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Diverse mathematical experiences prepare pre-service teachers to provide diverse learning opportunities. Ball and Stephenson (1998) found a significant portion of learning opportunities were lower level knowledge i.e. comprehension. Opportunities to interpret/evaluate learning experiences outside classroom setting were rare (Zazkis,1999). The National Council of Teachers of Mathematics (1989, 2000) recommends pre-service teachers be prepared to communicate with students in terms of activities, investigation and sense-making. Student exploration should be highlighted over mere recitation and practice. Exploration should begin in the preparatory program. Providing future math educators with improved pedagogical knowledge should be a crucial aim. Pre-service teachers must encounter mathematics in settings which support alternative learning environments (Lloyd, 2003, Bromme, 2004, Begle 1968, Eisenberg 1977, Cooney 1999), Lappan & Theule-Lubienski 1994) One university has recognized the importance of opportunities for pre-service teachers. Area fourth grade students were treated to various activities on campus one of which was facilitated by pre-service teachers. These experiences proved beneficial to both pre-service teachers and visiting students. (Received September 26, 2006)