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Any course with future teachers in the audience should be taught the way we hope the future teachers will teach. If we expect our students to engage their students in learning mathematics, we must first engage them. But we must also make it clear that not all students learn the same way. In our geometry courses, we expect the students to learn geometry at a college level. We approach the material in several different ways. Students explore using manipulatives or software, make conjectures and prove the results. We present material using demonstrations and lectures. Students present proofs of their work or new material to their classmates. They create dynamic sketches to demonstrate results that they may eventually need to teach. After approaching a new idea in several ways, we take the time to explicitly discuss what worked best for each student in the class. Students are often surprised to see that what best explained a concept for them is not the same approach that worked for others. Then we talk about how to make a particular exploration, demonstration or presentation accessible to high school students and why high school students need the opportunity to figure things out on their own. In this talk, we will discuss some of the topics that best lend themselves to this approach. (Received September 25, 2006)