## Hybrid Learning with LEGO® Education

### 10 STRATEGIES...

...to Engage Every Student During Online Learning

### IF YOU OBSERVE THAT...

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| **1** The group seems low on energy. | • Prompting a physical transition to reset energy levels at the start of each new task  
• Taking a break from the primary task to run a short “Six Bricks” activity | • Let's all change something about our environment. If you can, pick up your computer and move to a new space, stand up where you are or switch to a new chair... just change it up a bit!  
• Let's have our brains take a break from this challenge by doing something else for a few minutes... |
| **2** You're delivering a monologue for more than 5-6 minutes. | • Checking for understanding by asking your students to build a small model representing the main ideas they’ve heard  
• Prompting engagement by eliciting questions from your students via chat, or using web conferencing tools (e.g., polls, annotation)  
• Sharing content outside of synchronous sessions (e.g., using video, text, graphics, or audio) or asking your students to read aloud to add multiple voices to the lesson | • Can someone summarize what you think are the most important things to remember from what I've just shared?  
• What questions do you have right now?  
• What's one way you might take the information I've shared and apply it to your project? |
| **3** Some students are sharing aloud more than others. | • Facilitating a “Think-Write-Share” where all students respond to a prompt individually via chat; ask certain students, by name, to expand aloud on their thinking  
• Establishing procedures for taking turns during discussions (e.g., by using the web conferencing hand-raising feature)  
• Asking students to self-monitor their engagement by noticing how much they engage and setting a goal for the next lesson | • I’d like to hear from some voices I haven’t heard in a while...  
• Can I hear from one person who agrees and one who disagrees with what was just shared?  
• Take a moment and think about whether you’d like to try to share more or listen more during the next part of our lesson... |
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| **4** You’re having difficulty seeing or hearing students sharing their work. | • Asking your students to slowly hold their models up to the camera to compensate for lag  
• Asking your students to share photos/videos instead of livestream, and share their thoughts in writing instead of audio  
• Asking your students to send you their code so you can apply it to your build for a video demonstration | • Can you hold that up to the camera again? Hold it there… good.  
• I’d love for us to get a better look at that. Can you take a quick video and upload it to our folder, then send the link via chat?  
• Why don’t you send your code to me, and we can try running it on my model? |
| **5** There’s silence in a small group breakout room collaboration session. | • Asking your students to go around, sharing one success they’ve had and one challenge they’re facing on their current task  
• Providing your students with a discussion checklist, outlining which topics to discuss, before launching the breakout rooms  
• Assigning roles within the groups – one being the “status reporter” responsible for updating you on the group’s progress when you join their breakout room | • What have you done since I last joined?  
• What are you working on now?  
• What are the biggest challenges you’ve been working through? What have you tried so far?  
• What topics will you have to discuss as a group before you can move your ideas forward?  
• What would be most helpful for your group right now? |
| **6** Some students arrive clearly unprepared to succeed in the day’s task. | • Inviting students in need of extra support to a breakout room for additional guidance while the others begin their tasks  
• Hosting virtual office hours or 1-to-1 check-ins with students before the online lesson to review their progress on assignments, troubleshoot tech issues, pre-teach, etc. | • Before I send you into your group workspaces, raise your hand if you’d like to join me to discuss the assignment first…  
• When you head into your group workspace, I suggest that you start with this part to get going as quickly as possible… |
| **7** Some students are struggling unproductively when working without your support in their small group breakout sessions. | • Providing a checklist of places the students can look to for help (e.g., peers, reference documents)  
• Using discussion threads during online lessons as a place where students can ask questions across groups  
• Establishing a procedure for how groups can ask for help when you’re with another group  
• Encouraging students to practice paying attention to and learning from their peers during collaborative worktime | • Great question – I saw another group struggling with this, and they figured out a workable solution. Can you post that question in the discussion forum, and I’ll ask that group to share back with you?  
• I’d like you all to stop for a minute – take a look at what “X” is doing over in their video. “X,” can you show and talk about what you’re trying to do there? |
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<td><strong>8 Students are giving imbalanced peer feedback (overly positive or critical).</strong></td>
<td>• Modeling feedback that includes specific, detailed “glows” (positive feedback) and “grows” (constructive feedback) • Using one of your sample solutions as fodder for a practice feedback session • Trying a new format for giving feedback (e.g., annotation on top of a photo of a build, screenshot of code)</td>
<td>• That strategy seemed to be successful because I observed… • I haven’t seen any other solutions that attempted this idea… • Have you thought about…? • What other ideas did you consider but didn’t have time to try?</td>
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<td><strong>9 Some students aren’t displaying active listening to their peers.</strong></td>
<td>• Creating a ritual for the transition from building to listening • Narrating the connections you want your students to make between their own work and others’ ideas • Assigning your students a specific task to complete while listening (e.g., giving feedback, looking for an idea to help with their own project)</td>
<td>• Hands up, hands down, hands on your head! • Did you hear their idea? Can you tell me how it could help with your idea? • While you’re listening to the other group share, I’d like you to write down one question you want to ask about their design…</td>
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<td><strong>10 Some students don’t finish the task and aren’t able to share their work.</strong></td>
<td>• Giving your students a forum where they can post videos presenting final products after the lesson; assigning students to review and comment on each other’s work • Offering optional “tinkering time” where students can get feedback and collaborate before and/or after group lessons</td>
<td>• I’m sure everyone wishes they could have more time on this, so you’ll all have a chance to share your final project virtually after class… • If you’d like to problem-solve together, don’t forget that we have peer office hours later today…</td>
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