

PLAY INCLUDED

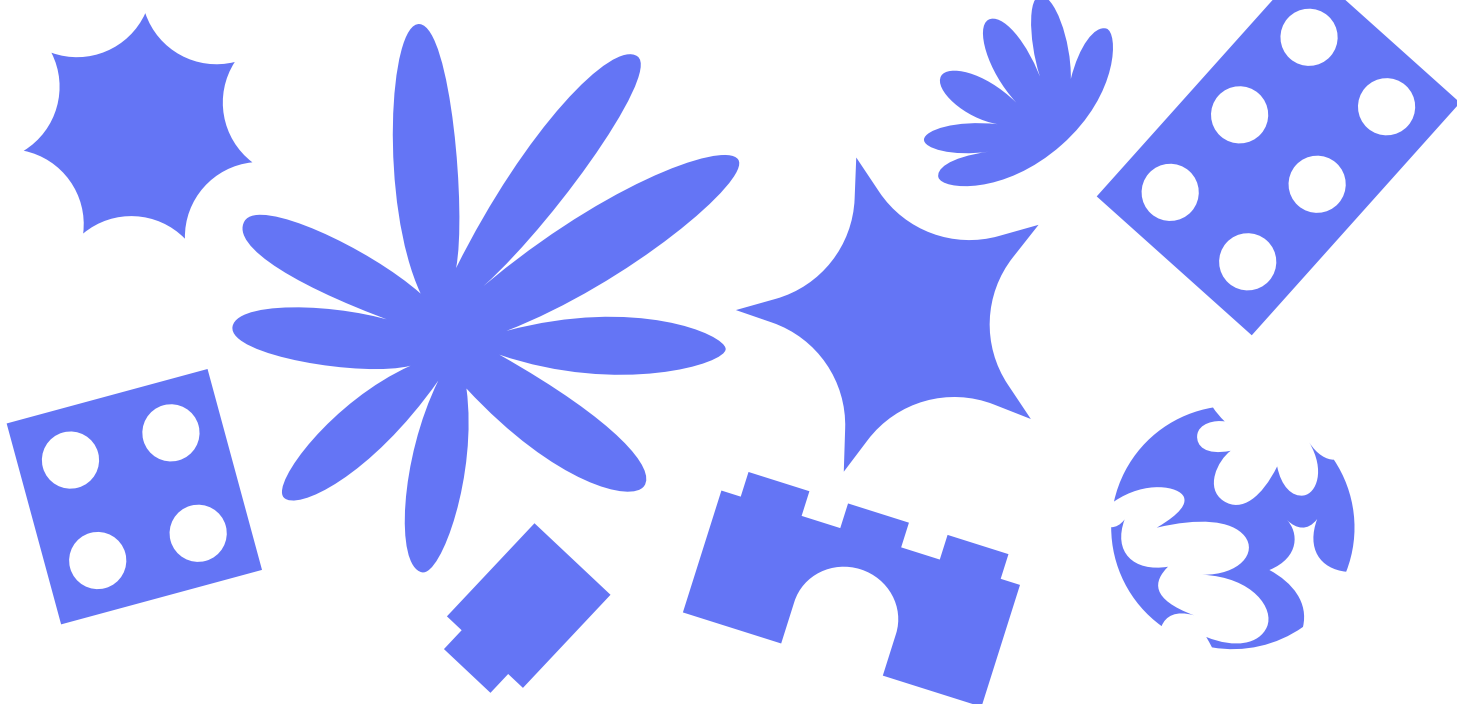
A collection of colorful geometric shapes arranged in a circular pattern. The shapes include a yellow star, a green flower, a blue leaf, a red triangle, a purple square, a pink circle, and a blue hexagon. The shapes are scattered across the page, with some overlapping. The text "PLAY INCLUDED" is written in a bold, sans-serif font in the top left corner.

Building Friendships

Primary school (age 4-11)



Primary school (age 4-11)



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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 children 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 — Children work together to choose a theme and build a model.
- 03 Build and Share — Children 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 LEGO vehicles.
- 06 Marble Maze — Children 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 children, visual illustrations of emotions, 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 resources have been designed for teachers to use with their class, with minimal preparation time.

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.

