

Room 302 Session I

Facilitator: Pamela Thompson

John Marshall (WBIT)

Topic of Presentation: “MEST Up”: Creating the nation’s first STEM game show for high school students right here in Maine on WPXT-TV.

My name is X. I actually have an elementary background and I understand this is more high school. What happens in an “un-conference” is that you just take over. How many of you have been to an un-conference before? Well, this is your first experience. I did one at the Gulf of Maine Research Center and it was very interesting, really good to get connected with people. I’ll just keep track. At the end, we have three questions to answer and I’ll just read those right now so you have an idea: 1) How does this conversation inform our understanding of what it looks like when we do STEM teaching and learning well? (2) What do partnerships that support students look like? And given our different roles, what specific steps can we take to support STEM? Are you X? I saw your tag and knew earlier that you must be the guy who put the topic up. So you have chosen the topic for today. Would you like to explain a little about what it is?

Sure, we are currently at WPXT producing a game show called Kickstart for 8th grade kids. And it’s a show to encourage kids to think about going to college. Some research that we found said that if you don’t engage kids starting in 8th grade, then a lot of kids...well, a lot of kids have been thinking about it since they were born because their parents are very driven, but a lot of kids have not. If you don’t start thinking about it at that point, then sometimes they just fall through the cracks. So, we put together this game show called Kickstart and that was a huge hit. Some sponsors of that show are the University of Maine System and NextGen College Investing and Kethware [?] Technology and Sanford Institute for Tech. So my boss X says: so what’s our next trick?; what should we do for another show? Because this was so well-received. One thing that X and I found, we were trying to go around sell that show Kickstart. We met with people like RiteExpress [?] and UNUM and Time Warner Cable, big companies...

Some of the sponsors that are here...

And they said: gosh, we love this idea, we love that you’re engaging kids this way; it’s kind of where they live. But, we really focus on STEM and high school kids, so sorry, we can’t focus on 8th graders right now; it’s not our focus. So, I was given the responsibility to come up with another project, I thought that a natural one would be a STEM-based show. I met with X and Y, the public relations director for the Dept. of Education. We had lunch, and when I was pitching the original show, they said: well, if you could do a show about STEM, we’d really like to get involved and help you get it off the ground. So, we have decided to do this show called “Mest Up” which is “STEM” scrambled a bit differently. X is on board to be the physics master on video. But it’s essentially going to pit school against school. We’re going to get 12 high schools involved in the state to start with. The seasons will be 13 episodes long, it’ll be a weekly show to

starting in about 14 weeks. We've got a little over 3 months to pull it all together. The set has been designed, and we're trying to find sponsors to sponsor the show. The general challenge is three things, and I'd be interested to hear your input: 1) we're looking for corporate sponsors for the show, whether it's universities or companies, 2) we're looking for teachers who know what the questions should be and we'd be interested in partnering up. In general, we're looking for sophomores and juniors to compete; seniors at that point will be checked out and ready to move on with their lives and freshman might be too young to know too too much. We're going to ask the schools to just pick; we're looking at 2 or 3 kids to come in and compete on that time. And they can pick in whatever way they want; they can have a competition in their school or they can just hand-choose, 1-2-3. We do ask that there be at least one girl and one boy on each team, so they can have 2 girls and a boy or two boys and a girl. But they can't have all girls or all boys.

Have you considered your "ecosystem" so to say, the national science bowls. How will you compete with that? I understand this is television....

You mean in terms of people committing to either one or the other? Well, let's say you commit to be on this show, for an hour and 15 minutes (half hour show, but taping would take over an hour). If you win, you move on to the next show, if you lose, that's it. So it could turn out to be just a one-hour commitment of time. And we're also very flexible in terms of scheduling if a kid has sports practice or something. We only have 13 episodes to shoot and we can schedule it over the course of 13 weeks. We can actually shoot two shows a day.

And this would be an extra-curricular after-school thing for kids; so it wouldn't be for everyone.

