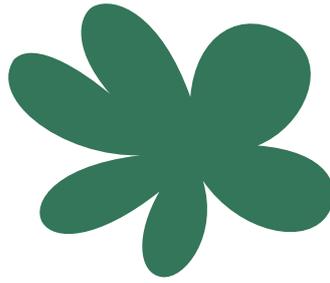
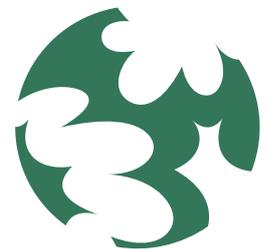
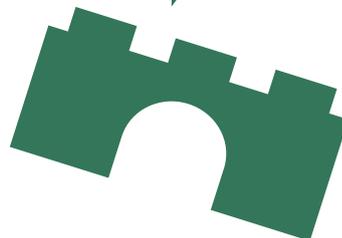
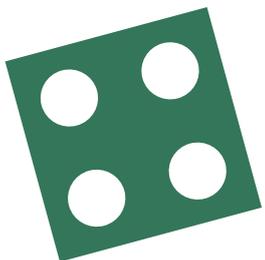
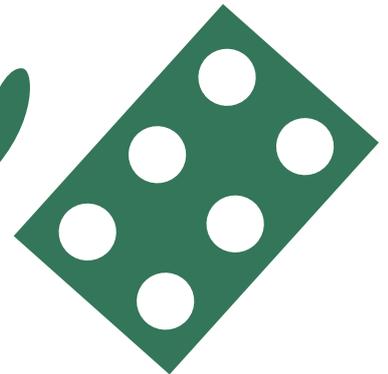
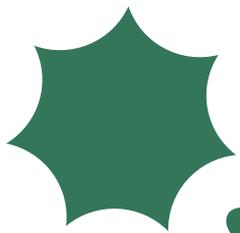
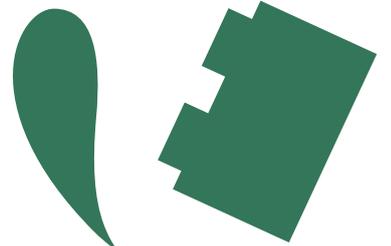
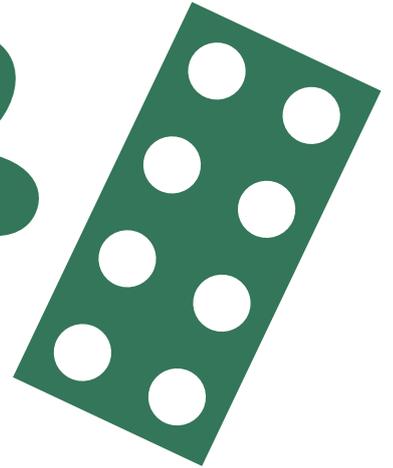


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Building Friendships

Secondary school (age 11-16)



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Introduction

What is Building Friendships?

Building Friendships is a whole-class resource for teachers, based upon the principles of learning through play. The resource has been designed to support the development of social connections, communication and emotional wellbeing through collaborative building with LEGO® bricks. It encourages the incorporation of playful learning activities into the classroom, to encourage students and young people to reconnect after the Covid-19 pandemic.

There are six different activities, each with two levels of difficulty:

- 01 Tall Towers — Two teams are challenged to build the tallest, strongest tower.
- 02 Set Building — Students work together to choose a theme and build a model.
- 03 Build and Share — Students build individual models to help them safely share some positive feelings with the group.
- 04 Aqua Build — LEGO bricks and water play combine in themed building challenges.
- 05 Speedy Racers — Two teams compete to build the fastest car that travels the furthest distance.
- 06 Marble Maze — Students work together in a pair to build a LEGO maze.

We know that playful experiences provide learning opportunities. The LEGO Foundation describe this as *Learning through Play*. Each activity has been designed to promote each of the 5 characteristics of *Learning through Play*; Joyful (fun and enjoyable); Iterative (opportunities to test things out, amend, and try again); Meaningful (relevance or connection to existing knowledge or experience); Socially Interactive (working together and collaborating) and Actively Engaging (active involvement in problem solving). To find out more about *Learning through Play* visit the knowledge base at www.legofoundation.com.

The resource includes a Teacher Guide, Activity Cards for students, visual illustrations of emotion, and printable resources to support delivery of the activities. The activities require LEGO bricks, but there is not a specific kit or set of bricks required.

The activities have been created for use within a UK school, although please do feel free to use and adapt for your local context.

Who are we?

Play Included are a not-for-profit social enterprise, run by clinical and educational psychologists who specialise in child mental health and social communication. We act as a Learning Centre, ensuring young people achieve the best outcomes through professional training, resources, partnerships and research.

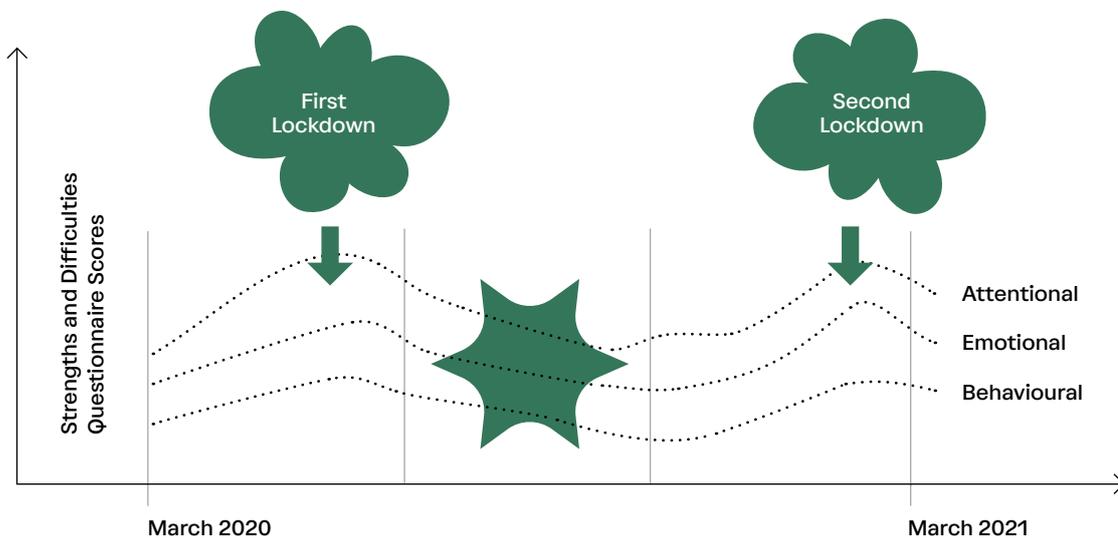
Play Included C.I.C are the leading resource in the Brick-by-Brick™ programme, a learning through play concept to support communication, collaboration and connectedness for autistic children and others who may benefit.