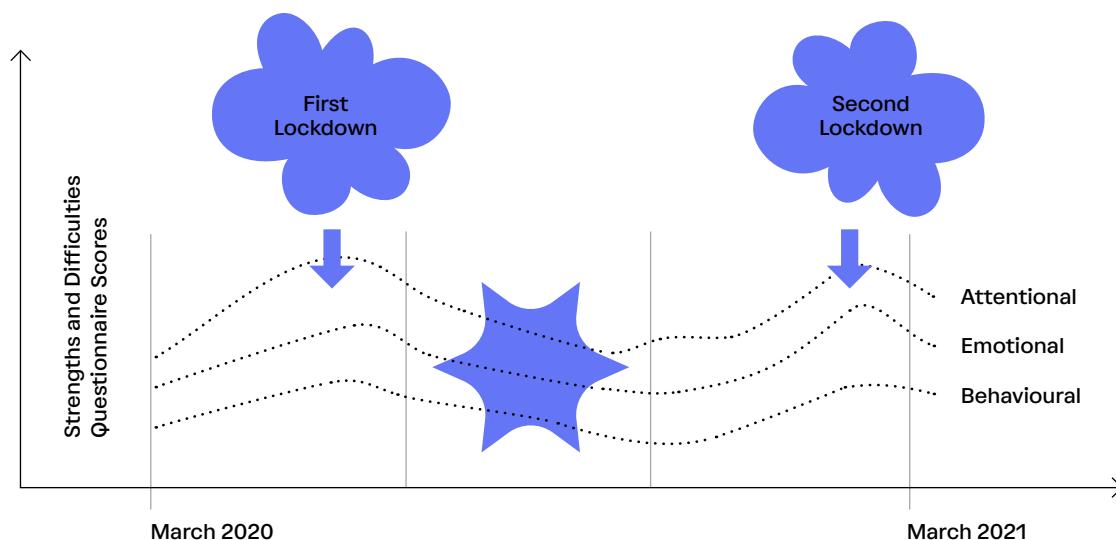
Play Included C.I.C are the leading resource in the Brick-by-Brick™ programme, a learning through play concept to support communication, collaboration and connectedness for autistic children and others who may benefit.

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 children has been significant. In the UK, children 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 Reception to Year 6 (age 4–11).

There are two different levels for each activity, and please feel free to differentiate the activities further as required. Level 01 is aimed at The Early Years Foundation Stage and Key Stage 1 (or age equivalent 4–7) and Level 02 is aimed at Key Stage 2 (age equivalent 7–11). The resources can be used flexibly to accommodate different needs; you may have some groups accessing Level 01 and some accessing Level 02 within the same classroom. If groups require more challenging activities, the Building Friendships Secondary Resource could be used.

For children who are unable to access the Building Friendships resources, you may wish to try some of the resources from The LEGO® Foundation's Six Bricks activities (www.legofoundation.com/en/learn-how/knowledge-base/six-bricks/). The learning through play resources contain a range of pair and group activities using six bricks. There are some simpler activities which could be used for younger children or any children who are unable to access the Building Friendships activities.

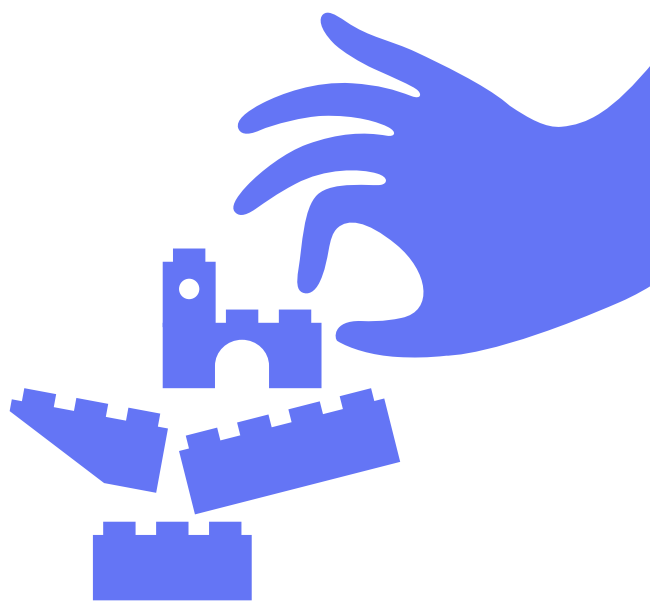
The activities

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 children 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.

