



PASS THE BRICKS

AN ACTIVITY THAT EXPLORES
GROUP PARTICIPATION, TRUST AND
RESPECT.

AIM: To
collectively
build together.

ITEMS NEEDED:

- Lots of LEGO pieces
- 1 Base plate per student if possible

STEP 1: Discuss this activity. Please see the notes below.

Step 2: Start the activity with each student starting a creation of their own for 5 minutes.

Step 3: Pass - Get students to pass their creation to the person on their right.

Step 4: Continue building for 2-5 minutes. Each student will now have someone else's build. They need to add onto this build in a way that they feel this build could go remembering these 2 important rules:

1. Be respectful of the creation
2. Do not take apart what has been built

Step 5: Repeat steps 3 and 4 until everyone has their initial creation back in front of them.

Step 6: Reflection time. See below for possible questions to share and discuss.

IMPORTANT NOTES

Before you start the activity with your students it is vital to discuss how this activity works, following the steps of the activity so that everyone is prepared. Here is an example script we follow at House of Bricks when presenting this activity to a class.

"Today you are going to make a creation that everyone in your team will get to build and add onto. To start with you are going to begin making a creation on your baseplate. After 5 minutes your creation will then get passed to the person to your right for them to add onto. At the same time, you will be given the build from the person on your left, and you get to add to this build.

We have 2 rules to make this activity fair, and exciting for all:

1. DO NOT pull apart what others have made. You may only add to a build. You cannot take off any parts. This is the respect part of this activity. What does respect mean to you? What might respect look like during this activity? Or, what might it not look like - this is called disrespect?
2. Remember others' feelings. Show encouragement to others who might be struggling. Again respect each build as they come to you. By doing this it reduces the chance of upsetting someone on your team."

TEST: Test this activity at home, or with a group of friends/colleagues that you know well. This way you can experience the activity before you present it to your students.

REPEAT: To enhance the opportunities that this activity can provide we recommend repeating it. This way students can explore the meaning of trust and respect, regularly in a controlled environment. As students get to know their peers better they will become more confident in what they can add to their creations.

PAIRS: To extend on the team building aspect of this activity, once students have mastered building on their own in the group, pair students up - this way 2 students are building together on each creation as it goes around the group.



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AN ACTIVITY THAT EXPLORES GROUP PARTICIPATION, TRUST AND RESPECT.

AIM: To collectively build together.

RICH EXPERIENCES

- **Respect for others:** Understanding what this means using a practical activity to teach this idea. Discussing before they work together is key to their understanding and giving a name to the behaviour and feeling they will experience during this activity.
- **Imagination** - capturing the vision of the build from the starting points they are given after each 5 minute period of building. Appreciating others work and imagination before adding their own interpretation.
- **Design and art** - As this is a multiple person build the design and art element of this creation means each time a new person gets to add their pieces this means the product is shifting and changing. Recognising this can be hard for some children - especially visual learners who may have already conjured up in their mind what something will look like in the end.

LINKS TO CURRICULUM

Te Whāriki

Mana Tangata – Contribution

Children are encouraged to learn with and alongside others.

➡ This links to children showing this through using a range of strategies and skills to play and learn with others when they are building in the groups.

Mana whenua – Belonging

Children know the limits and boundaries of acceptable behaviour.

➡ This links to children showing this through demonstrating respect for kuapapa, rules and the rights of others as set at the start of the activity and reiterated before they pass their creation onto the next person.

Mana aotūroa – Exploration

Children experience an environment where their play is valued as meaningful learning and the importance of spontaneous play is recognized.

➡ This links to children showing this through playing, imagining, and experimenting with each build as it comes to them before they add new elements to the creation.

New Zealand Curriculum

Health and Physical Education (Relationships with other people)

(L1) Students will demonstrate respect through sharing and co-operation in groups.

➡ Students show this through the way they share the bricks and co-operate building onto each others constructions.