Our mission is to make sure every child and young person has access to positive social experiences and has the chance to make friends through play.

Why is it important to build friendships?

The impact of the coronavirus pandemic on students has been significant. In the UK, students have been isolated from friends during the school closures, and patterns between lockdowns and worsening mental health symptoms have been observed:

Co-SPACE children experienced highest level of mental health symptoms from June 2020 to February 2021, when restrictions were the highest.



Findings from Co-Space, University of Oxford www.cospaceoxford.org

Anita Grant, Chair of Play England said:

“This has been a time of massive anxiety, fear and stress for us all and children have been amongst the hardest hit. Children who feel anxious do not feel safe. As we move forward we need to think long and hard about how to support children to play freely, reconnect with their world and feel happy in their communities.

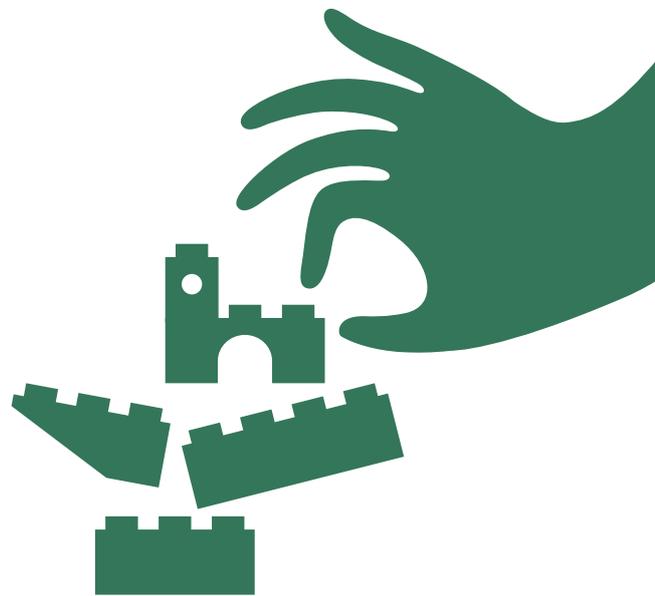
“Everything that we do in the recovery needs to support children to build resilience, work through trauma, make friends and enjoy themselves. Play is the way that children do all those things so giving them the space, time and permission to play is the best thing that we can do.”

Who are the resources for?

The activities are intended to be used with the whole class, from Year 7 to 11 (age 11-16).

There are two different levels for each activity, and please feel free to differentiate the activities further as required. Level 02 is aimed at KS3 (or age equivalent 11-14) and Level 03 is aimed at KS4 (age equivalent 14-16). The resources can be used flexibly to accommodate different needs; you may have some groups accessing Level 02 and some accessing Level 03 within the same classroom. For students with Special Educational Needs you may find that the Building Friendships Primary Resource provides appropriate differentiation.

The activities



How?

Each activity has been designed to develop different skills; some focus more on social collaboration whereas others are designed to develop expression of emotion. The students are likely to benefit more if they have the chance to take part in the full range of activities. You may wish to revisit the materials throughout the academic year. As the activities develop social and emotional skills, they are ideally suited for use in the Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

Use the activities in any way that suits your classroom. Each activity takes roughly the same amount of time so the activities can run in parallel. The activities have been designed so they can be used on a carousel basis, allowing the students to rotate round activities in succession. Alternatively, the resource could be used to run a short session of just 1-2 activities, perhaps on a more regular basis.

Please be mindful of local Covid guidance regarding cleaning and quarantining of materials if students are rotating round activities.

The activities take approximately 30 minutes each, although this can be lengthened or shortened to suit your timetable. Additionally, you will need approximately 10 minutes to set up with the class at the start of a session, and 20 minutes to feedback and tidy up.

What equipment will I need?

- Emotions Card, Activity Rota and Rules Template (see Appendix C)
- LEGO® bricks (*any tub of LEGO bricks will be suitable*)
- Trays or tub for LEGO® bricks (*one per activity*)
- Specific materials for each activity (see Appendix A)
- One minifigure per student (*these can be purchased for around £1 each on LEGO.com Pick a Brick Service using the terms 'mini head', 'mini lower part' & 'mini upper part'*)

* If you do not have access to minifigures you could substitute with other items, for example, other small figures, a brick per student, peg dolls, or each student could create a small figure with craft items. The minifigures are not an essential part of the collaborative building, but they are used to help to support emotional literacy through prompts and questions.

Preparing the students

Rules

Establish some group rules with the class and record on the Rules Template (see Appendix C). The students should write the rules as a class, but may need some prompts from the teacher to make sure they are appropriate. It would help if the purpose of the activities have been explained to them so relevant rules can be created (e.g. activities as a team using LEGO® bricks, will be working together, at the end we will take the models apart).

Prompt questions could include:

- Why should we have some group rules?
- Let's decide some together as a class, what rules do you think we need?
- What helps us to work well as a team?

Preparation

Lots of students benefit from being prepared for a new activity, although this is particularly important for autistic children and young people. It may help to show the resources beforehand, and explain what will happen in the session.

Minifigures

Familiarise the students with the use of minifigures emotion expression (see page 8 for guidance) and the Emotions Card (see Appendix C). Give the students a chance to create their own minifigure, and decide where and how minifigures will be stored between sessions. Each student should have their own minifigure which they will use session to session.