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 children 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 current local Covid guidance regarding cleaning and quarantining of materials if children are rotating round activities.



The activities are designed to take approximately 30 minutes each, although this can be lengthened or shortened to suit your class. 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 child (*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 child, peg dolls, or each child 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 children

Rules

Establish some group rules with the class and record on the Rules Template (see Appendix C). The children 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 children 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 children with the use of minifigures for emotion expression (see page 8 for guidance) and the Emotions Card (see Appendix C). Give the children a chance to create their own minifigure, and decide where and how minifigures will be stored between sessions. Each child should have their own minifigure which they will use session to session.

Structure of the sessions

10 minutes

Start of a session

- 01 Get pupils into groups ready for their activities. You may wish to use the Activity Rota to help with this. See the guidance on grouping children 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 child needs their minifigure, and a handful of LEGO bricks. Give the children 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 children

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

For children 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 children. As the teacher of the class, you will be best placed to determine how the groups should be structured for these activities.

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 children 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 child 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 children practice emotion recognition and expression in a safe and playful way. The children 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 children are used to using an alternative resource or process for emotional literacy, please use this instead.

Some activities also prompt children to think about ways that different emotions can be managed. Depending on the age of the child and specific activities undertaken, we hope that the activities will prompt conversations between peers on:

- Recognising and labelling emotions via a discussion of the experience of the minifigure across the activities, some children may use this as an opportunity to talk about how they might feel in the place of the minifigure.
- Understanding that some experiences may lead to different emotions for different minifigures. For example, standing at the top of a tall tower may be exciting for some minifigures, but scary for others. This highlights to children that emotion experiences can be unique and it's ok to feel differently to one's peers.
- Learning about how emotions can be managed: 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 children to think about how they manage their own emotions in difficult or challenging situations.

- Some emotion management strategies that may be generated include behaviours or thoughts that aim to change the emotion experienced (e.g., try and think about something else, take deep breaths, eat something yummy) or behaviours that change the situation itself (e.g., play a different game, find someone else to play with, get off the high tower). There is no 'right' way to manage emotions, and all children will come up with different strategies.

If you are aware of difficulties in some of the children 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 children.

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

Hints and tips

- 01 The most important thing is for the children to have fun! Keep it playful.
- 02 Make sure children 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 children have 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 child would usually have additional adult support to access groupwork ensure this is available to them. Children with social communication difficulties may benefit from small group, targeted support 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.