Yes, but we would like it if schools could bring a cheering section. So you'd have like Scarborough against Gorham, we'd have up to 30 seats to fill with students or family, friends. I'd love it if they made signs and were cheering for their team and there was a lot of enthusiasm about it, but you never know, you can't tell if you can commit people to come. It remains to be seen if they'll actually do that. So we're looking for teachers to help with the questions, but we're also looking for schools to commit to play. The trick is getting the three kids to show up; their parents have to drive them and they have to commit to a certain time of the day and if they don't come, well, we have extras that are there in case someone doesn't show, but they usually do. So I've been talking to people at this conference about ways they see the show working really well. The show is a mixture of "Minute to Win It" and "Jeopardy," where there are questions you have to answer and challenges you have to solve. There are engineering problems like a time challenge where you have to build something and whoever builds the tallest, fastest, strongest "whatever", then the two teams compete against each other. Then there's questions you have to answer in a speed round where you buzz in.

So it's team-based.

Team against team. But depending on what sponsors we get, we'd love to get the sponsors involved in promoting what they do. I would love to do a challenge where people actually go out

in the field and work on a site, work with professionals; it just takes more time and involvement. But I guess from our point of view, we're looking to see how an educator would see that kind of show working really well. Thoughts?

I'm wondering how kids would get prepared for it. Could you use the classroom to get kids prepared for this kind of show, like a mock-show within the classroom to pick the best one? And you're looking for people to generate questions?

Or facilitate...in Kickstart, I have someone who's an 8th grade teacher who delivers to me age-appropriate questions. If she doesn't do that, then I go online to "trivia 8th grade" and see what comes up. Then I write the questions. But once it gets into high school: science, technology, engineering and math-based questions...I'm not entirely sure..I'm a TV person not a teacher or scientist.

So, say you're a Scarborough science teacher and the national science bowl comes to you and asks: are you going to have a science team this year and you say yes. And then *you* come to me and ask if I'm going to have kids participate in MEST UP; how does that teacher decide? Is there any way you can use an established structure and building on, enhancing it?

Do you mean drawing on kids that are already a part of the program? I think it's a wonderful idea, but I'm just thinking critically—why would I as a sponsor promote this over the national science bowl in Maine? So you need to define your ecosystem so that when they ask you that question you can say: our group would be such and such.

I guess right off the top of my head I would see them as totally separate. But I don't know the science bowl?

Yes, it's competitive teams of high school students. I'm very familiar with the national ocean science bowl, but I'd imagine the regular science bowl would be structured the same way. They have experts who contribute questions and judges who make sure they are correct.

Was it just a few weeks ago?

Yes, there are several schools that participate every year and are obvious winners. For the ocean science bowl, it's called the N'oreaster, and it's New Hampshire and Maine, so it's a different...but they're in a kind of tournament until the end. So, I was just thinking, they have this great structure, so is there a way you could get the cream of the crop? And make it a huge television part.

From our point of view, the science bowl gets a blurb on the news...I don't know of it.

Yes, no one's going to go to it and spend all day watching it, that's what I'm saying, I love your idea.

In our case, if you were the absolute champions of the show, you would have to win 4 games, and the games would be structured so you'd have 4 hour commitments over the course of two or three months, so it wouldn't be a lot of time. In terms of how to pick them...there's a show down in Massachusetts called "High School Quiz Show." It's done by WGBH and a standard type of show, but a high-end production. It's four kids on either team and they just get asked question after question. One time, in the first round, before the first break, I counted 45 questions; they're just relentless, it goes on and on to the point where you're just worn out from the number of questions. It's like watching 5 episodes of Jeopardy in one sitting! Then they go to break, then they do it again; it's just relentless. But across the state of Massachusetts it's become a really big deal to be on this show. In Western Massachusetts, they have a regional competition that they do on their own, totally separate, to fight each other out, to find out who can become the representative for the "High School Quiz Show" in the region because there's only so many slots in the show. Now they've been doing it for quite a while, so the excitement about the show has grown. And there's no prize to win; you're just labeled the "High School Quiz Show" champion, you get a trophy and that's it, no big cash prize or anything. It is really just the fun of competing and being the smartest. So in our case, what we're starting with is approaching schools. I live in Gorham, so I approached Gorham and they said: we'll put up a team and they are going to on their own find a team, however they want to do it. As a producer, I'm not really worried; if they'll commit to it and do it, I'm happy. Now, like you say, how do we get those "best of the best kids" to compete? Initially, I'm not entirely sure until it has some traction, but right now it doesn't exist. So, the trick for us, when we're out pitching the show, is selling something that is not real. There's nothing to it; there's our name and the name of the show. But we do have a set that's drawn, a make-up of the show. Bob Crouse's face on our promotional thing; there it is! But we're trying to sell something that's basically an idea.