Structure of the sessions

10 minutes

Start of a session

- 01 Get students into groups ready for their activities. You may wish to use the Activity Rota to help with this. See the guidance on grouping students later in the teacher guide for further advice.
- 02 Once the groups are ready, set a timer that the whole class can see. Explain how long the activity will last.

10 minutes

Between activities

(if doing more than one activity in a session)

- 01 Get the groups to show the rest of the class what they have done together. Encourage the class to celebrate successes and give positive praise.
- 02 Give the groups 5 minutes to discuss the minifigure questions on their Activity Cards.
- 03 Prepare to move to the next activity (*follow 'Start of a session' guidance above*).

20 minutes

At the end

- 01 Get the groups to show the rest of the class what they have done together. Encourage the class to celebrate successes and give positive praise.
- 02 Give the groups 5 minutes to discuss the minifigure questions on their Activity Cards.
- 03 Reflect on how the sessions went with the whole class. The following prompt questions may be helpful:
 - Did you have fun?
 - What did you enjoy best about the activities today?
 - What helped your group work well together?
 - Did you have any problems in your group?
 - What did you do to solve the problem together?
 - What did you like about the other group's models?
 - Did you spot any good ideas that you want to remember for next time?
- 04 End with time for reflective building. Each student needs their minifigure, and a handful of LEGO bricks. Give the students 5 minutes to “build something that represents how the session was for you or your minifigure today” and 5 minutes to share with someone sat near to them. Remind the class to look at the Emotions Cards on their desks to prompt use of emotional language.

Tips for success

Grouping students

Some classrooms already have students in smaller groups for activities such as these. Do feel free to keep students in these same groups. However, given these tasks were developed to support students to foster stronger relationships with their peers, there may be some in the class that would benefit from a more deliberate grouping strategy.

For students who might be struggling to make and maintain a key friendship within the classroom, keeping them in a group with the same peers may be beneficial in supporting the development of close bonds. Alternatively, others may benefit from a different group of peers each time to give them confidence in interacting with a broader range of peers.

There is an Activity Rota (see Appendix C) for you to record groupings onto. If you want to randomly allocate to groups, one fun way to do this is to get the students to pick a brick out of a bag, and the colour of the brick determines which activity they are allocated to. The Activity Rota and Activity Cards are colour coded to correspond to LEGO® brick colours. Allow a student to pick again if they have already been to the activity.

Promoting emotion language, understanding and management in sessions

LEGO minifigures are used to help students practice emotion recognition and expression in a safe and playful way. The students are encouraged to think of how their minifigure may be feeling during the activities and during a reflective build at the end of the session. There is also a visual illustration of different emotions to support the use of emotion terms—you may wish to have this on each table. If the students are used to using an alternative resource or process for emotional literacy, please use this instead.

Some activities require students to think about ways that different emotions can be managed, or how different emotions can arise from the same situation. We hope that the activities will prompt conversations between peers, including:

- Explicit emotion language use via a discussion of the emotional experience of the minifigure across the activities. Some students may use this as an opportunity to talk about their own experiences with that emotion. Feeling comfortable discussing emotions and being able to identify one's own emotional experience is an important aspect of fulfilling social interactions in adolescence.
- Understanding that some experiences may lead to different emotions for different minifigures. For example, presenting the final build to the class may be a worrisome prospect for some students, while others may enjoy speaking to a large group. This highlights to young people that emotion experiences can be unique and it's ok to feel differently to one's peers.

- Understanding ambivalent emotions: the experience of multiple and even contradictory emotions to a single event. For example, entering a new peer group setting may be both anxiety-provoking and exciting.
- Strategies to manage emotions: emotion management is crucial when interacting with different peers. In the activities discussion of emotion management is primarily from the point of view of the minifigure, however some questions may also prompt young people to think about how they manage their own emotions in difficult or challenging situations.
- Emotion management strategies that may be generated include behavioural strategies to modify the emotion experienced (e.g., leaving or changing the challenging situation – persuading friends to engage in a different behaviour or leaving a party early) or psychological strategies (e.g., denial, distraction – I would think about something else, I would pretend I wasn't feeling upset) to change the emotion experienced. There is no 'right' way to manage emotions, and all young people will come up with different strategies.

The students should have access to their minifigure for each session, so consider how they could be labeled with the student's names and safely stored between sessions.

If you are aware of difficulties in some of the students in your class you may wish to encourage them to keep discussion about emotions to the minifigures, rather than talking about their own feelings. Please use your professional judgement if you do not feel this activity is suitable for some of the students.

Hints and tips

- 01 The most important thing is for the students to have fun! Keep it playful.
- 02 Make sure students swap activities so they get to take part in a different activity each time. The Activity Rota can be used to keep record of which activities everyone has taken part in.
- 03 Spend some time getting the class ready to participate.
- 04 Try to visit each group. There are prompt questions for each activity in the Teacher Guide.
- 05 Prompt the group to problem solve as a team when difficulties arise, rather than giving them solutions.
- 06 If a student would usually have additional adult support to access groupwork ensure this is available to them. Students with social communication difficulties may benefit from small group, targeted intervention in addition to the re-building friendships activities. Play Included have developed the Brick-by-Brick programme to support the development of social and communication skills through collaborative building with LEGO® bricks (see www.playincluded.com).
- 07 Follow current local guidance to minimise COVID transmission risk associated with sharing of resources.

Using the activities on a regular basis

You may wish to use these activities on a regular basis. Relationships and emotion understanding are fundamental for adolescent learning and development. We hope that these activities support students after a very difficult year.

Acknowledgements

Play Included would like to thank the following for their support and expertise in developing the Building Friendships resources:

- The LEGO Group, Local Community Engagement team, UK
- Per Havgaard (Senior Facilitation Manager) and Michelle Ndebele (Play and Health Specialist), The LEGO Foundation
- Dr Jenny Gibson, Senior Lecturer in Psychology and Education, PEDAL, The University of Cambridge
- Dr Elian Fink, Lecturer in Psychology, University of Sussex



Appendix A: Teacher Guide

Tall Towers
Set Building
Build and Share
Aqua Build
Speedy Racers
Marble Maze

Tall Towers

Who can build the tallest tower?

