## IDEA 1
Ask all of your students to set up an optimal **workspace** for photo/video assignments and online lessons.

**Encourage them to include:**
- Adequate space for building models
- Plenty of light
- A strong internet connection

## IDEA 2
Pique your students’ interest in a new project by making their task available before the **online lesson** so they’ll have independent think time.

**Try:**
- Recording a short video introducing the task
- Assigning a topic for online discussion
- Asking your students to pre-build a model and/or segment of code to bring to the online lesson

## IDEA 3
Design online lesson interactions to include a **social element**.

**Try:**
- Opening the virtual classroom a few minutes early and keeping it open for a few minutes after to allow time for your students to get settled and socialize
- Assigning your students to randomized breakout rooms during model building to encourage collaboration
- Using web conferencing features (e.g., chat, annotation, polls, emojis) to encourage active engagement during group discussions

## IDEA 4
Assign **leadership roles** during online lessons.

**Here are some suggestions:**
- Timekeeper
- Note-taker
- Small group dialogue facilitator
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| During online lessons, plan for screen breaks every 30-45 minutes. Remind your students (and yourself) to stand and stretch. Have fun! | Try:  
| “Brain breaks” (physical activity)  
| A short model-building challenge  
| A scavenger hunt for specific LEGO® elements in the set |
| Create, monitor, and moderate spaces for student discussions and collaboration during and outside of online lessons. | Here are some suggestions:  
| Discussion threads  
| Cloud-based group folders and documents with revision history enabled  
| Prompt your students to share and comment on ideas by using photos and videos of physical prototypes, screenshots of code, or digital whiteboard notes/diagrams |
| Plan online lesson activities that encourage active engagement and collaboration. | Try:  
| Asking your students to provide code for you to run on your physical model, while they watch via webcam  
| Giving your students a segment of code to discuss and debug; apply and test their suggested changes  
| Set students up for pair programming - one student writes code and sends it to the other, who’s building the model |
| Encourage your students to explore their interests by offering choices and relevance within project-based learning. | Prompt your students to:  
| Propose a final product that will give them real-world practice in a career area that interests them (e.g., by producing a video, creating an advertising campaign, improving a physical prototype, building a website or app)  
| Create a “client profile” describing the user for their product  
| Look for design inspiration in nature or objects in their surroundings |
| Provide clear directions, rubrics, and scoring criteria for tasks in multiple formats. | Here are some suggestions:  
| Self- or peer-assessment checklists (including text and/or pictures)  
| Guided examples (e.g., videos or screencast)  
| Virtual office hours with live support and feedback |
| Plan ahead for how you'll monitor progress and differentiate support. | Try:  
| Keeping an anecdotal recording sheet for check-ins with your students during class  
| Having pre-class meetings with students who could benefit from previewing content and activities  
| Assigning students to breakout sessions based on their project challenges, questions, working preferences, etc. |