SO it doesn't seem like you're trying to compete because it's different, what you could do is try to partner with them and promote the national science bowl too.

Now is the science bowl STEM or specifically science?

It's specifically science; and it's a day long competition.

They go through rounds but it's throughout the day.

Is there an organization that runs that sort of thing? Like if I went online, would I find a website for Maine science bowl?

You'd find the national science bowl, then a contact for the Maine part.

Actually, here in Maine it's called the northern New England science bowl. So, it's Maine, NH and Vermont.

This year there was only one NH team, I believe. It was all Maine teams and a Maine team won.

You have a different project, I can see that, but what you can do is tap into that and then you already have all those teachers and all those students. Then you can say: once a month you can plug the national science bowl.

Yeah, I know one thing that we're kind of coming across, and we do this with the Kickstart show that we do, is we have to make the questions easy enough that the kids will get them, but not so easy that it's just a lay-down, too simple. But we don't want them to be too difficult, where we say, ok here's a math question that nobody knows and no one can figure out because it's just too difficult. So, that's always the fine line that we're running in a show like this. Plus audiences watch game shows to play themselves. That's the only reason you watch "Wheel of Fortune" or Jeopardy! Is because you want to see if you're smart, which on Wheel of Fortune, you are and on Jeopardy you are not. But that's the only reason they're fun; just to watch people play is not very fun. So, we're trying to come up with questions that maybe the general audience might have a shot at too, not only the geniuses would get. I know on Kickstart a lot of times I ask a question and I give three possible answers and the answer is in those three possible answers. That way, someone is going to get the question right. I was doing some research for the show and looked at a show in the mid-west that is doing a show similar to this and they had two panels of four and the moderator said: who discovered uranium in 1824? Dead silence, then you hear: mah mah mah--I'm sorry that was Madam Curie; next question...Then, what is the capitol of Lithuania? Silence...mah-mah-mah. Oh my gosh, it was the worst TV! Poor kids, they're all getting red and look like failures. Oh, goodness, please someone get a question right.

It's got to be like trivial Pursuit.

Well, I'm wondering, are the questions mostly recall questions, because STEM is looking for higher-level thinking skills and it's really hard to ask a specific...it's more problem solving and discussion. It's not a one-word answer. So I'm wondering how you would address that.

Well, some would be knowing information in a round, but others would be problem solving where there would be a discussion. Like, you might be given a clue and there's a picture scrambled on a screen and you have to figure it out as it slowly comes back together and answer the question, or there might be a problem that you have to solve as a team and the first team to buzz in with the right answer is the winner of that. Or there might be a bunch of disjointed things that you're given and you have to come up with a hose that will suck the tennis ball through, and you have five minutes—and you'll say: go! All three kids that are there start and have to rap and come up with ideas and they have to explain afterwards. What we typically do is we film this, but it's not really so so engaging to watch someone solve a problem for 5 minutes on TV, but then we interview them after the fact and they explain on camera what they were thinking. So, they'll say: well, when we first saw...." It's like they're on Survivor, they narrate their own life, they say that when they first saw the stuff, they thought, well I'll use the hose...But we don't actually show them doing all the work.

It's kind of like on Iron Chef, they say: he's putting that piece of something right there, and why are you doing that? That will happen while the challenge is going on, kind of narrating it too.

Yes, yes. It gives it more...it also makes the kids have to speak, which I like because its not just solving a math problem, you have to speak as well; it's like a voice-over. I know on Kickstart sometimes we do something like: we give the kids some tinfoil and tell them they have to make a weathervane for the barn—we have a barn set—and then you have to write a poem to explain your weathervane. And the kids are like: AAAAUUUUH!

See that's messed up; see that's your niche, that every question...that you're not saying "what is pi" but you're twisting things around. Or you could take a pie and ask the kids: how would you figure out the circumference by just looking at the pie—or something like that; everything has got a twist, is a little fluky. That will attract people for your cleverness.

Yes, the show's called "MEST UP" because that was a scramble of "STEM," and we didn't just want to call it the "STEM Show." And everything should be a little bit messed up in the show, it should be like if we gave the people a pile of messed up junk, and said: make something out of it.

So that's your engineering piece.