Skills

SOCIAL	Working together as a team.
EMOTIONAL	Perseverance.
COGNITIVE	Problem solving, measuring, timing.
CREATIVE	Lateral thinking.
PHYSICAL	Fine motor skills.

How

- The students have to work together to build the tallest tower using only LEGO® bricks.
- Get students into two groups of up to 4 per group.
- Give the groups the Activity Card, and 30 minutes to complete the task.
- At the end of the task the group need to work out how to measure which tower is tallest, and time whether the object will balance on the model for 60 seconds.
- Bonus awards can also be given for other qualities that you have seen in the towers. Which group built the most creative tower? The most ambitious tower?

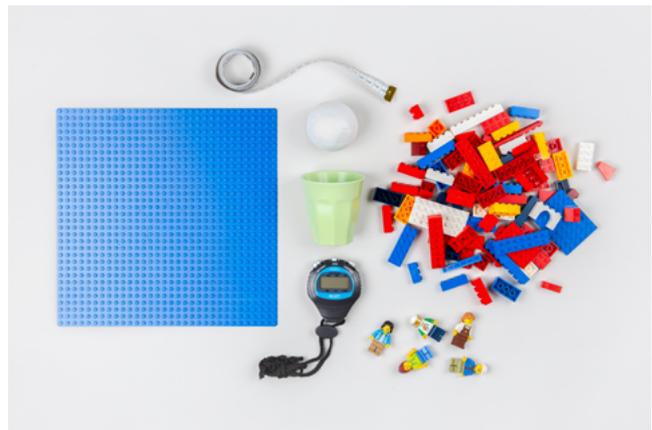
Difficulty level

 Level 02 — Work as a team to build the tallest tower that will support a plastic cup for 60 seconds.

 Level 03 — Work as a team to build the tallest tower that will support a lightweight, round object for 60 seconds. You could use a tennis ball, or an egg if feeling brave. Bricks can be placed with the non-dominant hand if the group wants an extra level of challenge.

Groups will need

- 01 Baseplate
- 02 LEGO® bricks of various sizes (≈ 200 bricks, 100 per group)
- 03 Measuring stick
- 04 A lightweight plastic cup (Level 02)
- 05 A lightweight round object (Level 03)
- 06 Stopwatch
- 07 One minifigure each



Guiding questions

- What could you do to make the tower stronger?
- What will you use to support the cup? Is there anything else you could try?
- How did your minifigure feel placing the bricks? How did they feel when the tower got really tall?
- If your tower was the tallest, how did the minifigure feel about building the tallest tower? If your tower was not the tallest, how did your minifigure feel about not building it as high as the other group? How can we help them feel better?
- How would the minifigure feel if the tower fell down? What are some things we can do when we feel this way?

Set Building

Building a model you can play with.

Skills

SOCIAL	Working together as a team, communication, sharing.
EMOTIONAL	Shared enjoyment, compromise.
COGNITIVE	Imagination, role play.
CREATIVE	Creative use of LEGO® bricks to represent a theme.
PHYSICAL	Fine motor skills.

How

- Give the groups the Activity Card, and 30 minutes to complete the task.
- The students need to choose a theme from the Activity Card and build a model together.
- The group should finish with enough time to be able to play or interact with the model using their minifigures.

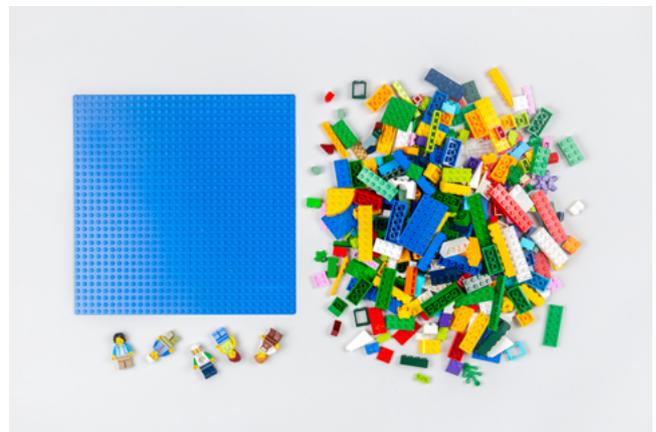
Difficulty level

Both levels have the same instructions for this activity, but the themes on the student cards differ by level.

-  Level 02 & 03 — Choose a theme and build a model to the theme. Use the minifigures to interact with the models.

Groups will need

- 01 Baseplate
- 02 LEGO® bricks of various sizes (≈ 200 bricks)
- 03 One minifigure each



Guiding questions

- How did you decide which theme to build?
- What did you do if the group couldn't agree on a theme?
- Who is doing what? How did you decide this?
- What is the minifigure doing?
- How might they be feeling?
- Everyone enjoys doing different things, what could you do if everyone around you is doing something you don't think is fun?

Build and Share

Building a model to share our feelings.

Skills

SOCIAL	Sharing thoughts and ideas, empathy, social communication, asking questions.
EMOTIONAL	Emotion recognition.
COGNITIVE	Planning.
CREATIVE	Creating models to represent feelings.
PHYSICAL	Fine motor skills.

How

- Give the groups the Activity Card, and 30 minutes to complete the task.
- The students build a model on their own, and then share with the group.
- Ask the students to spend 5 minutes thinking, 15 minutes building, and 10 minutes sharing their model and thoughts with each other.

Difficulty level

-  Level 02 — Build a model to show something you are looking forward to.
-  Level 03 — Build a model that represents something you are proud of.

Groups will need

- 01 LEGO® bricks of various sizes (≈ 200 bricks, 50 per person)
- 02 One minifigure each



Guiding questions

Try to visit the group at both the start (when they are thinking of ideas) and in the final 10 minutes (when they are sharing with the group). Encourage the students to ask each other questions by modelling - ask them questions that you would like them to copy.

- Tell me about your model?
- What was it about X that made you happy/proud?
- What was that like for you?
- What is the minifigure doing?
- How might they be feeling?

Aqua Build

Building something that floats on water.

Skills

SOCIAL	Sharing thoughts and ideas, social communication, compromise.
EMOTIONAL	Impulse regulation, emotion management.
COGNITIVE	Problem solving, lateral thinking.
CREATIVE	Coming up with ideas.
PHYSICAL	Fine motor skills.