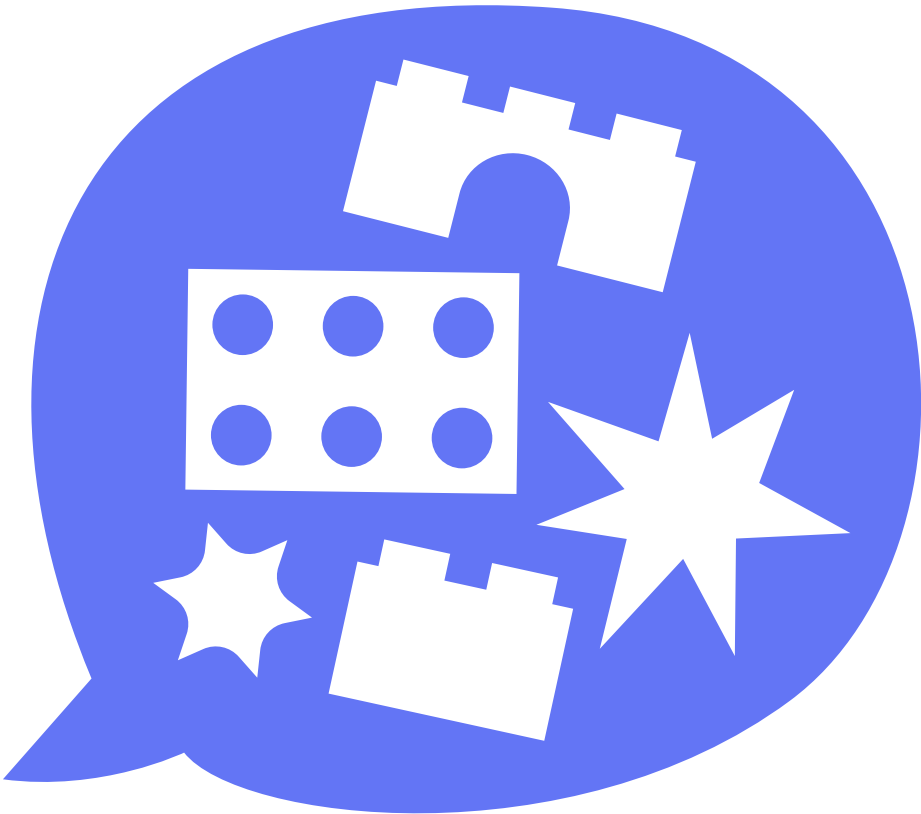
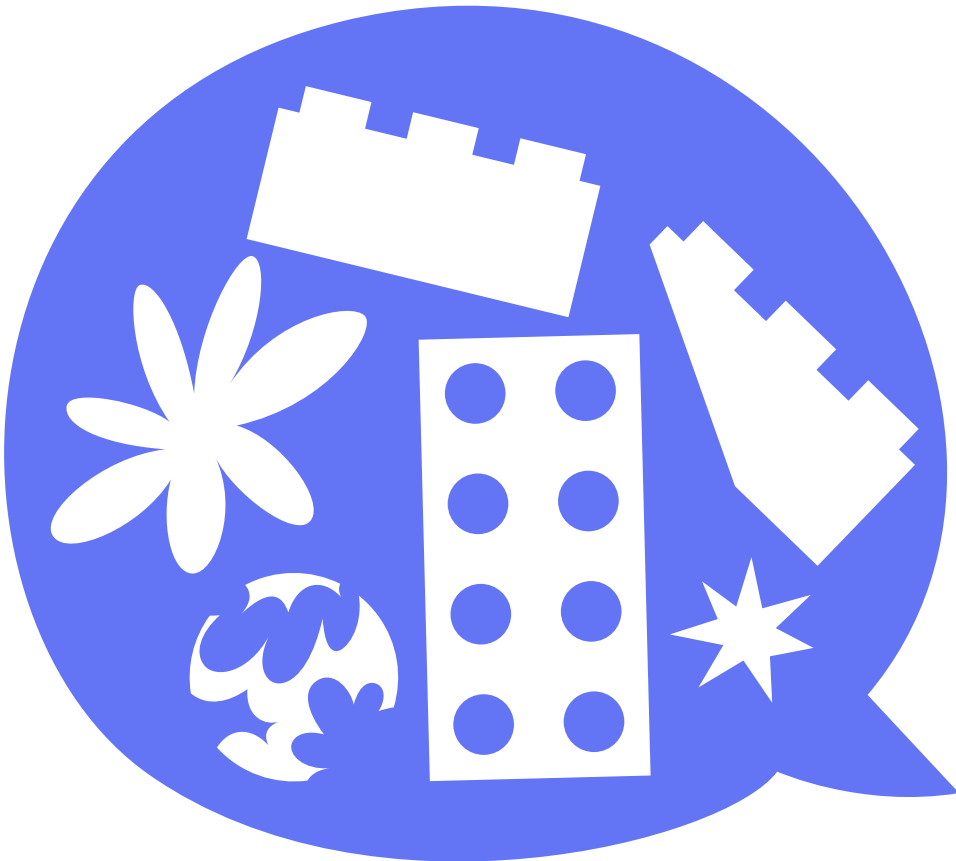
Using the activities on a regular basis

You may wish to use these activities on a regular basis. Relationships and emotion understanding are fundamental for learning and development. We hope that these activities support children 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 children have to work together to build the tallest tower using only LEGO® bricks.
- Get the children into two groups (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 for Level 02, time whether the cup 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



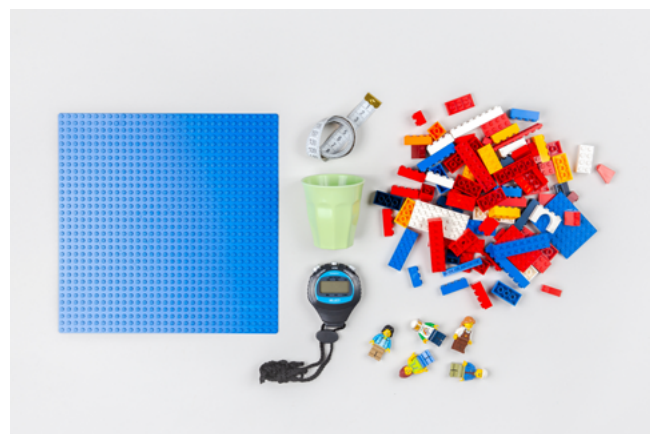
Level 01 — Work as a team to build the tallest tower.



