00	
Setup the other stations	5:00-6:00	
Most teams start to arrive, find their tables (there are always a few who come earlier)	5:15-5:30	
Assemble actors for opening skit	5:45	
Opening skit; Hand out first puzzles	6:00	
Teams start working on first puzzles	6:05	
Fastest teams finish their first puzzle; Stations get their first visitors	6:15	
Fastest teams working on last puzzle	7:00	
Fastest teams arrive at wrap-up activity	7:15	
All teams should be working on their last puzzles. Start offering drastic help to slowest teams	7:40	
Slowest teams finish last puzzle	7:55	
Slowest teams finish last theatric stations	8:00	
Give the all-clear, that stations can start cleaning up	8:00	
Shut down wrap-up activity Start cleaning solving area	8:10	
Leave the school	8:30	

RESOURCES - Facility Planning Guide

Math Adventures benefit from being spread out. As such, you will need most of the school. Teams will travel back and forth between a puzzle solving area, and each of 4 theatric stations. At the end, they will wrap up at a 5th station, which may be inside the solving area.

Each station might be one or several rooms. The rooms of one station should be as near to each other possible, while being located well apart from the rooms of other stations.

Station	Rooms
Puzzle Solving Area	(cafeteria)
Mineral Mine	(library)
Reactor Core	
Trading Post	
Space Port	(open area, such as gym or outside)

If possible, get a copy of the school map. Circle where each station will be, and draw paths through the hallways showing the traffic from the solving area to each station.

PUZZLE SOLVING AREA

This requires a large, central space with tables. Typically, this is the Cafeteria/Multi-Purpose Room. The event will start here.

FOOD

If this is an evening event, encourage coaches to bring dinner for their team. Each team will need table space where they eat dinner, then solve their puzzles over the course of the evening. Assume each team will need seating for 6.

Even if teams don't bring dinner, candy will be handed out at each station, and there is an ice cream reward at the end.

Gym. If the Puzzle Solving Area has a collapsible wall, say, to a gym, reserve that other side, too, in case you need to spread out. If not, limit the total number of teams by the amount of tablespace you have room for. (Count the number of available tables, and how many teams of 6 each can accommodate.)

Stage. The event begins with a short opening skit of dialog to set the story in motion. If there is enough room for two people to talk while elevated a bit in front of the curtain, that is adequate, then the stage itself does not need to be reserved.

If there is no elevated place for the skit, plan on leaving a little performance space when arranging the tables.

In either case, if there is sound amplification available, reserve that too, and find the microphone.

RESOURCES - Facility Planning Guide

THEATRIC STATIONS

These stations are the locations where teams take their puzzle answers to further the story along. Since this is an adventure, placing the stations at far corners of the school makes it more fun.

Traffic flow matters. Try to avoid locating one station directly on the route to another station. Not only does it risk spoilers. It also creates traffic jams, and confusion over whether teams are at the correct destination.

WELCOME DESKS

Outside of every station (in the hall / pod / foyer), there needs to be a Welcome table. It acts as the gate to hold teams back when they arrive until the station is ready for them. It is also where the story for each station starts.

Each theatric story starts out in the open, at or behind the welcome table. Each station has an acting role that introduces the story to the teams, and then escorts them inside. To give this activity some room, consider placing the welcome tables a short distance in front of the main room.

The welcome table doubles as a departure table. As teams finish with the theatrics, they will be given their next puzzle to take back and solve at their table in the Puzzle Solving Area. Larger events can have separate welcome and departure tables, to handle the traffic better. In this case, the departure table can be closest to the rooms, so that they can talk to the exiting teams in peace, away from the other teams waiting their turns.

PARALLEL ROOMS

Small events need one room at each station. Medium and large events should find pairs of rooms, or even more. These parallel rooms allow more than one team to experience a station at a time, and avoid lines of children waiting. Locate the pairs near each other, so a single welcome/departure table can cover them both, and point arriving teams at whichever room is free.

The following table is a rough guide for how many parallel rooms you need at each station, based on event size:

Up to 15 teams (60 students)	1 room per station
15 to 32 teams (128 students)	2 rooms per station
32 to 50 teams (200 students)	3 rooms per station
50 to 70 teams (280 students)	4 rooms per stations

The largest event we've hosted had 83 teams and 4 rooms per stations. It felt too crowded. A 5th room per station would have helped, but at that size, the hallways were choked, and the welcome tables were overwhelmed too. A practical limit at an elementary school might be 70 teams. If you can use the local middle or high school, those can generally accommodate bigger crowds.