How

- Give the groups the Activity Card, and 25 minutes to build together.
- The students need to work together to build a model to use in the water.
- At the end of the 25 minutes, spend 5 minutes testing the model.

Difficulty level

Level 02 — Make a paper structure that can float on water, with the minifigures inside.

Level 03 — Build a boat with LEGO® bricks that floats on water. The boat should be big enough to hold the group's minifigures.

Groups will need

- 01 LEGO® bricks of various sizes (≈ 100 bricks including flat pieces) (Level 03)
- 02 A tub or tray for water
- 03 Paper, paperclips and tape (Level 02)
- 04 Additional classroom materials for waterproofing (blu tack & tape)
- 05 One minifigure each



Guiding questions

- What can you think of that floats?
- What helps things to float?
- What makes things sink?
- How did the minifigure feel in the water?
- Some minifigures might be scared in the water, what could we do to help the minifigure feel better?

Speedy Racers

Which group can make a car that goes the furthest and fastest?

Skills

SOCIAL	Sharing thoughts and ideas, social communication, compromise.
EMOTIONAL	Having fun, understanding ambivalent emotions.
COGNITIVE	Problem solving, lateral thinking.
CREATIVE	Coming up with ideas.
PHYSICAL	Fine motor skills.

How

- The students need to work together to build a vehicle.
- Give the groups the Activity Card and 20 minutes to build their models. After 20 minutes the two groups should come together to test and compare their cars.
- Level 02 — To test the cars each group needs to send their car down the ringbinder ‘ramp’ and measure how far each car went.
- Level 03 — To test the cars each group needs to send their car down the ringbinder ‘ramp’. Measure how far each car went, and how long it took. Calculate using the formula.

Difficulty level

 Level 02 — Which team can build a car that goes the furthest?

 Level 03 — Which team can build the fastest car? Work out speed (cm/s) using the formula $speed = distance(cm)/time(s)$.

Groups will need

- 01 LEGO® bricks of various sizes (≈ 200 bricks, 100 per group)
- 02 4 wheels & 2 axles per group
- 03 A ringbinder folder to use as a ramp
- 04 Measuring tape or stick
- 05 Stopwatch (Level 03)
- 06 One minifigure each



Guiding questions

- What might make the car go further? Faster?
- Do you think the car will go further if it is heavier or lighter? How can we test this out?
- Have you tested it on the ramp as you are building it?
- How do you think the minifigure might feel when they are in the car? Can the minifigure be feeling two things at the same time? What might the two feelings be? Why?
- Have you ever felt two things at the same time? What were they?

Marble Maze

Building a maze using LEGO® bricks.

Skills

SOCIAL	Sharing thoughts and ideas, social communication, compromise.
EMOTIONAL	Having fun, emotion management.
COGNITIVE	Problem solving.
CREATIVE	Coming up with ideas.
PHYSICAL	Fine motor skills.

Groups will need

- 01 Baseplate (one per pair)
- 02 LEGO® bricks of various sizes (≈ 100 bricks)
- 03 Marble (one per pair)
- 04 Blindfold
- 05 One minifigure each

How

- Pairs need to build a maze for a marble.
- Give the pairs 20 minutes to build their mazes and 10 minutes to play with their mazes.
- The pairs should also swap mazes and have a go with each other's.

Difficulty level

 Level 02 — Build a marble maze with at least 10 corners.

 Level 03 — Build a marble maze with ramps and obstacles.



Guiding questions

- Have you tested the maze out as you built it?
- What might make the maze more difficult for the other group?
- How do you think the minifigure might feel if they were lost in the maze? What could they do to make themselves feel better?



Appendix B: Activity Cards for students

Tall Towers



Set Building



Build and Share



Aqua Build



Speedy Racers



Marble Maze





Tall Towers

Who can build the tallest tower?

You will need

- Baseplate
- LEGO® bricks
- Measuring stick
- Lightweight plastic cup
- Stopwatch



Instructions

Work as a team to build a tall tower using LEGO bricks. The tower needs to be able to hold a plastic cup for 1 minute. The cup can be placed anywhere but must not be touching the ground.

 You have 20 minutes to plan and build your model, and 10 minutes to test your models at the end.

- 01 Share out the LEGO bricks so you each have a small pile.
- 02 Take it in turns to place a brick on the tower.
- 03 Balance the cup and time for 1 minute using a stopwatch.
- 04 Which group's tower can support the cup?

 **Bonus challenge!**
Try to build the most ambitious tower you can think of.

Hints and tips

- Discuss ideas as a group before you start.
- What will you use to support the cup?
- Where will you place the cup?
- Test if the tower can support the cup as you are building.

Minifigure feelings

- How did your minifigure find the challenge?
- What was it like working together?
- If your tower did not hold the cup, how did your minifigure feel about it? How can we help them feel better? What can we do to feel better when things don't go according to plan?

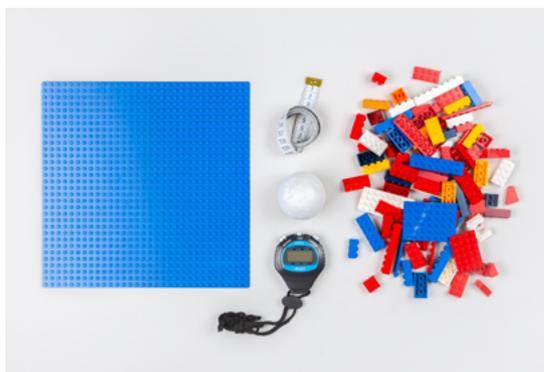


Tall Towers

Who can build the tallest tower?

You will need

- Baseplate
- LEGO® bricks
- Measuring stick
- Lightweight round object
- Stopwatch



Instructions

Work as a team to build a tall tower using LEGO bricks. The tower needs to be able to hold a round object for 1 minute.

 You have 20 minutes to plan and build your model, and 10 minutes to test your models at the end.

- 01 Share out the LEGO bricks so you each have a small pile.
- 02 Take it in turns to place a brick on the tower.
- 03 Balance the ball and time for 1 minute using a stopwatch.
- 04 Which group's tower can support the object?