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

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 Stopwatch
- 06 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 children 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 children cards differ by level.



Level 01 & 02 — Choose a theme and build a model to the theme. Use the minifigures for roleplay 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 children in your 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 playing with 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 children build a model on their own, and then share with the group.
- Ask the children to spend 5 minutes thinking, 15 minutes building, and 10 minutes sharing their model and thoughts with each other.

Difficulty level



Level 01 — Build a model that represents something that makes you happy.



Level 02 — Build a model to show something that makes you happy, or that you are looking forward to.

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 children 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?
- What was that like for you?
- What is the minifigure doing?
- How might they be feeling?



Aqua Build

Solving a problem in a water tray.

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 complete the task.
- The children need to work together to build a model.
- At the end of the 25 minutes, spend 5 minutes testing the model.

Difficulty level



Level 01 — Build a waterslide for your minifigures.



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

Groups will need

- 01 LEGO® bricks of various sizes (≈ 100 bricks including flat pieces) (Level 01)
- 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

Building a car together and racing against the other team.


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 children 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.
- To test the cars each group needs to send their car down the ringbinder ‘ramp’.
- Level 01 — Can the minifigures travel in the car without falling out?
- Level 02 — Each group needs to measure how far their car went. Which car went furthest?

Difficulty level

 Level 01 — Build a vehicle with LEGO® bricks that can hold the group’s minifigures.

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

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 One minifigure each



Guiding questions

- What might make the car go further?
- Do you think the car will go further if it is heavier or lighter? How can we test out this theory?
- Have you tested the car 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 marble run on the baseplate.

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 per pair)
- 03 Marble (one per pair)
- 04 Blindfold (Level 02)
- 05 One minifigure each

How

- Pairs need to build a maze for a marble on a baseplate.
- 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 01 — Build a marble maze on a baseplate.



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



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 Children

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



Instructions

Work as a team to build a tall tower using LEGO bricks. See if you can build a taller tower than the other group.

 You have 20 minutes to plan and build your tower.

- 01 Share out the LEGO bricks so you all have a small pile.
- 02 Take it in turns to place a brick on the tower.
- 03 When the time is up find out which group built the tallest tower.



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

Hints and tips

- Discuss ideas in your small groups before you start to build.
- How will you make your tower stable?
- What could you use to measure which tower is tallest?

Minifigure feelings

- How did your minifigure feel placing the bricks?
- How did they feel placing the bricks 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 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 to make us feel better when we feel this way?

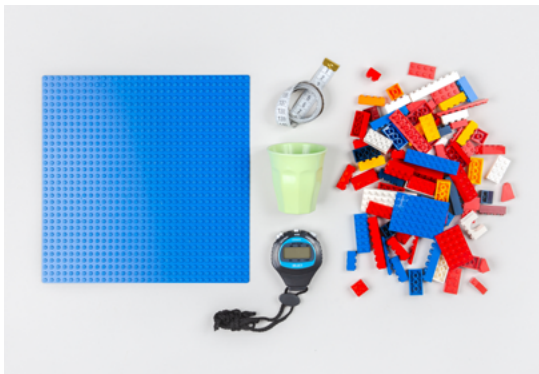


Tall Towers

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. See if you can build a taller tower than the other group. 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?
Which group built the tallest tower?



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?

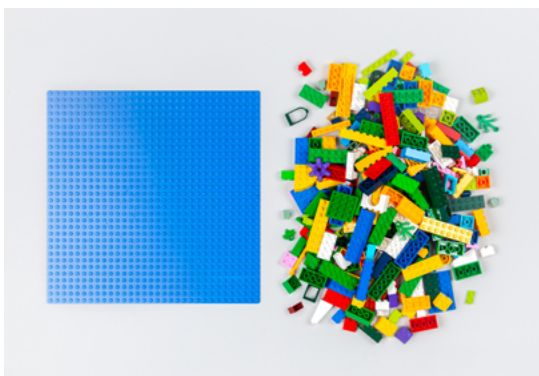


Set Building

Build a model you can play with.