Yes, so there will be a table, and they'll be competing head-to-head against each other, but there will be a monitor between them so they can't see each other, but they'll have to work together. Or other times we'll say: ok, you are blindfolded and you are not and you have to tell them how to build this thing. So they have to sit there and quietly say, ok so first you have to pick this up...no, no..pick that up. So, they have to work together as a team in this sort of engineering challenge. Also at the beginning of each challenge the kids will be given instructions from Bob Crowley on how the challenge will work. So if you're building a bridge or a tower, he's going to explain the structure...or if he's doing volume or boiling something, he's going to explain some principals of science that the kids will get. Anyone watching will get that information, and say here's the challenge; you have 5 minutes.

That's very cool. Now you're really going to attract...so you tape it, then edit it?

Yeah, we typically tape with 3 cameras and we have this little clacker that synchronizes the sound on all three cameras. Now with editing systems you can just go in and match up on all three tapes the little clack and then you can edit in real time, you just pick or back and forth between them.

And you can even have something called "a MEST UP moment in history" and have these two pieces of glass and say, now what could have been invented from this? And the kids might say: oh, it's the telescope and this is how they figured it out. You could really have different segments in it.

We do right now in Kickstart have something we call the "Buildy Thing" which is...

Do you have the internet on your computer? We could look at a segment of Kickstart...

Is it on?

Yes. If you go to ourmaine.com.

Or, if you go to Kickstartgame.com...

There we go. So on that one we might say: are you ready, here's the challenge: kickstart! And for all of you watching at home, here's today's home challenge, take a look. But we could say something like you're saying: today's MEST UP Moment in History is...

[Hear Kickstart episode playing on the laptop]

You can click on any of the videos on the right and see any of the episodes for a sample.

For 8th grade, is it?

Yes, 8th grade.

[more Kickstart playing, participants laughing at opening segment...]

Go to the second part of each episode to see more of what happens.

[Kickstart episode playing...]

Have you thought about using some kind of a board game that could be used in classrooms?

Well, we thought about...I was actually approached by someone down the hall who said: you can build a half hour show, but no one's going to watch it; my kids are 11 and 15 and they don't watch half hour TV shows; they watch on their phone; it's the only place they watch. So he said: you have to create an online app for this show, or no one's going to watch it. They just don't tune in on Thursdays at 7:00 anymore to watch a game; they go online to hulu or Netflix or they go to their phone. Or he said come up with a game online where they could play this game against another kid in another state.

Yeah, like that word game...

Yeah, Words with Friends. But you could work it out—the architecture to set it up is so complicated, but you could do it. You could say the first 100 kids to sign up and you'll be on this board and then you play games against each other. And it slowly moves online and if you win against some random kid then you move to the next round, and it's all on the computer and pretty soon there's an online winner and that person gets to be on the show. Kids would be very engaged with something like that, if you got to actually go and compete. But that's a totally different animal. I mean, we've got it down to where we've got cameras and a studio and lights and direction people. We don't have web developers but that might be something we look to

develop in the next phase of this games. How do we get students engaged where they actually visit—which is online. I think the day of appointment television where you tune in at a certain time is kind of disappearing.

Well, if your segments were in segment of a few minutes...

Yeah, they say the max is something like 3 minutes; it's very short. If I watch anything online for more than a few minutes, I'm like c'mon, c'mon, and kids are even less patient.

I must be old-fashioned. I like watching television for like an hour. Well, I like TV shows that are about 45 minutes, then I don't feel like I'm wasting too much time.

But you're generating a community of kids that are watching this and have school alliances, so that might make it a bit different.

But if your segments were just 3 minutes then that might help, and you could still have the show.

Then they could go up online. One thing that's been interesting for us from a marketing point of view is that I call the middle schools before a show airs. So say there's a kid each from Scarborough, Gorham and Falmouth. I call all those middle schools and say: hey I just want to let you know that Matt from Falmouth is going to on this Thursday night at 7:30; his whole school should watch him; I think they'd like it. So they announce it over the intercom. Now it's good for our show to get that...So I call the schools and say: don't miss it and they say, oh, we've been announcing it all week. That's great! Turn on Kickstart! It's a nice way to get the word out because your entire audience is in one place; they're all sitting in those homerooms. So, instead of hoping they're watching your promos on TV you're actually talking to them where they all are.