 **Bonus challenge!**
What is the tallest object you can think of? Try to build a tower that represents this object. Try building using only your non-dominant hand.

Hints and tips

- Discuss ideas as a group before you start.
- What will you use to support the round object?
- Where will you place the round object?
- Test if the tower can support the object.

Minifigure feelings

- How did your minifigure feel about working as a team? What would the minifigures suggest the team could have done differently?
- How did your minifigure feel about the outcome? How can we help them feel better?
- What can we do to feel better when things don't go according to plan?

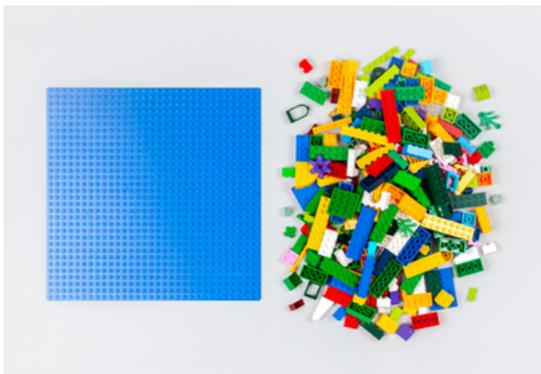


Set Building

Build a model together.

You will need

- Baseplate
- LEGO® bricks



Instructions

Choose a theme and build a model together. Everyone should have a chance to build.

-  You have 30 minutes, make sure you leave enough time to use your model together.

Include your minifigures when you use the model.

Themes

- A party
- A day out at ...
- An adventure
- Or, if you are feeling creative, why not choose your own theme?

Hints and tips

- How will you agree which model to build? What have you used in the past to help you agree as a group?
- You can ask to borrow pieces you need from the other groups.
- Think about your minifigures when building. What would they enjoy doing?

Minifigure feelings

- Use your minifigures to interact with the model.
- What role or character is your minifigure playing?
- Did your minifigure enjoy playing with the other minifigures?
- Everyone enjoys doing different things, what could you do if everyone around you is doing something you don't enjoy?

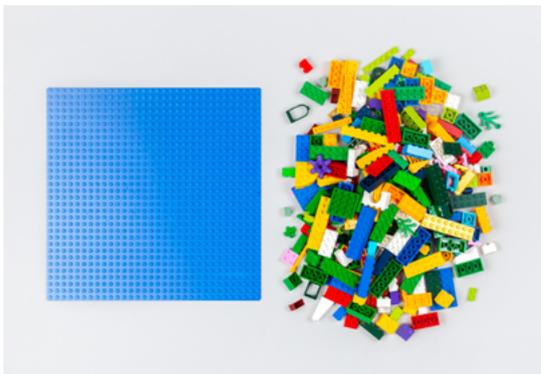


Set Building

Build a complex model together.

You will need

- Baseplate
- LEGO® bricks



Instructions

Choose a theme and build a model together. Everyone should have a chance to build.

-  You have 30 minutes, make sure you leave enough time to use your model together.

Include your minifigures when you use the model.



Bonus challenge!

Can you include any moving parts in your model?

Themes

- A cafe
- Your ideal day out
- A theme park

Hints and tips

- How will you agree on the theme together?
- Spend some time planning your model.
- You can ask to borrow pieces from other groups.
- Think about how your minifigures will interact with the model.

Minifigure feelings



- Use your minifigures to interact with the model when you have finished building.
- How would your minifigures say you worked together as a team?
- What did the minifigures like best about the model you built? Would they suggest any changes?
- Everyone enjoys doing different things, what could you do if everyone around you is doing something you don't think is fun?



Build and Share

Build a model and share it with the group.

You will need

- LEGO® bricks



Instructions

Build a model to show something you are looking forward to OR something that makes you happy.

-  Spend around 5 minutes thinking, 15 minutes building, and 10 minutes sharing.

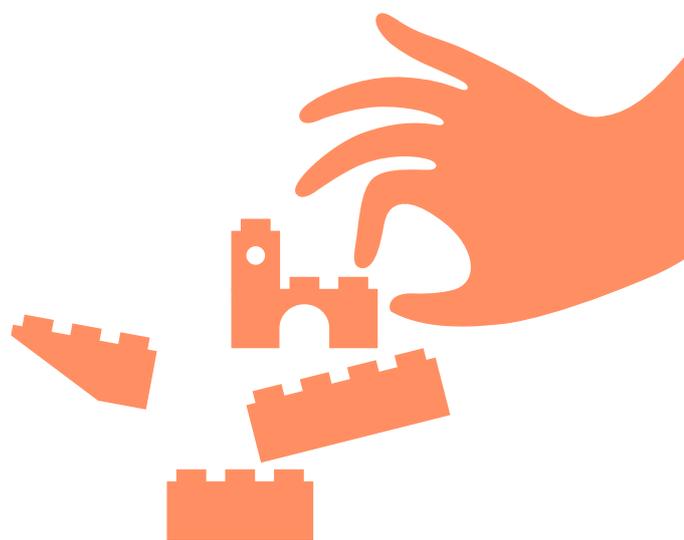
- 01 Build the model on your own, then share it with the group.
- 02 It's ok to chat to each other as you build!

Hints and tips

- You can tell the group all about your model, it doesn't matter how it looks.
- Try to ask each other questions about the models (where, how, why, what?)

Minifigure feelings

- How did your minifigure feel sharing with the group?





Build and Share

Build a model and share it with the group.

You will need

- LEGO® bricks



Instructions

Build a model to show something you are proud of, OR something that makes you happy.

-  Spend around 5 minutes thinking, 15 minutes building, and 10 minutes sharing.