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 play with your model together.

Use your minifigures to play with the model.

Themes

- Your favourite park
- A farmyard
- A magical castle

Hints and tips

- Be creative and have fun.
- You can ask to borrow pieces you need from the other groups - don't forget to ask nicely!
- Think about your minifigures when building. What would they enjoy?

Minifigure feelings



- Use your minifigures to play with the model.
- What role or character is your minifigure playing?
- Did your minifigure enjoy playing with the other minifigures?

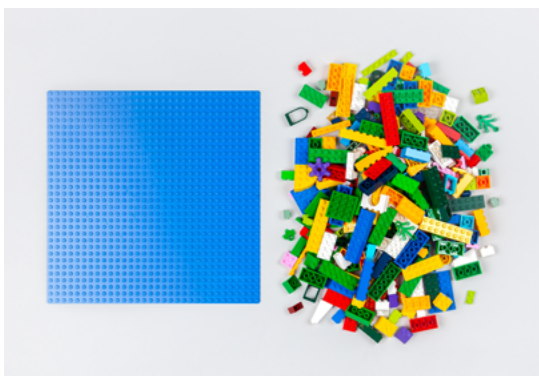


Set Building

Build a model you can play with.


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 play with your model together.

Use your minifigures to play with the model.

Themes

- A birthday party
- A day at the zoo
- A superhero adventure

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 - don't forget to ask nicely!
- Think about your minifigures when building.
What would they enjoy?

Minifigure feelings

- Use your minifigures to play with the model.
- What role or character is your minifigure playing?
- Did your minifigure enjoy playing with the other minifigures?
- Everyone enjoys playing with different things, what could you do if everyone around you is playing with 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 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?
- How did your minifigure feel hearing about the other models?



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?
- How did your minifigure feel hearing about the other models?



Aqua Build

Build a minifigure waterslide.

You will need

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



Instructions

Build a waterslide for your minifigures. You can pour water down the model to help them slide.

 You have 30 minutes to build your model.

Hints and tips

- Make sure the slide is wide enough for the minifigure to fit down.
- What can you do to help them slide?
- You can include other classroom materials in the model. How about a ruler? Check with a grown-up before using anything extra.
- If you don't have minifigures choose a LEGO brick to send down the slide instead.

Minifigure feelings

- How did your minifigure feel when they had a turn on the slide?
- Did any minifigures have a fall? What was that like for them? How can we help them feel better?
- What would make the slide more fun for the minifigures?



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.

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?



Speedy Racers

Build a car to hold minifigures.


You will need

- Axles and wheels
- LEGO® bricks
- A ringbinder



Instructions

Build a car that can hold your minifigures.

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

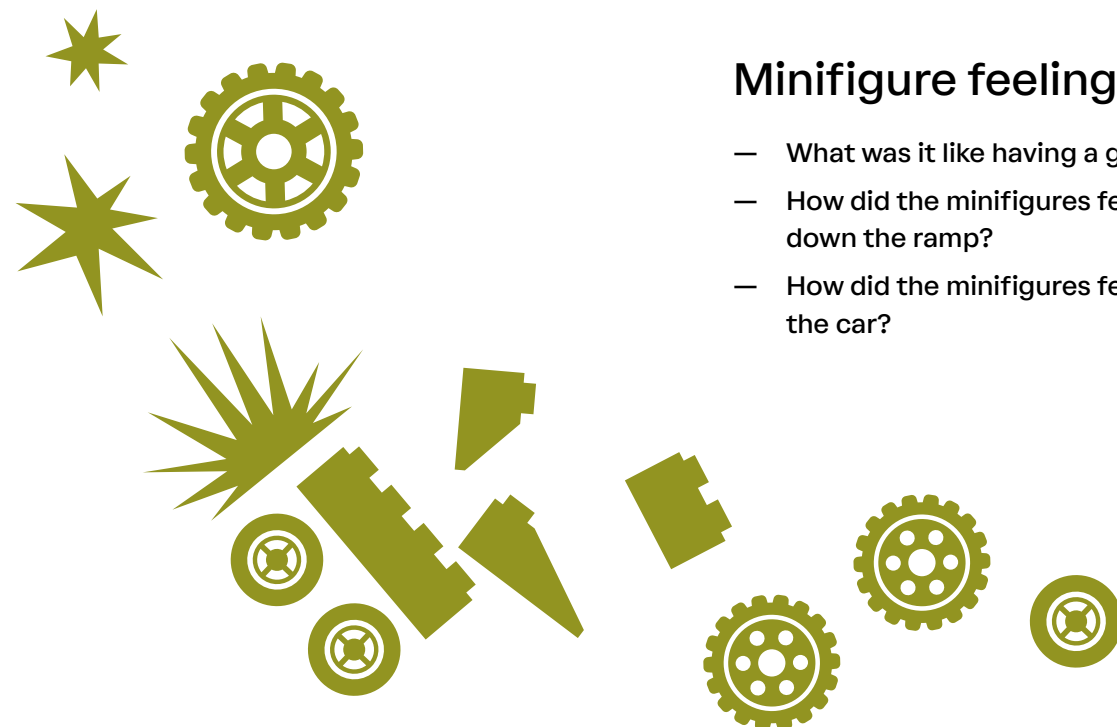
- 01 When you have finished your model, test the cars by sending them down the ringbinder ramp.
- 02 Which team can build a car that holds the minifigures until the car stops?

