



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

**Using Technology to Build  
and Sustain Relationships  
with Students, Children,  
and Families**



UNC

FPG CHILD DEVELOPMENT INSTITUTE





# WELCOME & INTRODUCTIONS







Chih-Ing Lim



Tracey West



Camille Catlett

## Meet the Team

**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North  
Carolina



**FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE**



# SCRIPT-NC Webinars emphasize...



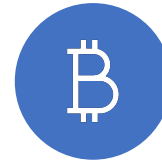
embedding  
**inclusion and  
diversity** into  
coursework



content that  
reflects  
**evidence-based  
and  
recommended  
practices**



opportunities to  
build both  
**knowledge  
acquisition and  
knowledge  
application**



resources that are  
**readily available  
and free**

## SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North  
Carolina



**FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE**



# Logistics



**Remember to mute  
your audio**

**Questions?  
Comments?**



**USE THE CHAT BOX**



# WHO ARE YOUR PRESENTERS?



Marie Kohart, M.S. Ed  
Assistant Fieldwork Coordinator  
University of Kansas  
Lawrence, KS



Danielle Savory Seggerson, M.S.  
Professor  
Lansing Community College  
Lansing, Michigan



Camille Catlett  
Scientist  
Frank Porter Graham Child  
Development Institute



# INTRODUCTIONS: WATERFALL

Please type your  
name and state  
in the chat...

But don't send  
yet!



Tahquamenon Falls, Michigan



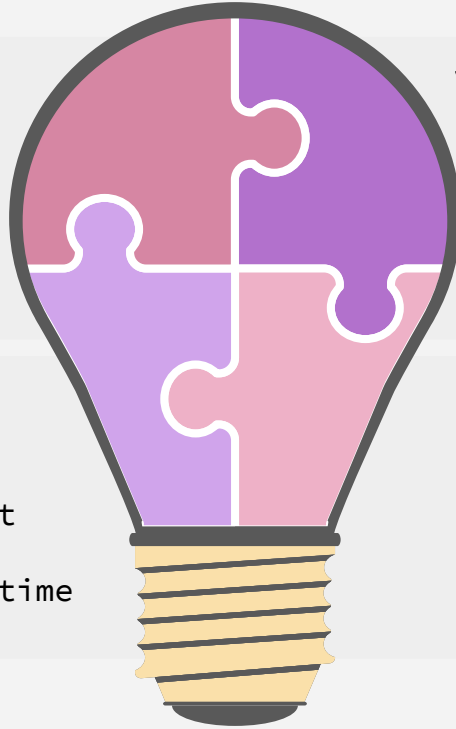
# DEFINING SOME TERMS

## Students and children

students=college students  
children=birth through age 8

## Virtual Classroom

An online learning environment that allows practitioners and children to interact in real time



## Virtual Background

An image that can be displayed as your background during a virtual call (such as Zoom)

## Green Screen

A green background, that paired with a virtual background and objects, allows you to do some special effects



# OUR GOALS FOR THE WEBINAR

- **Sharing the basics:** what do you need to know to help prepare your students to teach in the virtual environment?
- **Sharing resources:** what research articles, blogs, videos, etc. guide this work and can we use with students to help them learn?
- **Sharing possible activities and assignments** to do with college students to help them learn an apply?