RESOURCES - Facility Planning Guide

SIGNS

Plan to put up signs leading from the solving area to each station. The first signs should be inside the Puzzle Solving Area, by any doors leading out to the rest of the school. Tape subsequent signs at each corner and stair case, with direction arrows drawn on them. If the puzzles use colored paper to differentiate the stations, the signs for each station should be printed on matching colors.

School hallways are often already cluttered with postings. Use the intro speech to point out the ones that are visible from there, so teams know what to look for.

We have tried taping signs to the floor. Even assuming your floor is smooth, and not carpeted or rocky, we found that kids loved jumping on them, and they were ripped up before the event was halfway over.

Mineral Mine: This station was designed with the school library in mind. But really, any larger space with lots of hiding places (like nooks in book shelves). Consider dimming the lighting at this station, for dramatic effect.

Reactor Core: This station calls for a larger open table at which teams can rebuild the reactor. Many classrooms have one. For larger events with parallel stations, a room with several such tables, such as an art room, can accommodate everyone.

Trading Post: Unlike other stations, this station doesn't have the kids moving around. Rather, they interact with the actors at a counter, like a store might have. A single large counter can accommodate multiple teams in parallel. When choosing a room, make sure you can create that counter barrier between actors and students.

Space Port: This station evokes moving around in outer space. As such, it calls for a wide open area, like a gym or outdoor play area. Part of the story is that some students will be blindfolded, so avoid spaces with uneven ground or tripping hazards. A larger event with parallel teams will need even more space, so kids don't run into each other.

Base Commander: The wrap-up activity at the end of the event will interview the teams, and commonly give out a treat to each team member. We recommend using the same area as the kick-off script (perhaps a stage).

Like other stations, large events will benefit from parallel commanders. However, there is no reveal here, at least not from other teams who have also finished, so the two can sit at adjoining tables.

CHECKLIST: EVENT PLANNING

For the months and weeks leading up to the adventure:

Task	Timeline	Completed?
Meet with the principal and PTA leadership, pick a date	3+ months before	
Recruit a committee	3+ months before	
Walk through the building to pick rooms; Formally reserve the facilities	2 months before	
Host an information night	2 months before	
Host a prep night	3-7 days before	
Gather all materials; Pack according to station	1-5 days before	



RESOURCES - Parent Information Night Agenda

A parent info night might be welcome at your school, if you're trying to sell the idea of a Math Adventure to the population at large. Hold it 2 or more months before the event. If you would like, you can print out and hand out the "All About Math Adventure's Math Nights" brochure that is available at our website, to make the first few items on this list a lot easier.

- Introduction to Math Night: explain that it's not a typical Math Night, that its purpose is to make kids really enjoy math as a tool, an innovative means to an end. It's about building community around math.
 - Review the event date and time.
 - Explain how this type of math night is all about making math fun – it's non-competitive.
 - This kind of math night requires students to work in teams to solve puzzles.
 - Those puzzles reveal clues, which then lead to immersive, theatrical adventures. The clues are required to further the story along within those adventures.
 - Once the kids complete each adventure, they earn another puzzle – and more math.
 - Explain how to register.
- Parent volunteers are needed to make this work.
 - Volunteers are needed for a variety of jobs, including event coordination, set-up, clean-up, and acting. Each team also needs a chaperone.
 - The acting jobs are the most fun and the most rewarding, as they provide direct interaction with all teams. They do, however, require some acting commitment – i.e. there are scripts, and the more the parent does, the more the students get out of it.
 - The set-up and clean-up jobs are all about making sure that the school is treated well.
 - Math mentors are also welcome – if you're good at math and comfortable helping kids with their homework, this is the job for you, roaming the cafeteria floor and helping teams that get stuck.
 - Acting volunteers can also come from other sources, like high school, provided that adults are always on hand to make sure that school resources are being monitored and protected.
 - Explain how to sign up to volunteer.
- Explain how puzzles work.
 - Hand out a sample puzzle (available from www.mathadventure.org)
 - It's a team event, not individual. Each student does one pages, and then combines their page with their teammates'.
 - This is not the kind of math event where students should stretch their math limits. Adrenaline from the adventure will backfire. Kids sign up at the math level they are most familiar with.
 - There may be mentors available, but in any case, each puzzle has a QR code leading to the solution, so parents can peek at the answers and give guidance.
- Explain which props are needed.
 - Ask the parents at the information night if anyone might be able to help source props or giveaways.
- Thanks for coming!