Hints and tips

- How will you stop the minifigures falling out?
- Send the car gently down the ramp.
- Test your car as you build.
- If you don't have any minifigures choose something else to carry in the vehicles.

Minifigure feelings

- What was it like having a go in the car?
- How did the minifigures feel as the car set off down the ramp?
- How did the minifigures feel if they fell out of the car?





Speedy Racers

Build a car that goes the furthest.

You will need

- Axles and wheels
- LEGO® bricks
- A ringbinder
- Measuring tape or 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.

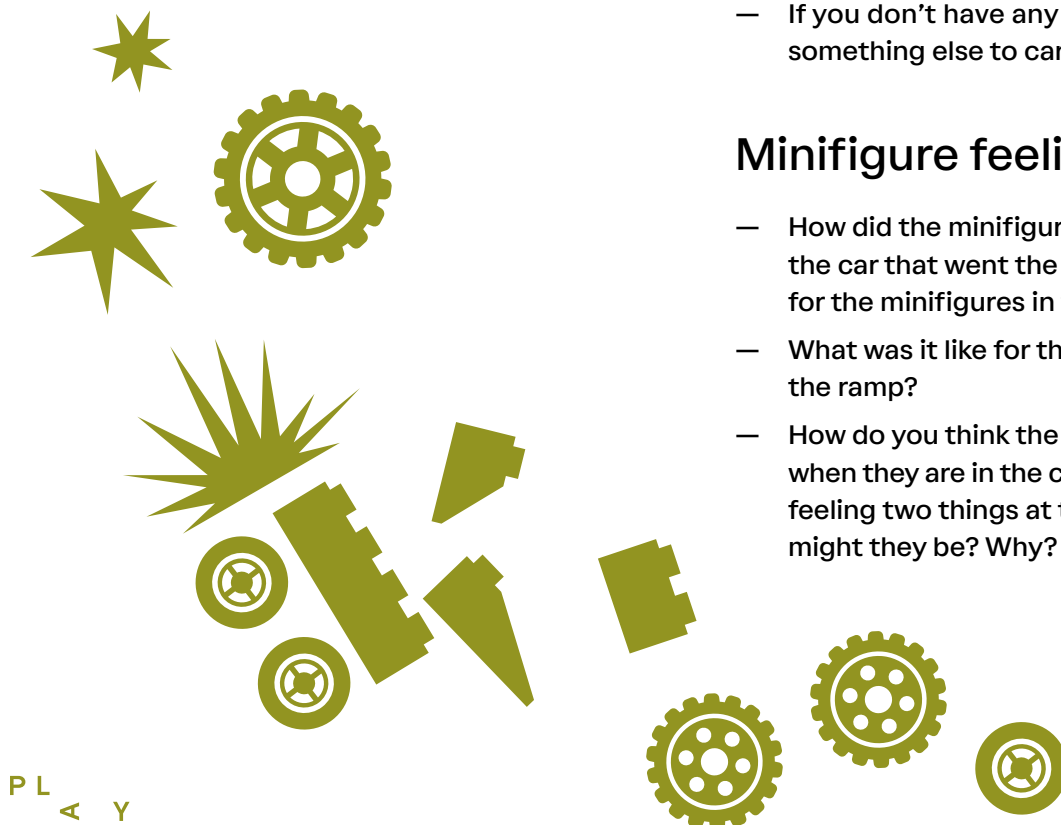
Hints and tips

- 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?
- If you don't have any minifigures, choose something else to carry in the vehicles.