# WEBINAR ORGANIZATION

1 Connecting with and Engaging  
Children in the Virtual Classroom

2 Family Engagement

3 Connecting with College Students



# Using Technology to Build and Sustain Relationships with Students, Children, and Families

## Using Technology to Build and Sustain Relationships with Students, Children and Families

98 4 items • 1 view

SCRIPT-NC Webinar: 3/2/21

Presenters: Camille Catlett, Marie Kohart, Danielle Savory Seggerson

Connecting and Engaging with Children in the Virtual Classroom

Wakollet Collection

Green Screen Resources

Wakollet Collection

Family Engagement

Wakollet Collection

Connecting with College Students

Wakollet Collection

# HANDOUTS




SCAN ME

## Resources to Promote Building Relationships and Supporting Engagement of Children Virtually

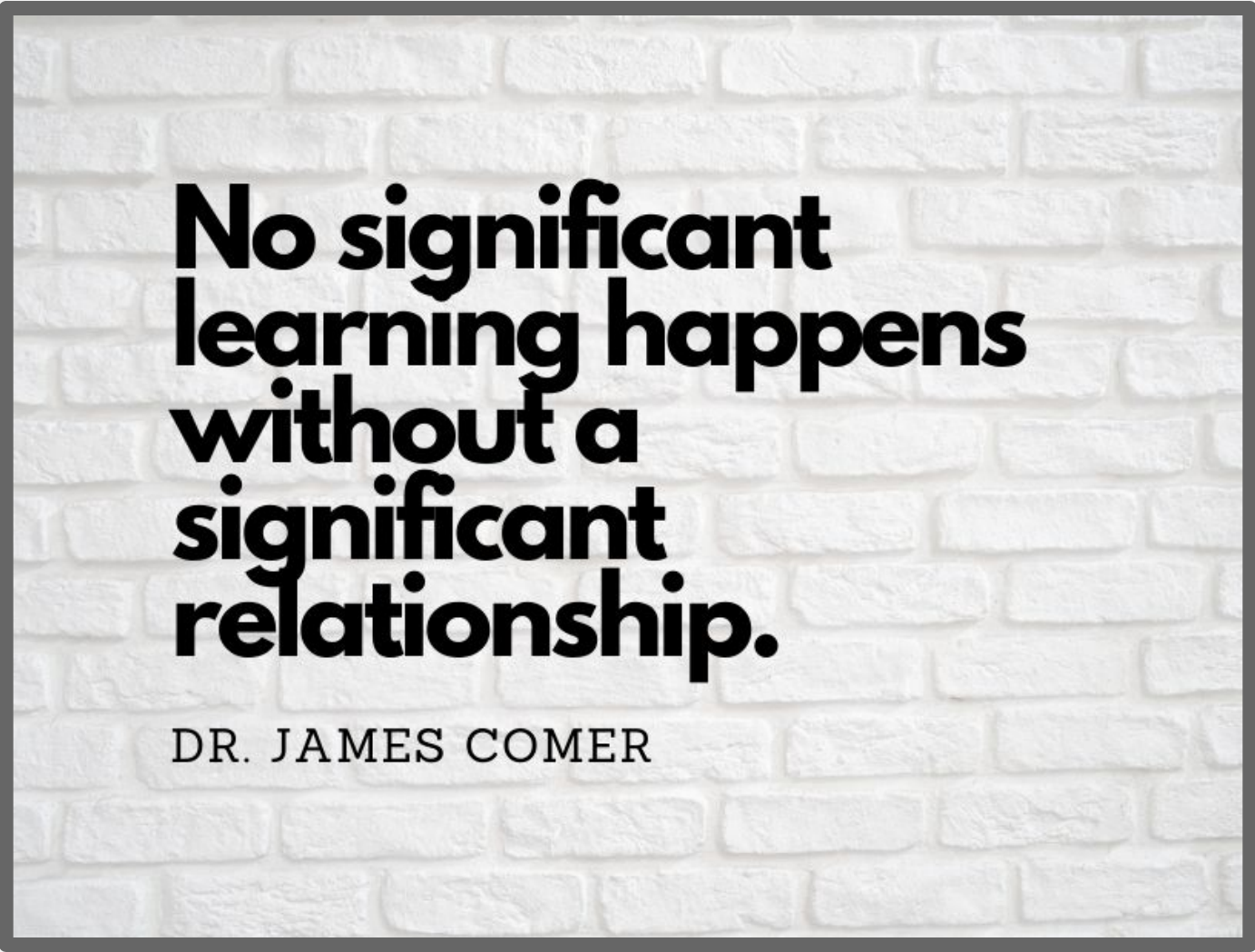
Topic	Examples	Possible Activity/Assignment
Building Relationships/ Supporting Engagement	<p><b>Episode 2: Teaching Through the Screen, Not On It</b> <a href="https://youtu.be/AGsMjv3YMdo">https://youtu.be/AGsMjv3YMdo</a> In this video, early childhood special educator Rebecca Vitelli illustrates elements for her virtual classroom: relationships and connections; hands-on, playful activities; and being safe, kind, and helpful.</p> <p><b>Five Tips to Make the Most of Video Chats</b> <a href="https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats">https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats</a> This infographic 5 tips to help children build relationships, communicate, and learn on screen.</p>	<p><b>Details, please?</b> Using these 5 tips, ask students to create an infographic to share with families and/or actually pairing student to video how they might actually deliver the session.</p> <p><b>How would you do that virtually?</b> Nadia Jaboneta shares six valued relationships virtually (e.g., time for snuggles). Select or describe some specific examples of how <u>you</u> might implement virtually.</p> <p><b>Multiple Means of Expression:</b> As part of an assignment or activity consider how children could express themselves or provide answers ways other than words: through gestures, expressions, movement.</p> <p><b>Activity:</b> Even in the sections of this blog on cognitive and language development, the author has built in components of social and development and relationships. For each of the cognitive and</p>
	<p><b>Four Teachers Share Their Experiences Teaching This Spring</b> <a href="https://www.naeyc.org/resources/pubs/tyc/aug2020/feature-teachers">https://www.naeyc.org/resources/pubs/tyc/aug2020/feature-teachers</a> Read about how these early childhood educators have shown resilience, patience, and empathy as they have also faced uncertainty. They have called upon their experiences as educators as they work to offer engaging, playful learning opportunities and maintain relationships while physically away from school.</p>	
	<p><b>Getting to Know the Whole Student in Distance Learning</b> <a href="https://www.edutopia.org/article/getting-know-whole-student-distance-learning">https://www.edutopia.org/article/getting-know-whole-student-distance-learning</a> This online article shares the approach one teacher used learn more about her students. She describes how she also tunes into physical presence and gesture, disposition and temperament, connections with others, interests and preferences, and modes of thinking and learning. <b>Don't miss the set of ideas for bringing movement into lessons.</b></p>	
	<p><b>Play, Child Development, and Relationships: A Preschool Teacher in China Shares Her Virtual Teaching Experience</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships">https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships</a></p>	