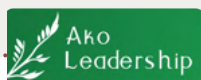
(L2) Students will identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

➡ Students show this through coming up with the rules for Pass the Bricks themselves (after it has been introduced to the class and implemented a few times). In each group there may be a group leader who gets the final say if there are disputes. Groups are mixed up each time Pass the Bricks is used in class to allow individuals to get to know others they normally wouldn't work with.

Social Studies

(L2) Students will understand how people make choices to meet their needs and wants.

➡ Students will show this as they add on to the creation as they interpret the build and begin to create what they see the build representing. Asking for bricks that will make their build come 'alive'. Being prepared to accept that someone else's choices are not always the same as their own needs and wants.



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1 CUP CHALLENGE

TURNING BUILDING INTO A GAME!

AIM: To build a fun creation with limited parts

ITEMS NEEDED:

- Lots of LEGO pieces
- A cup or similar scoop
- Optional: Base plates and minifigures

STEP 1: Buddy up! Students will work in teams of 2-3 for the challenge

STEP 2: Each team needs a random cup or small scoop of LEGO bricks.

STEP 3: Build. Students will work with their team to come up with a plan for the 1 scoop of pieces. They must use as much of it as they can - using each piece in a way that enhances and adds to their creation. If the piece does not add to the build, do not use it.

These spare parts will come in during step 4.

NOTE: It can help to add a time limit here of 10-15 minutes. This allows space for students to discuss, plan and build.

STEP 4: Twists - see the details below on what you can do from here.

ALTERNATIVES & EXTENSIONS

There are an exciting number of ways you can change up this activity and add to the excitement of this team-building challenge once you get to step 4. Once students have completed step 3 and built with their 1 cup of pieces this is where you can get creative with the direction of the challenge.

As students become familiar with this activity you can hand the planning to them on what combination of twists will be presented to the group.

TWIST 1: Add another cup/scoop of LEGO pieces to each group

TWIST 2: Each person can walk around and pick up 2 pieces that are not being used by other teams. NOTE: Students CAN NOT take a piece off a build. It can only be from the spares pile that teams have not used yet.

TWIST 3: One member from each team must stand up and swap out to another group.

TWIST 4: One team member can go search the LEGO resources and pick up to 5 pieces they need and then add to their build.

TWIST 5: Your twist! What do you think you could add that would stimulate excitement, and create an opportunity for students to work on those team-building skills?

NOTE: Each of the twists can be completed more than once during the challenge.

The skills this activity focuses on are not just being creative in a team, but all those skills that are necessary to be successfully part of a team. Such as sharing, respectfulness, conflict management, and being able to delegate. Being self-aware and a supportive team player.



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1 CUP CHALLENGE

TURNING BUILDING INTO A GAME!

AIM: To build a fun creation with limited parts

RICH EXPERIENCES

- **Collaboration** - Working together for the common good develops a spirit of sharing, togetherness and reciprocity. Working in response to the rules and others needs.
- **Listening** - Sharing and hearing other people's ideas. Acting on what has been agreed upon and negotiating and compromising when things don't look right in the build.
- **Contribution to a group** - working together to build and decide on pieces they need to extend their creation are all parts of working as a group collaboratively. Everyone having a say and a turn at building. Finding roles within the group to make it a successful build as well.
- **Decision making** - There are many opportunities for children to make decisions in this activity. Firstly it could be who is on their team? Who is doing the building and who is sorting? What is the vision for the build? How are we going to start? When is it "complete"? Where should 'this' piece go?

LINKS TO CURRICULUM

Te Whāriki

Mana tangata- Contribution

Children demonstrate respect for others, the ability to identify and accept another point of view, and acceptance of and ease of interaction with children of other genders, capabilities and ethnic groups.

➡ This links to children learning that when they work together with others by engaging with them it can be fun and insightful, and they can learn in a tuakana teina environment.

Mana atua - Wellbeing

Children experience their emotional wellbeing nurtured in the group setting.

➡ This links to children learning that they can have a sense of self worth and cultural identity and the ability to make choices, focus their attention, maintain concentration and be involved.