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?





Marble Maze

Build a maze using LEGO® bricks.


You will need

- Baseplate
- LEGO® bricks
- Marbles



Instructions

Work as a pair to build a marble maze on a baseplate.

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

Playing with the mazes:

- 01 Can the mazes be joined together to make a bigger maze?
- 02 Can a minifigure get through the maze?

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? Share the rule with the other group when they play with your maze at the end.

Minifigure feelings



- How did the minifigure feel if they got stuck in the maze?
- How did the minifigure feel if the maze broke?
- 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

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.

Playing with 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?

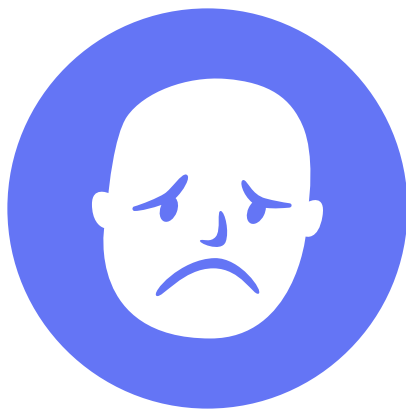
Minifigure feelings

- 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?

Appendix C: Supporting Resources

Emotions Card
Activity Rota
Rules Template

Emotions Card



Sad



Happy



Neutral



Worried



Angry

Activity Rota



Tall Towers



Set Building



Build and Share



Aqua Build



Speedy Racers

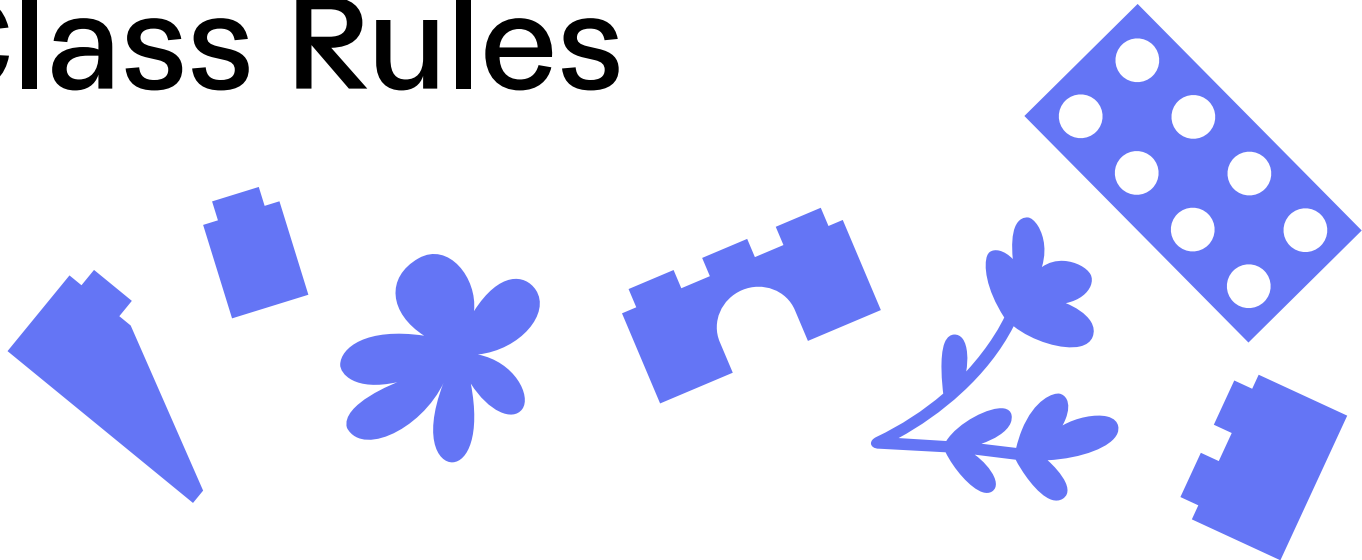


Marble Maze

Sessions — Which children 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