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# **Using Technology to Build and Sustain Relationships with Students, Children, and Families**



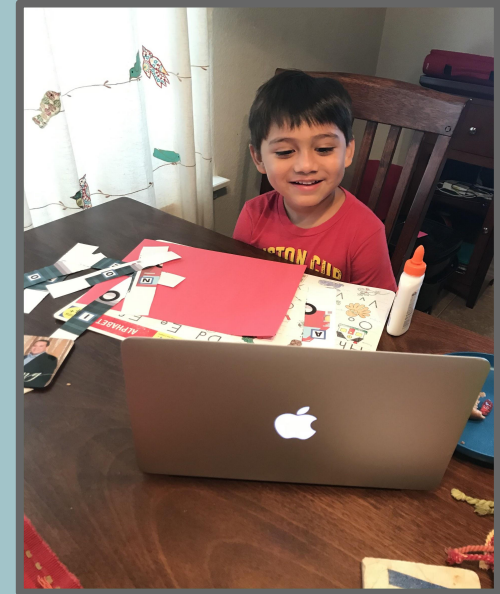


**No significant  
learning happens  
without a  
significant  
relationship.**

DR. JAMES COMER



# CONNECTING WITH AND ENGAGING CHILDREN IN THE VIRTUAL CLASSROOM







**Be predictable.**

PRINCIPLE 1



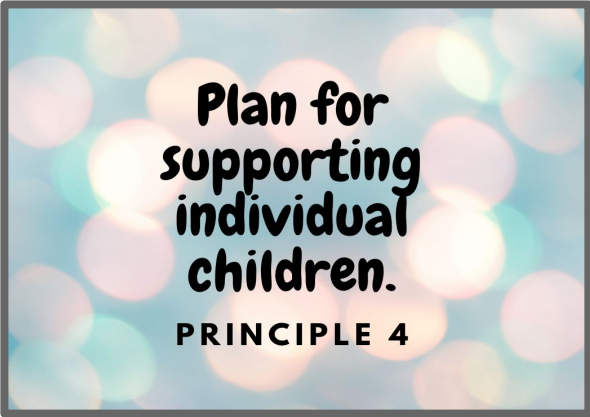
**Build community  
and relationships.**

PRINCIPLE 2



**Incorporate play  
and active  
learning.**

PRINCIPLE 3



**Plan for  
supporting  
individual  
children.**

PRINCIPLE 4



The background of the slide is a light blue-grey color with a bokeh effect. It features numerous out-of-focus circles in various colors, including soft pinks, peaches, and light blues, creating a dreamy, ethereal atmosphere.

