

## Classroom Management Tips

### For Your First LEGO® Education Activity, and Beyond

#### 1. Before Class

- Download the curriculum pack from the URL that is printed on the lid of each LEGO® brick set.
- Open one of the sets, sort the bricks, and get to know the bricks by working with one of the principle models, followed by a main activity. Use the relevant student worksheets and assessment tools.

#### 2. During Class

- At the beginning of the first lesson, allow the students some time to get to know the LEGO brick set.
- Use a jar to collect stray pieces.
- Make adjustments in order to challenge the students who are ready to improve and develop new skills.
- Label the boxes so that you can recognize which box belongs to which student(s).
- Plan to stop the lesson with enough time to allow the students to tidy up.

#### 3. After Class

- If you did not finish the activity, store the LEGO sets and the models so that they are ready for the next lesson.
- Evaluate the lesson.

#### How much time is needed?

There are many ways to use the Simple Machines Set in your classroom, and many different ways to plan your class schedule. Activities can be completed by individuals or by small teams or groups, depending upon the number of sets that are available to your class.

If you choose to introduce the principle models of one simple machine, 2-3 of the models can be built, investigated, and explored, and the parts put away again, within a single 45-minute lesson if the students are already experienced LEGO builders.

However, if you choose to continue with a main activity, then at least two more class periods will be needed, depending on the time spent on discussion, the building skills of your students, and the time you allow for experimentation. A double lesson is ideal to be able to explore, build, and investigate in depth most of the (optional) extension ideas built into the main activity, and especially for the students to make any creative variations of their own.

In the case of the problem-solving activities, students should be able to tackle the challenge within a sequence of two lessons.

#### How do I organize the building instructions?

For easy classroom management we suggest storing the building instructions in binders so that they are close at hand and ready to use at the beginning of each lesson.

#### What's needed in my classroom?

Tables may be pushed aside to let models roll across a smooth floor and boxes may be needed for a ramp.

Students need to be able to construct in pairs facing each other or side-by-side. It is also an advantage to have a cupboard or shelves where you can store the sets lying flat with any unfinished models on top of them.

#### Hint

We suggest students work together in pairs, sharing a set between them.

