



ROLE PLAYING

A CREATIVE ACTIVITY DESIGNED
TO ENCOURAGE STORY MAKING
AND ROLE-PLAYING
OPPORTUNITIES

AIM: To explore
the idea of
creating
characters and
stories

ITEMS NEEDED:

- A variety of LEGO Minifigure parts
- A variety of Animals
- A small amount of LEGO bricks
- Optional: Base plates

Set up:

The main part of this activity is role-playing. Set up to ensure this is front and center. Have only a small amount of bricks and pieces (placed on a tray in the center of the table), with the animals and minifigures placed around the table where the students will sit.

ALTERNATIVES & EXTENSIONS

NOTES

1. If you do not have LEGO animals these are not essential but you can also use other plastic play animals.
2. When you are selecting mini figures try to keep away from characters as it will funnel students thinking to what that character is. Do not throw these out though as students still enjoy opportunities to role-play with characters and can lead to some exciting stories!
3. Make sure you have lots of faces with a wide variety of expressions. This is super important so students can portray a range of feelings depending on how they feel, and how they want their characters to feel.
4. Consider the emotions that are conjured up as the story line is told. Do they need to swap out the faces to represent the feelings a character might be experiencing? Think good cop, bad cop in the LEGO* movie.
5. This activity can be set up for individuals or for pairs.
6. Get the students to think of a scenario that their mini figures might play out. This will give them some ideas of how they can build the 'scene' or 'backdrop' for the role play
7. Encourage the children to use stop motion video to record the role play. They might like to take some time to work out the narration of this before beginning filming.
8. This could be an extension of the 'Make a Zoo' activity where the mini figure is coming into the animals natural habitat.
9. There might be a story which the class has just read and they could recreate one of the scenes from the story with the mini figurines (and animals).

When students feel safe and secure in their surroundings, you will be surprised at what you hear as they engage in relaxed play-based learning experiences. How you react will determine how much they share.

(Rachel de Vries, Managing Director, House of Bricks Ltd)



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AIM: To explore the idea of creating characters and stories

RICH EXPERIENCES

- **Linking different parts of the curriculum** - this role play activity is a great way to extend something the students are learning in class e.g. animal habitats, a book being read to the class, a science experience they are studying. Bringing these other aspects of the curriculum alive through role play can cement the material they are learning as they repeat and ask questions and answer them through role playing.
- **Digital technology** - role playing lends itself to being recorded. Children explore and practice their videoing and stop motion skills as they tell their story through the mini figurines.
- **Emotions** - mini figurines have the best facial expressions. Children relate to the character faces and this brings their storyline alive as they change out the faces to match the words and expressions they want the audience to understand as part of the story.
- **Collaboration** - when two or more children build together a set/ backdrop/ stage for their mini figures and animals to use as the backdrop for their storyline this creates ambiance and brings to life what the children are saying through their spoken language. It may also prompt them when they are stuck with things to say as they may pretend to be asleep if they have a bed on their stage, or may sit under a tree and be contemplating something allowing the silence to create the atmosphere and suspense to what may happen next.

LINKS TO CURRICULUM

Te Whāriki

Mana aotūroa - Exploration

Children's play is valued as meaningful learning and the importance of spontaneous play is recognised.

➡ This links to the creativity of role play. The expression of their character opens up a window to the children's feelings, thoughts, and inner desires.

Mana tangata - Contribution

Children are given equitable opportunities for learning irrespective of gender, ability, age, ethnicity or background.

➡ This links to the openness of the resource which LEGO* is. There is no bias with this resource so the role play is open for interpretation and inclusion of all children.

New Zealand Curriculum

English

Students develop an understanding of how to shape texts for different purposes and audiences carefully choosing content and language to use.

➡ This links to the story telling element of this activity. The students are able to adapt their story line based on the feedback they receive from the audience or as the story develops in their imagination different characters may appear, feelings may change or the end of the story may take a twist and end somewhere unexpected.

Digital technology

Students will undertake planning to identify the key stages and resources required to develop an outcome (in this case a stop motion video). Students will revisit their planning to include reviews of progress and identify implications for subsequent decision making.

➡ This links to when the students are planning on how they will make their stop motion video. They will plan the different positions of the mini figurines and what they will say when they narrate the story after recording the movements. They will review their progress and make adjustments along the way editing the clip and words until they are happy with the final cut.



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