**Be predictable.**

**PRINCIPLE 1**



CREATE AND FOLLOW A ROUTINE





**Build community  
and relationships.**

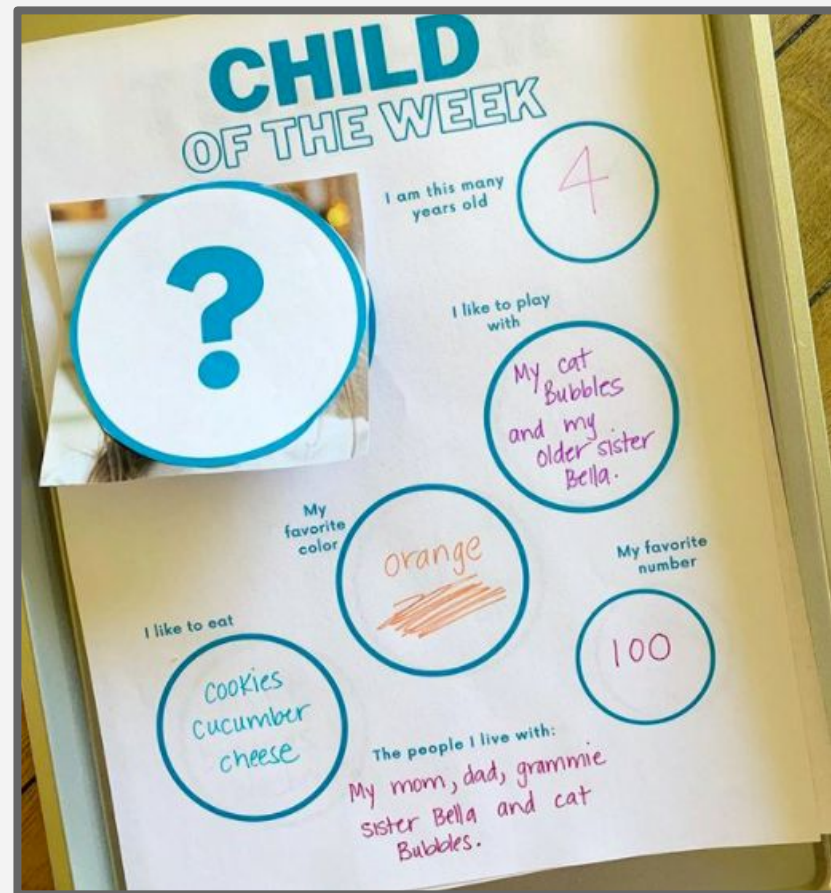
**PRINCIPLE 2**



# USE CHILDREN'S NAMES AND PICTURES

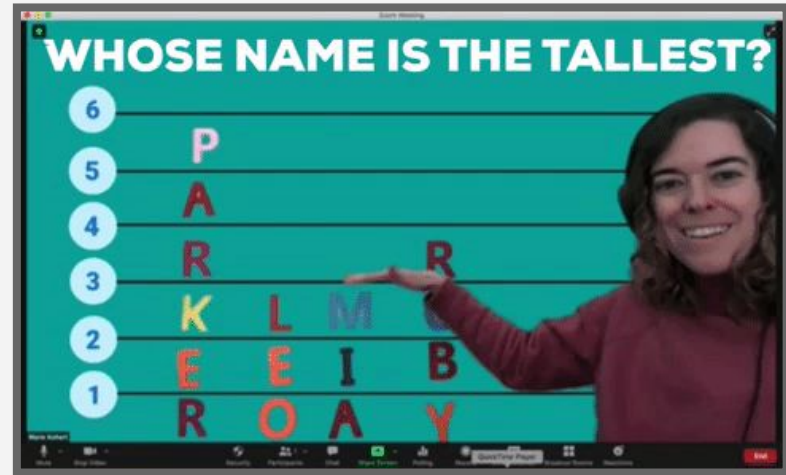


Activity Idea from Alison MacDonald of  
“No Time for Flashcards”



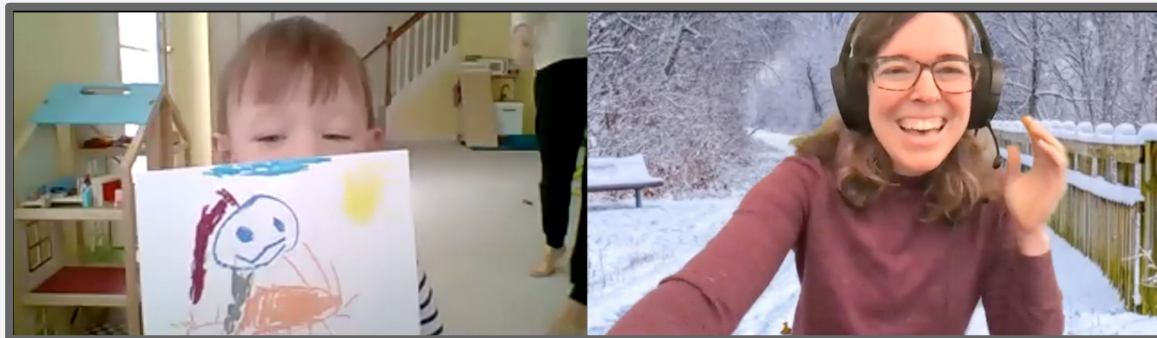
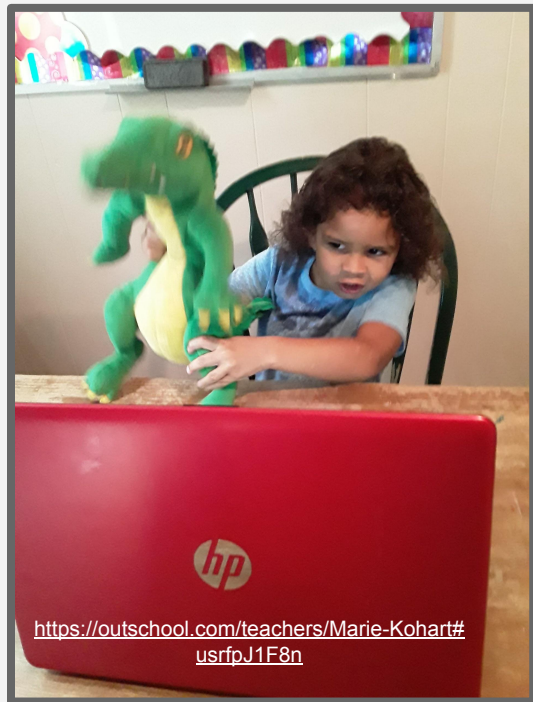


# USE CHILDREN'S NAMES AND PICTURES





# OFFER OPPORTUNITIES TO SHOW AND TELL





# USE FAMILIAR MATERIALS FROM THE CHILD'S HOME





The background of the slide features a bokeh effect with out-of-focus circles in shades of teal, light blue, and pale yellow, creating a soft, dreamy atmosphere.

