



# HIDE AND SEEK

A CHALLENGE DESIGNED TO ENCOURAGE THE INQUISITIVE STUDENT KEEN TO LEARN THROUGH THE THRILL OF A HUNT

AIM: To discover hidden treasure bricks buried under sand

## ITEMS NEEDED:

- A variety of LEGO bricks
- A tub filled with sand or dirt (preferably a large low tub)
- Paintbrushes of varying sizes
- Teaspoons
- Tweezers

## Set up:

- Hide a number of LEGO bricks throughout the tub of sand. NOTE: You could take a photo of the pieces and print it off so they know how many pieces to find (and so you know what to find before putting the sand back in the sandbox)
- Encourage students to use only the tools provided to carefully excavate the box to discover the hidden treasure.
- When they have fully uncovered the piece they can use the tweezers to pick up their treasure.

## ALTERNATIVES & EXTENSIONS

This is a great activity to introduce the idea of archeology. What does this mean? What does an archeologist look for? What tools do they use?

For older students already knowledgeable in this area use this activity to dig deeper into archeology. What types of archeologists are there? Can they research a specific famous archaeological dig and find out what they discovered?

**Secure the bricks to the bottom of the tub:** This is great for younger students as it means the LEGO piece will not move as they clean around it. Or for older students they could create a shape on a base plate, bury it for the other students to find leaving all pieces connected to the base plate until it is all exposed revealing the full shape of the build.

**Make a Grid:** Use string to make a grid over the top of the sand so students can record which square they found a LEGO piece in, what type of piece was it (can they describe the piece - colour, size, shape)

**Create a gold or 'treasure' piece:** Use spray paint to colour a piece of LEGO gold if you do not have a gold piece. This could be the treasure piece they ultimately need to find.



NOTE: Do not add the LEGO pieces to a garden or sandpit - the pieces will end up lost if they are not located and the area is too large for younger students. Avoid gardens as you cannot manage what animals may toilet in there.



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## RICH EXPERIENCES

- **Discovery** - having a sense of mystery, fun and reward when they find a piece
- **Patience** - brushing the sand off the brick can take a while, before lifting it carefully out with the tweezers.
- **Research** - Exploring each grid, recording statistics of the number of bricks, the colour of the bricks, and shapes of the bricks found per quadrant of the grid. Gathering information about real archeological digs around the globe.

## LINKS TO CURRICULUM

### Te Whāriki

#### Mana aotūroa - Exploration

Children learn a range of strategies for active exploration, thinking and reasoning and problem solving.

➡ This links to children learning the science behind archeology and practicing what a real dig might feel like. Discovering there are elements of our world which existed many year ago and these can be uncovered through careful digging and exposing of earth.

#### Mana reo - Communication

Children experience the stories and symbols of their own and other cultures.

➡ This links to children learning about other parts of the world and what has been discovered there e.g. the Egyptian pyramids, moa bird skeletons found on the West Coast of New Zealand, and ancient buildings uncovered in Israel.

#### Mana whenua - Belonging

Children make connections between their families and the wider world while links are affirmed and extended.

➡ This links to children making links between what they know about their local community and whenua, and linking this knowledge to the wider world outside their immediate environment.

### New Zealand Curriculum

#### Social Sciences

Students gain knowledge, skills, and experience to understand how people remember and record the past in different ways.

➡ This links to having an understanding of history and how records are made when discoveries are made in an archeological find.

#### Maths - Statistics

Students conduct investigations using the statistical enquiry cycle; gathering, sorting, and displaying multivariate category and whole-number data to answer questions, and can communicate their findings to others.

➡ This links to students gathering bricks from a grid system set up over the digging site. As they gather their data they can then display it in a number of different graphs to share the information with their peers.



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