

**Chapter 12: Community**

1. In what ways can teachers create a community in the classroom in which participants push one another to grow while not being overly focused on achievement?
2. What ideas do you have for balancing the fact that there are often right answers to mathematics problems with the desire to create mathematical communities that are not focused on achievement and being right?
3. In what ways have you seen people around you working to create community in some setting? Of those, which might be applied to mathematical spaces?

**Chapter 13: Love and Epilogue**

1. In what ways can your attitude toward mathematics show love to others?
2. In what educational settings have you seen teachers show love?
3. How can you honor each person you meet as a dignified mathematical thinker?
4. As you think back over the whole book, what stands out to you most? What will you take with you from reading this book? What do you wish Su had addressed more?