**Incorporate play  
and active  
learning.**

**PRINCIPLE 3**



# ANIMALS NEAR ME





OFFER SHARED EXPERIENCES TO DO  
TOGETHER ON A VIRTUAL CALL



Activity Idea from Alison  
MacDonald of “No Time for  
Flashcards”



SHARE FOLLOW-UP EXPERIENCES TO  
DO AT HOME



The background of the slide features a bokeh effect with out-of-focus circles in shades of teal, light blue, and pale yellow, creating a soft, dreamy atmosphere.

# **Plan for supporting individual children.**

**PRINCIPLE 4**



# SUPPORTING INDIVIDUAL CHILDREN







**Be predictable.**

PRINCIPLE 1



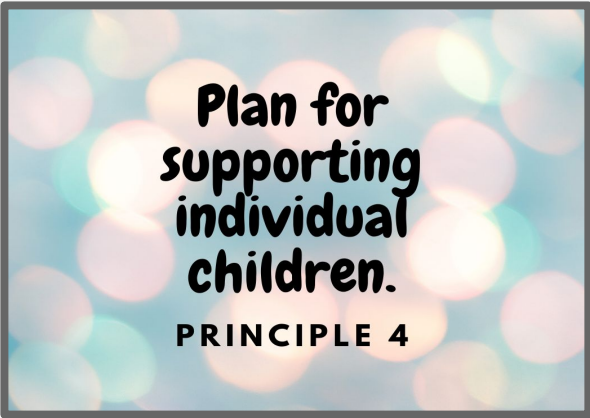
**Build community  
and relationships.**

PRINCIPLE 2



**Incorporate play  
and active  
learning.**

PRINCIPLE 3

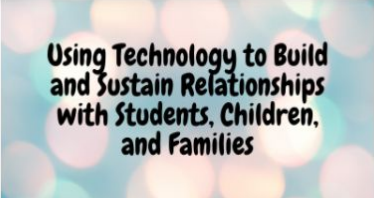


**Plan for  
supporting  
individual  
children.**

PRINCIPLE 4



# WHERE CAN I LEARN MORE?



**Using Technology to Build and Sustain Relationships with Students, Children, and Families**

4 items • 1 view

SCRIPT-NC Webinar: 3/2/21  
Presenters: Camille Catlett, Marie Kohart, Danielle Savory Seggerson



Connecting and Engaging with Children in the Virtual Classroom

Webinar Collection




Green Screen Resources

Webinar Collection



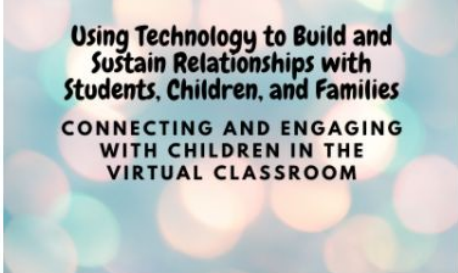
Family Engagement

Webinar Collection



Connecting with College Students

Webinar Collection




**Using Technology to Build and Sustain Relationships with Students, Children, and Families**

**CONNECTING AND ENGAGING WITH CHILDREN IN THE VIRTUAL CLASSROOM**

Connecting and Engaging with Children in the Virtual Classroom


11 items • 21 views

SCRIPT-NC Webinar: Using Technology to Build and Sustain Relationships with Students, Children, and Families  
3/2/21  
Presenters: Marie Kohart, Danielle Savory Seggerson, and Camille Catlett




Young Children Develop in an Environment of Relationships

Center on the Developing Child at Harvard University  
An environment of relationships is crucial for the development of a child's brain architecture, which lays the foundation for later developmental outcomes.



ECTA Center: Preschool During the Pandemic: Early Childhood Education in Extraordinary Times

EdSource  
This video series shares the experiences of practitioners and families from across the country, illustrating how the fields of early education and early childhood special education are successfully supporting preschoolers and their families during the COVID-19 pandemic.



Supporting Teachers through Change | NAEYC

NaeYC  
Here, you will read key excerpts of what they would share with teachers about supporting children and families as they adapt to the dramatic changes in daily routines and circumstances.