RESOURCES - Prep Night Agenda

A prep night is a valuable tool to get all the parents on the same page. Hold it a week or so before the event. Hopefully, parents can ask most of their questions, so the event itself goes smoother.

It's also a great opportunity to match volunteer actors to their roles. Assign them at this meeting, so they can come to the event in costume.

This sample agenda is broken into 3 parts. A Q&A for everyone. Then tips for two breakouts: the actors and the coaches.

- How does the Math Night play out?
 - Date (usually this coming Thursday or Friday)
 - A small staff sets up rooms (4:30-5:30pm)
 - Teams and actors arrive (5:30pm)
 - Teams eat dinner, while actors go to their stations for final preparations
 - Event starts with an opening skit. First puzzles are distributed. (6pm)
 - Teams solve math puzzles (~20 minutes)
 - Then they participate in theater (~10 minutes)
 - Repeat 4 times
 - Mentors are available to help
 - Event ends (8pm)
 - Cleaned up and out of school (8:30)
- Primary goals: fun!
 - Math level needs to be a fun difficulty. Not too hard. Not too easy.
 - Not a competitive event. No winners. Coaches can help out as needed.
 - Critical that teams see all 4 stations, so it's ok to give hints, and even adjust math level, to stay on time.
 - Actors should be as dramatic as possible.
- Outline the main job categories
 - Actors will be interacting with kids and will be helping provide the payoff for the math the kids have done during each puzzle.
 - The set-up and clean-up jobs are all about making sure that the school is treated well.
 - Math mentors (if you have them) are roaming the cafeteria floor and can help teams that get stuck.
 - Coaches must stick with their teams at all times—both while solving puzzles and going to story stations.
 - Math mentors and Coaches should watch the online videos about the puzzles, located at <https://www.mathnightadventures.com/secret-agent-puzzles>.
- What to bring
 - Food! It's dinner time, and math is hard on an empty stomach.
 - Pencils, erasers, scissors, rulers, scratch paper

At this point, if you have two committee members at the prep meeting, divide up the parents. Split into two groups:

Actors go with the Volunteer Coordinator

Coaches, mentors go with the Event Coordinator



RESOURCES - Prep Night Agenda

VOLUNTEER COORDINATOR (INFO FOR ACTORS)

- Explain to everyone in the group how every station works, and what the storyline is. It really helps if everyone works together to understand the overall narrative, so that they can better understand how their part fits in. This also helps the set-up volunteers understand why it's so important to arrive on time, and to help set up the stations adequately.
- Assign Roles.
- Give a script to each volunteer as required by the sign-up sheet. Review arrival times and costumes. Have them split up by station group and ask them to review the station instructions and script together.
- Review with the set-up volunteers what's needed from them, re: arrival time and work.
- Volunteers and actors need to eat too. Either bring your own food, or arrange to take 10 minutes after setting up to go join teams for dinner. Bring a water bottle!
- Ideally, the actors should memorize their lines and not read from a script during the event.

EVENT COORDINATOR (INFO FOR COACHES, MENTORS):

- Briefly review the narrative with them, so that everyone has a clear sense of what the kids will enjoy during the event. Review the arrival times expected of each group.
- Preview all the puzzle types
 - Watch the videos
 - Do samples at the easiest level, to see how the mechanism works
 - The sample's answer is different than the actual adventure puzzle, so don't worry about spoilers. In fact, they can take samples home to show their kids.
- Coach responsibilities:
 - Fun is more important than proving how smart you are. There are other events for kids to stretch their math abilities. This event is too high energy, so focus on fun.
 - Coaches MUST accompany students as they travel around the school. Help kids follow school rules, and clean up after themselves.
 - QR codes allow coach to see answers, so they can check work and give hints.
 - Mentors will be available for any math or leveling help they may need.
- Other guests
 - Extra coaches are welcome – especially at younger grades
 - * Grandparents are welcome – come take pictures!
 - * Younger siblings are welcome – they can tag along and join in the story
 - Clean-up volunteers are instrumental in ensuring that the school and its resources are respected and put right at the end of the evening – it's a really important job.

Thanks for coming!

Make math fun for your school!

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