Would you be limited to the Portland area? Probably to start with it will be like from Augusta to Kittery, because that's our viewing area and our signal can't be picked up much farther up than Waterville. If it was successful, we'd probably strike a deal with WABI in Bangor and say: would you just air this show and be a part of this initiative. So as long as they say yes they we can more or less have more-or-less a state-wide show. It's just trickier for people from Bangor to come down 2 hours for a 1-hour taping, then 2 hours home, because we're all based in Westbrook and we're not a traveling show yet.

Now in terms of advertising, let's say you had a series of segments, would people be able to choose a certain one—on solving a certain problem say—and go to your website to watch that 3-minute segment? In addition to the show?

Now all the shows are online. Now if we break them up individually into smaller bites...right now we have them broken into 8 minute segments because the show is broken into roughly 3 8-minute segments. This is Kickstart.

I was just thinking of your idea, that these kids don't watch longer segments...but if they knew they could watch the show in smaller segments.

Well, the last time we did Kickstart we did an outreach program where we went to schools; we had assemblies. We'd come with college grads—because the show is about going on to college, despite the pies in the face and all this other crazy stuff, chickens, donkeys. So we would go to schools and bring the characters—college grads, basketball players, people who had graduated from Maine and gone on to do some big things. So we went into schools and talked about college and how to be more of a college-focused student; then we actually played a little mock-up of the game with the kids. So the whole assembly comes out and they watch a little local version of the show and then they learn more about it. That just takes a little more outreach. And I'm producing 10 different shows, so it's tricky to find the time to do it. But as this one comes up, I think that's not a bad way to do it too. Go to high schools and engage those kids. Thing is that 8th graders are so game for anything, so game for pies or donkeys; high school kids not so much; it has to be fairly cool, not just wacky.

So there's 5 minutes left. We have those 3 questions that we have to answer.

Yes: How does this conversation inform our understanding of what it looks like when we do STEM teaching and learning well?

We've got to connect where they're at—that's what this was about—we have to be where they are. We have to meet students where they are.

Yes, that was the lesson we learned from Kickstart; if I made a regular quiz show with 8th graders standing up just answering question after question, it's just so uninteresting. This way we've gotten a lot of attention for the silliness of it. But for 8th graders if you went in the game, if you answer all the questions you don't have to face the chicken at the end of the game; once you get 3 Xs in the game you have to enter this pit and the chicken comes out and pies you in the face and you're out of the game. If you win, you don't have to face the chicken. But they all do, even though they win. They all want to just because they think it's fun; they don't want to miss out on the chance to do it, on TV, for fun. Even though the pies are disgusting; they're like whipped cream, sloppy joes and ketchup or whatever, they still do it just because they think it's fun. Now high school kids wouldn't think that was fun at all. I don't think; maybe they would...

So you need to adapt for developmental [differences].

But what if you have your segments, you had your music segment, your navy seal segment, all these cool segments and they were sponsored BY....

Yeah, the U.S. Army at one point talked about sponsoring the show. And they want to bring in machine guns—no, not machine guns---jet engines! No, no machine guns! But they have these jet engines that they could take apart and they would give you a scheme-map which would tell

you how to put it back together. It's X number of pieces, it's not like a 1000 pieces, it's like 12 pieces. So you each get a jet engine and you have to put it together really fast—sponsored by the U.S. Army.

Or you have Rite Express and you've got to solve this delivery problem; here's your 12 trucks—solve it!

Yeah, and we could get the CEO or someone from Rite Express to come on the show and explain the situation on camera.

You could do so many interesting things.

That's why when we're pitching to potential advertisers, they are not typical advertisers on TV that we talk to. We talk to Standec [?] and engineering company and really they thought that what if we can actually show that if you go and study civil engineering you can actually build a power plant or a bridge. This is cool because we could have their engineers actually involved and talk about what their job is about. Yeah, it's showing the kids that science, technology, engineering and math may not seem that thrilling but it can be because you can do all this cool stuff.

I think that's something that appeals to us at the college because we're trying to show that there is a cool and fun side to STEM, because a lot of the literature about it says it's so rigorous and hard and you start to lose them when they start to think it's going to be so hard to do an engineering degree. You can show that it may be challenging, but look at the cool stuff you can do.