# WHERE CAN I LEARN MORE?

## Resources to Promote Building Relationships and Supporting Engagement of Children Virtually

Topic	Examples	Possible Activity/Assignment
Building Relationships/Supporting Engagement	<b>Episode 2: Teaching Through the Screen, Not On It</b> <a href="https://youtu.be/AGshYp3YhMo">https://youtu.be/AGshYp3YhMo</a> In this video, early childhood special educator Rebecca Vitelli illustrates elements for her virtual classroom: relationships and connections; hands-on, playful activities; and being safe, kind, and helpful. This is an idea-filled 15-minute tutorial on playful, engaging teaching that is focused on active learning without relying on tech tools.	<b>Preparation for an Application.</b> This would be a great video for students to watch before they began an assignment that required them to design an activity for young children (e.g., design a science activity for a small group of preschool children, one of whom is a dual language learner whose home language is Spanish). The three underpinnings in the video (build relationships, playful learning, be safe/kind/helpful) could be components of the assignment (and components of the rubric for assessing the assignment).
	<b>Five Tips to Make the Most of Video Chats</b> <a href="https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats">https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats</a> This infographic 5 tips to help children build relationships, communicate, and learn on screen.	<b>Details, please?</b> Using the 5 tips, ask students to create an interactive session with a toddler that supports learning a specific skill. The assignment could include creating an infographic to share with families and/or actually pairing up with another student to video how they might actually deliver the session.
	<b>Four Teachers Share Their Experiences Teaching This Spring</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers">https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers</a> Read about how these early childhood educators have shown resilience, patience, and empathy as they have also faced uncertainty. They have called upon their experiences as educators as they work to offer engaging, playful learning opportunities and maintain relationships while physically away from school.	<b>How would you do that virtually?</b> Nadia <del>Abogeta</del> shares six ideas for how she has valued relationships virtually (e.g., time for snuggles). Ask students to select one of the ideas and describe some specific examples of how they might implement that strategy virtually.
	<b>Getting to Know the Whole Student in Distance Learning</b> <a href="https://www.edutopia.org/article/getting-know-whole-student-distance-learning">https://www.edutopia.org/article/getting-know-whole-student-distance-learning</a> This online article shares the approach one teacher used learn more about her students. She describes how she also tunes into physical presence and gesture, disposition and temperament, connections with others, interests and preferences, and modes of thinking and learning. Don't miss the set of ideas for bringing movement into lessons.	<b>Multiple Means of Expression</b> As part of an assignment or activity, remind students of the benefits of Universal Design for Learning practices. Then, ask students to discuss how children could express themselves or provide an answer in multiple ways other than words: through gestures, expressions, movement, etc.
	<b>Play, Child Development, and Relationships: A Preschool Teacher in China Shares Her Virtual Teaching Experience</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships">https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships</a> Discover: ask the author please a combination of virtual and hands-on learning opportunities for the children in her program, while playing attention to play, relationships, and academics.	<b>Activity:</b> Even in the sections of this blog on cognitive and language/literacy development, the author has built in components of social and emotional development and relationships. For each of the cognitive and language/literacy bullets, ask participants to identify those additional components and add any ideas they have for other strategies.
	<b>*Animals Near Me* Virtual Lesson</b> <a href="https://mediabubs.us.edu/media/b/1_9kcyW7">https://mediabubs.us.edu/media/b/1_9kcyW7</a> In this video, Ms. Marie engages in virtual activity with a small group of children about the animals they can find in their community. In this lesson, you will see how the teacher builds community and relationships by using the children's names often, incorporating pictures of the children, and allowing opportunities for the children to share their own experiences. The teacher also includes multiple opportunities for play and active learning by incorporating child choice, movement, and pretend play.	<b>What Did You Notice?</b> Without sharing the description to the left, ask participants to watch the clip, and then discuss the strategies Ms. Marie used to engage the children. See if they pick up on the intentional use of the children's names, etc. Then, introduce the <a href="#">Naturalistic Instructional Practices Checklist</a> (a compilation of evidence-based practices for supporting child learning within everyday activities). Ask participants to identify the naturalistic practices they saw in the video.

Topic	Examples	Possible Activity/Assignment
	<b>Social Story: My School Changes after COVID-19</b> <a href="https://www.dailycare.com/social-story-my-school-changed-after-covid-19/">https://www.dailycare.com/social-story-my-school-changed-after-covid-19/</a> Social stories are a proven tool for teaching children, especially those with disabilities, new skills and expectations. This set of online resources includes a social story to help children understand and process the changes in school. Mary thanks to Rebecca Corbett for sharing this example.	<b>Social Stories:</b> Incorporate content on the importance of social stories in supporting young children, especially those with disabilities, to understand changes and new routines. Use examples from <a href="#">SPEECH</a> or <a href="#">LIFEPLAN</a> to introduce the concept, then ask students to create a social story of their own.
	<b>Virtual Teaching with Dual Language Learners</b> <a href="https://mediabubs.us.edu/media/b/1_9kcyW7">https://mediabubs.us.edu/media/b/1_9kcyW7</a> In this video, Ms. Marie engages in a virtual learning activity with two young children who are dual language learners. In order to individualize the lesson and support the children's specific needs, the teacher and family of the children brainstormed together before the lesson. The boys' family shared their favorite song, Old MacDonald, and their love of dinosaurs! With the family's help, the teacher learned how to say the sounds the animals in the lesson make in the boy's home language, Japanese.	<b>How Many Ways?</b> Without sharing the background information, ask participants to watch the video and identify ways in which Ms. Marie supports engagement for these young dual language learners. Then, share the <a href="#">Embedded Instructional Practices Checklist</a> and discuss the importance of this set of evidence-based practices for promoting targeted learning within home, family, and community environments. Ask participants to watch the video and identify ways in which Ms. Marie supports engagement for these young dual language learners.