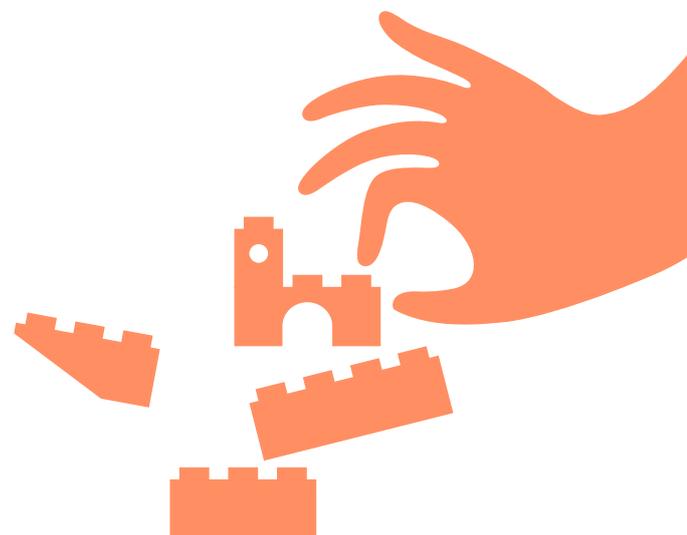
- 01 Build the model on your own, then share it with the group.
- 02 It's ok to chat to each other as you build!

Hints and tips

- You can tell the group all about your model, it doesn't matter how it looks.
- Try to ask each other questions about the models (where, how, why, what?)

Minifigure feelings

- How did your minifigure feel sharing with the group?





Aqua Build

Build a paper structure that can float on water.

You will need

- Tub or tray
- Paper, tape, paperclips
- Water
- Minifigures



Instructions

Build a paper structure that can float on water, with the group's minifigures inside. You may use tape, paperclips, or anything else you can find. Check with your teacher if you can use it first.

 You have 30 minutes to build your model.

Hints and tips

- What else can you think of that floats?
- What helps something to float?
- Test your model as you build.
- Choose something else to place in the boat if you don't have any minifigures.

Minifigure feelings

- How did the minifigures feel when they stepped into the boat?
- What was it like for them if they fell out? What could we do to help them?
- Some minifigures might be scared in the water, what could we do to help the minifigure feel better?



Aqua Build

Build a boat big enough for the minifigures.

You will need

- Tub or tray
- LEGO® bricks
- Water
- Minifigures



Instructions

Build a boat together using LEGO bricks. The boat needs to be big enough to hold the group's minifigures, and to float on water.

 You have 30 minutes to build your model.

Hints and tips

- What helps something to float?
- You can use other classroom materials to waterproof the boat. What could you use to plug the gaps? Check with your teacher before you use anything.
- Test your model on the water as you build.
- Choose something else to place in the boat if you don't have any minifigures.

Minifigure feelings

- How did the minifigures feel when they stepped into the boat?
- What was it like for them if they fell out? What could we do to help them?
- How did the minifigures feel the group worked together?



Speedy Racers

Build a car that goes the furthest.

You will need

- Axles and wheels
- LEGO® bricks
- A ringbinder
- Measuring stick



Instructions

Build a car using LEGO bricks and compete against the other group to see which car goes the furthest. The car should be big enough to hold the group's minifigures.

 You have 20 minutes to build, and 10 minutes to test your models.

At the end of 20 minutes, test which car goes the furthest when launched from the ringbinder ramp.

Hints and tips

- What would help the car to go further? Is it better for the car to be lighter or heavier?
- How will you make it a fair test? Discuss with the other group how the cars will be sent down the ramp.
- How will you measure which car went furthest?
- Choose something else to place in the vehicle if you don't have any minifigures.

Minifigure feelings

- How did the minifigures feel if they were in the car that went the furthest? What was it like for the minifigures in the other car?
- What was it like for them being launched off the ramp?
- How do you think the minifigure might feel when they are in the car? Can the minifigure be feeling two things at the same time? What might they be? Why?





Speedy Racers

Build the fastest car.

You will need

- Axles and wheels
- LEGO® bricks
- A ringbinder
- Measuring stick
- Stopwatch



Instructions

Build a car using LEGO bricks and race against the other team. The car should be big enough to hold the group's minifigures.

 You have 20 minutes to build, and 10 minutes to test your models.

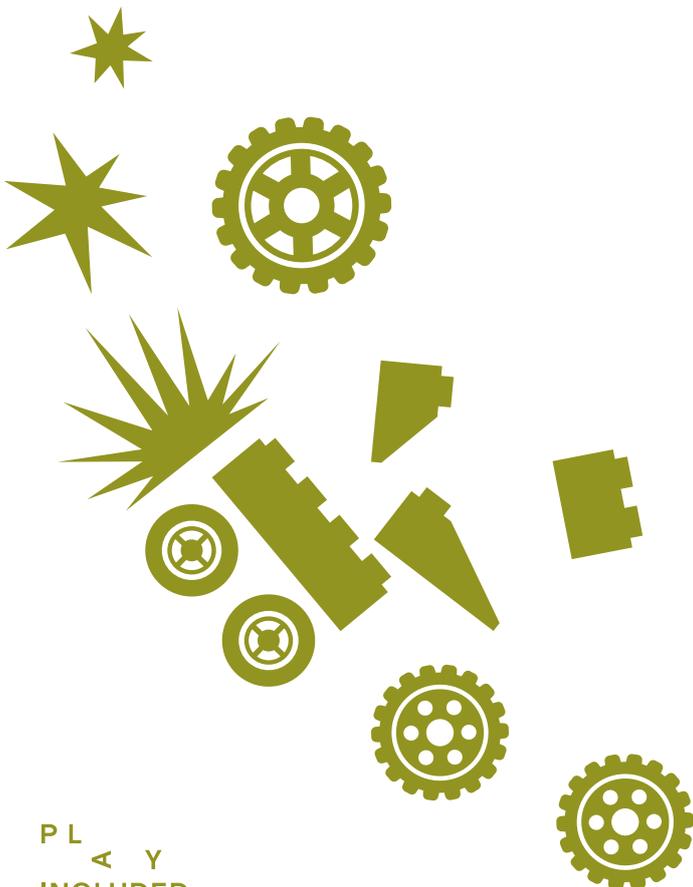
- 01 At the end of 20 minutes, test which car goes the fastest when launched from the ringbinder ramp.
- 02 Work out speed (cm/s) using the formula $speed = distance (cm) / time (s)$.

Hints and tips

- What would help the car to go faster?
Is it better for the car to be lighter or heavier?
- Test the car down the ramp as you build. Which changes helped it to go faster?
- How will you make it a fair test? Discuss with the other group how the cars will be sent down the ramp.
- Choose something else to place in the car if you don't have any minifigures.