Like build this bridge, and then it'd be really cool to have someone from an actual company say: and this is how we solved the problem. Then maybe be able tell the kids: yes, you did exactly what we decided to do on that. That'd be really cool follow-up.

You've got an internship!

I think the engineering piece is where you give them a problem and they have to solve it. Even if it takes them a while to do it, you can fast-forward.

And you can just edit. We often times say: ok, whoever can build the tallest tower out of graham crackers and spray frosting and top it with this cup, but no one has reached the 6-inch level by 5 minutes, I'll just say ok another five minutes and we just keep filming until someone gets to where we want them to be. It doesn't matter because you can edit it down to 2 minutes or 30 seconds if you want to. You just cut it down.

You're right, that visual piece of it is very funny.

Next question: What do partnerships that support students look like?

That's what I was trying to get at when I said tap into what exists and then define your ecosystem., so then it doesn't look like you're trying to draw people away. You're saying, we love what you're doing and we want to participate.

You know I think they might be able to co-exist and be mutually beneficial.

And I've talked to the Odyssey of the Mind people and they say, oh we love that idea and we'll help you organize someone to talk about the challenge. NO, they're very...some are performance-based, but it's tricky to find challenges that you can do in a very brief time on a table "this" big. Sometimes they build sets and costumes and have whole play productions. But they're another one that does this sort of thing. I imagine there are a whole bunch of groups, math clubs or that sort of thing. But that's where the administrators or someone could pick those kids from—kids that are already engaged in extra-curricular activities like that. I certainly wouldn't want to take away from what's already going on. I just want to add to it.

I don't know which station sponsored all the schools, but they did their little showcase of schools in the morning. If you could do one school at a time, invite a school, they pick their kids, each classroom maybe picks their kids and that would be filmed and that would be their school. Do it with a number of schools, then have some kind of final.

You mean have some kind of preliminary thing that's not the show?

Well, it is the show but it's the preliminary for the final.

We have to finish our questions. So the partnerships—what should I put down for the partnerships?

Our partnerships are to bring together business, education and the students all together to create something that we can all...I mean we can't do it all without support from the sponsors and real support from the educators. I can guess how it would be, but it wouldn't be as good.

What about having college students come up with some material?

That might be a good idea.

We're trying to figure out ways to interact more with the high schools in the area.

Maybe a have a mentor day where that specific day of taping partners a high school student with a college student in the STEM field.

I like that.

Or I was thinking if you ever wanted to come on campus ever for a show within our facilities, engineering challenges, space challenges...

Yeah, it's close by too.

The college students can come up with the challenge.

Yeah, someone was telling me that M.I.T does a science challenge and they've got blogs of this kind of stuff online. They're already doing something similar, not the game show but...

Last question: given our different roles, what specific steps can we take to support STEM?

Market the heck out of it!

Make it fun.

Yeah I think that's it. If we can make it a fun program that people will want to watch, then it will go a long way toward making kids think that STEM kinds of things are fun. And with Kickstart, we don't just choose the smartest kids, we choose any kids.

And I think that's one advantage you have over the science bowl; you don't necessarily need the brightest, most driven, because those kids are going to go on to a national competition. And they are fabulous but you want to get kids who would not necessarily think about doing this kind of thing.

Yeah, because those kids who are the science geniuses are already going to STEM science activities and are already focused and driven. With Kickstart, we say, our pledge at the beginning is "you don't have to be the strongest, fastest or smartest to win in life; sometimes you have to have patience and have teamwork and a sense of humor." So we want any kid, if you're game, to come on here and get a pie in the face, you can play this game. Now with the MEST UP show, we say: yeah, you're going to have to know some stuff, but I would like it if the schools didn't just choose the 3 biggest nerds—we want to win this so badly. Get kids that they think are on the bubble, or are good, are smart, but push them a little bit.

That graphic she put up before, I thought, yes that's it, a bulls-eye. You don't need those dry questions of who invented the telescope, but who can think about how it actually works, who could figure it out or solve a problem.

Maybe even if they were hands-on challenges, like, here you go: you've got this set of equipment, try to construct a working telescope, try to construct a working microscope, or can you move this large boulder with only these 5 items here? Something like that would definitely provide an excitement for viewability that's more popular than just a quiz show or maybe there could still be a quiz component to it.

Yeah, yeah, that's exactly what we're thinking.