A terminal mathematics sequence often serves as a net for students uninterested in pursuing mathematical material beyond the point of rote memorization and plug-and-play algorithms, all to be forgotten after the final exam. The pedagogical evidence points toward motivating definitions and concepts through interactive learning as a method to combat this problem, yet such exercises are difficult to capture in the introductory exposition of a textbook. We present several efficient approaches for introducing salient statistical concepts in class, and discuss how a five-minute anonymous survey can generate data whose pedagogical properties are engineered to illustrate most of the key definitions that go into a typical first week of classes. (Received September 22, 2010)