Minifigure feelings

- How did the minifigures feel if they were in the fastest car? What about the ones in the slowest car?
- Can the minifigure be feeling two things at the same time when they are in the car? What might they be? Why?
- What would the minifigures say if they were asked "How did the group work together to solve problems?" Would they suggest anything you could have done differently as a team?





Marble Maze

Build a maze using LEGO® bricks.

You will need

- Baseplate
- LEGO® bricks
- Marbles
- Blindfold



Instructions

In a pair, build a marble maze on a baseplate. The maze should have at least 10 corners.

-  You have 20 minutes to build, and 10 minutes to play with the mazes. Swap your maze with the other pair.

Trying out the mazes:

- 01 Can the mazes be joined together to make a bigger maze?
- 02 Can a minifigure get through the maze?
- 03 Can a minifigure be guided around the maze by someone who is blindfolded? Choose one person to be blindfolded and the rest of the group need to give instructions.

Hints and tips

- Test out the maze as you build. Are there any places where the marble gets stuck?
- What could you do to make the maze more difficult?
- Decide together how the marble can be moved through the maze. For example, one flick or tilt the baseplate? What if the marble gets stuck?

Minifigure feelings

- How did the minifigure feel being guided around the maze? What was it like if they bumped into the wall?
- How did the minifigure feel if the maze broke? What could we do to help them feel better?
- How do you think the minifigure might feel if they were lost in the maze? What could they do to make themselves feel better?
- How did the minifigure feel if they made it to the end of the maze?



Marble Maze

Build a maze using LEGO® bricks.

You will need

- Baseplate
- LEGO® bricks
- Marbles
- Blindfold



Instructions

In a pair, build a marble maze on a baseplate. The maze should have at least one ramp and one obstacle.

-  You have 20 minutes to build, and 10 minutes to play with the mazes. Swap your maze with the other pair.

Trying out the mazes:

- 01 Can the mazes be joined together to make a bigger maze?
- 02 Can a minifigure get through the maze?
- 03 Can a minifigure be guided around the maze by someone who is blindfolded? Choose one person to be blindfolded and the rest of the group need to give instructions.

Hints and tips

- Test out the maze as you build. Are there any places where the marble gets stuck?
- What could you do to make the maze more difficult?
- Decide together how the marble can be moved through the maze. For example, one flick or tilt the baseplate? What if the marble gets stuck?

Minifigure feelings

- How did the minifigure feel being guided around the maze? What was it like if they bumped into the wall?
- How did the minifigure feel if the maze broke? What could we do to help them feel better?
- How did the minifigure feel if they made it to the end of the maze?

Appendix C: Supporting Resources

Emotions Card
Activity Rota
Rules Template

Emotions Card



Sad



Happy



Worried



Angry



Upset



Excited



Nervous



Irritated



Neutral



Bored



Calm



Afraid



Furious

Activity Rota



Tall Towers



Set Building



Build and Share



Aqua Build



Speedy Racers

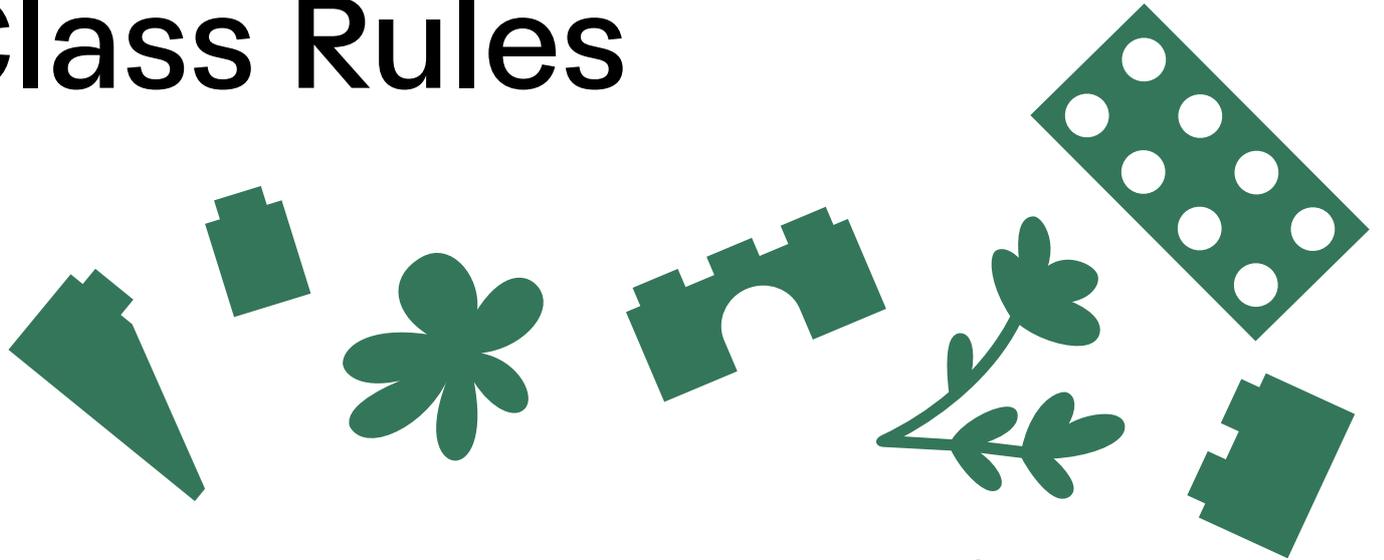


Marble Maze

Sessions — Which students were in each activity?

	01	02	03	04	05	06
Tall Towers						
Set Building						
Build and Share						
Aqua Build						
Speedy Racers						
Marble Maze						

Class Rules



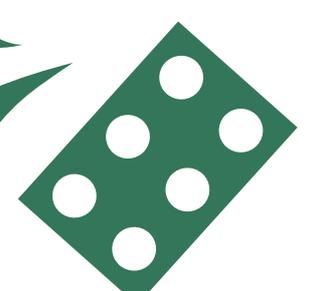
01



02



03



04



05