Topic	Examples	Possible Activity/Assignment
Supporting children in Virtual Preschool	<b>Episode 1: Overview, Early Childhood Education in Extraordinary Times</b> <a href="https://youtu.be/4dRv00tMs">https://youtu.be/4dRv00tMs</a> Series producer Larry Edelman describes the Preschool During the Pandemic project and provides coming attractions of upcoming episodes. (5 min.)	<b>Reflection:</b> The new NAEYC position on developmentally appropriate practice (DAP) stresses the importance of creating a caring, equitable community of learners. Ask students, drawing from evidence-based sources like the DAP position statement, to identify components of a "caring, equitable community of learners" and to share how they would create such a community virtually.
	<b>Episode 6: Bringing a Virtual Classroom to Life</b> <a href="https://youtu.be/1ZHVNB7W">https://youtu.be/1ZHVNB7W</a> Pre-K teacher Michelle Rodriguez shows how she keeps her remote classroom hands-on and play-based and two parents share their children's experiences.	<b>What's in the Bin?</b> Ms. Rodriguez shares the strategy of providing each family with a bin of resources to support online instruction. Ask participants to discuss the things she might have included in a bin of essentials.
	<b>Play, Child Development, and Relationships: A Preschool Teacher in China Shares Her Virtual Teaching Experience</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships">https://www.naeyc.org/resources/pubs/tyc/apr2020/play-child-development-and-relationships</a> In this web article, a preschool teacher focuses on ways she has supported learning and development across domains as part of online learning for her preschool class. Specific attention is paid to approaches that encourage social-emotional development and support home languages.	<b>What Else?</b> Ms. Silverman shares examples of what's in each bin. Ask students what else would you include? Why? Ask students to read the brief article and discuss other ways to support social-emotional wellness and development. Ask students to identify the sources for their ideas so those may be compiled into a resource collection for everyone to use.
	<b>Preschool During the Pandemic: Early Childhood Education</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers">https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers</a> This series of 11 videos shares the experiences of practitioners and families from across the country, illustrating how the fields of early education and early childhood special education are successfully supporting preschoolers and their families virtually.	The 11 videos in this series are described individually in this handout, with accompanying ideas for activities and assignments. Look for entries that start with the word <b>Episode</b> and you'll be able to find them all.
	<b>Episode 3: Reflections on Inclusion in Remote Preschool</b> <a href="https://youtu.be/FW4WS8t22s">https://youtu.be/FW4WS8t22s</a> Early childhood special educators Brittany <del>Abogeta</del> Griffith and Tara Hughes share strategies they use to include all children in their virtual classrooms. (11 min.)	<b>Do You See the RPs?</b> Ask students to watch this video, then identify ways in which the practices demonstrated reflect alignment with the <a href="#">DEC Recommended Practices</a> (RPs) for instruction and/or interaction using the performance checklists.
Supporting Individual Learners	<b>Episode 5: Aila Goes Back to Preschool</b> <a href="https://youtu.be/v2v50Z7-A">https://youtu.be/v2v50Z7-A</a> Aila's mother Shadia describes the challenges and joys of supporting her daughter with autism to participate fully in remote and in-class preschool. (12 min.)	<b>What Does DAP Say?</b> The language of NAEYC's new DAP position is explicit in its expectations. Ask students to read <a href="#">DAP: Engaging in Reciprocal Partnerships with Families</a> . Then ask them to watch this video and discuss which recommended educator behaviors (A-G) are being used by the educator/program, based on the family remarks.
	<b>Episode 7: My Virtual Preschool Classroom</b> <a href="https://youtu.be/AGshYp3YhMo">https://youtu.be/AGshYp3YhMo</a> Early childhood special educator Shawana Cook shows how she created a virtual inclusive classroom to engage her preschoolers and their families. Listen to her describing how she adapts activities to individualize learning.	<b>The 3 Lenses of DAP:</b> The latest NAEYC position on Developmentally Appropriate Practice (DAP, 2020) identifies three interwoven core considerations that should inform their decisions about children, community, individuality, and context. After watching this video and reviewing the brief section from DAP, discuss the following with participants: Which of the three considerations was apparent from Ms. Cook's description of her virtual inclusive classroom? Which were not? If any components were not mentioned, what might Ms. Cook do to bring that lens/those lenses into her planning?

## Resources to Promote Building Relationships and Supporting Engagement of Families Virtually

Topic	Resources	Possible Activity/Assignment
	<b>Family Support in Virtual Learning</b> <a href="https://drive.google.com/file/d/165g1HW5N9YGVp0OLkhsuR/view?ts=603396f6">https://drive.google.com/file/d/165g1HW5N9YGVp0OLkhsuR/view?ts=603396f6</a> In this 8-minute video, K-3 teacher Tamara Smith-Moore shares insights she has gained from teaching virtually. She shares ideas about what has worked and what hasn't, the capabilities needed by college students, and more in a question-and-answer format.	<b>Appreciation for Family Diversity.</b> One point Tamara makes in this video is the <a href="#">juggo, taqo, o</a> fully understanding how unique each family is. After watching the video, ask students to discuss different strategies they might use to support a family with different characteristics (e.g., no family member available during the day when children are learning virtually, home language other than English, single parent supporting several children).
	<b>Learning at Home: What Preschool Children's Parents Do and What They Want to Learn from Their Children's Teachers</b> <a href="https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers">https://www.naeyc.org/resources/pubs/tyc/apr2020/feature-teachers</a>	Use a persona or other vignette of a family and child. Ask students to develop their approach to engaging and supporting the family as partners in their child's learning.



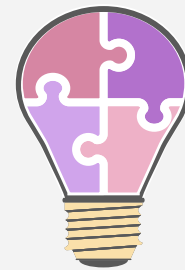
# HOW CAN I HELP MY COLLEGE STUDENTS LEARN AND APPLY THESE IDEAS?

## Getting to Know the Whole Student in Distance Learning

Elementary teachers usually know how students move, their interests and temperaments, and more. A look at how to gather those details in distance learning.

By [Cara Furman](#)

February 1, 2021



**Multiple Means of Expression:** As part of an assignment or activity, remind students of the benefits of Universal Design for Learning practices. Then, ask students to discuss how children could express themselves or provide an answer in multiple ways other than words: through gestures, expressions, movement, etc.

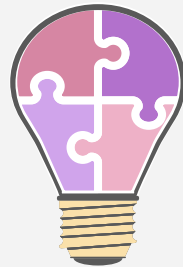
[Getting to Know the Whole Student in Distance Learning](#)



# HOW CAN I HELP MY COLLEGE STUDENTS LEARN AND APPLY THESE IDEAS?



## Virtual Teaching with Dual Language Learners



**How Many Ways?** Without sharing the background information, ask participants to watch the video and identify ways in which Ms. Marie supports engagement for these young dual language learners. Then, share the [Embedded Instructional Practices Checklist](#) and discuss the importance of this set of evidence-based practices for promoting targeted learning within home, family, and community routines. Ask participants to watch the video again with the checklist in front of them, then discuss which of the practice characteristics they saw demonstrated.



# PRESCHOOL DURING THE PANDEMIC: EARLY CHILDHOOD EDUCATION VIDEO SERIES

This series of 11 videos shares the experiences of practitioners and families from across the country, illustrating how the fields of early education and early childhood special education are successfully supporting preschoolers and their families virtually.

- Episode 1: Overview: Early Childhood Education in Extraordinary Times +
- Episode 2: Teaching Through the Screen, Not On It +
- Episode 3: Reflections on Inclusion in Remote Preschool +
- Episode 4: Equity and Family Support +
- Episode 5: Alia Goes Back to Preschool +
- Episode 6: Bringing a Virtual Classroom to Life +
- Episode 7: My Virtual Preschool Classroom +
- Episode 8: Noah and Pop-Pop Go to Preschool +
- Episode 9: Back to the Classroom: Balancing Social Development and Safety +
- Episode 10: Promoting Social Skills in a Virtual Classroom +
- Episode 11: Rising to the Occasion +
- Episode 12: Engaging Preschoolers with Green Screens +

development Institute of the University of North Carolina at Chapel Hill, funded 0001 from the Office of Special Education Programs, U.S. Department of Education. These materials do not necessarily represent the Department of Education's position or policy. Project

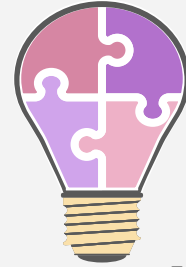


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# HOW CAN I HELP MY COLLEGE STUDENTS LEARN AND APPLY THESE IDEAS?



## **Preparation for an Application.**

This would be a great video for students to watch before they began an assignment that required them to design an activity for young children (e.g., design a science activity for a small group of preschool children, one of whom is a dual language learner whose home language is Spanish). The three underpinnings in the video (build relationships, playful learning, be safe/kind/helpful) could be components of the assignment (and components of the rubric for assessing the assignment).



## [Episode 2: Teaching Through the Screen, Not On It](#)



# CREDITS

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