New Zealand Curriculum

Health and Physical Education (Movement Concepts and Motor Skills)

Students will participate in a range of games and activities and identify the factors that make participation safe and enjoyable (L1).

Students will develop and apply rules and practices in a range of games and activities to promote fair, safe and culturally appropriate participation for all (L2).

➡ This links to the children's involvement in the group activity. Working to make it enjoyable and safe for everyone in the group and the rest of the class too.

The Arts - (Visual Arts)

Students will learn to communicate and interpret by sharing ideas, feelings and stories which they communicate about their own and others's objects and images (L1).

➡ This links to being able to verbally describe and articulate how the creation is visualised in the long term. Listening to others ideas, feelings and stories helps individuals become a team.



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WHISPER CHALLENGE

A CHALLENGE THAT FOCUSES ON COMMUNICATION WITHIN A TEAM

AIM: To recreate a build that only 1 team member can see

ITEMS NEEDED:

- A basic creation or simple LEGO set
- All the parts needed for the team to copy that creation/set.

Step 1: Make a simple creation (such as a random stack of bricks, or a simple character) and place this under a towel, or in a box.

Step 2: Form teams with a minimum of 3 and up to 6 people. There are 3 roles to be filled: The Planner, The Communicator, and The Builder. Get teams to decide on who will take on each role.

Step 3: Start. The Planner is the only one who can see the completed build. They will tell the Communicator what the Builder needs to do to replicate the original build.

The Communicator will translate this message to the Builder, who will carry out the instructions to put together the creation.

Step 4: The reveal - how did the team go. Compare the original model to the completed model.

MORE INFORMATION ON THE ROLES

The Planner:

This is the only person on the team that may see the final build/plan. They must decide where to start and what directions they should give to the communicator to pass on. The Planner is NOT allowed to talk to the Builder, and where possible, should not be able to see what the Builder is doing. They can use whatever descriptions they need to convey what needs to happen. For example, the Planner could say to the Communicator, "Today we are building a tower. However, the tower is not straight. The bottom piece is a plate that measures 4 studs by 6 studs and is Black".

The Communicator:

The Communicator can talk to both the Planner and the Builder. They are responsible for passing on questions or messages between the 2 roles. The Communicator will need to establish what is too much or too little information for them to cope with and be able to transfer the message successfully.

The Builder:

The Builder has the task of interpreting the message and translating that into action - deciding what piece is being talked about and how it will go together. The Builder can send questions back to the Planner through the Communicator but cannot converse directly with the Planner, or hold up their creation to get ideas if they have things correct.

Extensions and Alternatives

1. This is great for 1 on 1 moments. Have just the 2 roles - 1 person that can see the build and 1 person who builds.
2. Big team possibility - Line up 10 or more students, the first person passes on an instruction, this goes down the line, then the next instruction, and so on. Great for a laugh and showing how easy a simple message can be changed or misunderstood.
3. Use a small set - for advanced students provide them with a small set. The planner has the instruction book, the communicators do their part and the builder gets to build the plan without seeing or knowing what the set is.
4. Take out a word - inject some fun by taking away a word like 'brick' or 'plate'. This word cannot be used and students will need to come up with creative ways of describing that word when they need it.

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WHISPER CHALLENGE

A CHALLENGE THAT FOCUSES ON COMMUNICATION WITHIN A TEAM

AIM: To recreate a build that only 1 team member can see

RICH EXPERIENCES

- **Concentration** - This activity requires people to concentrate on what is being said.
- **Communication** - Both the Planner and the Communicator must be articulate in their descriptions. The Builder must be a good listener and be able to articulate questions clearly for clarity.
- **Patience** - the Builder must have patience as they wait for instructions and not go ahead in the build because they 'think' they know what is being built.
- **Big picture vrs detailed thinker** - this activity is a way for students to appreciate different people's strengths of either being a big picture thinker and describing the build in its completed shape, colour etc., or a details thinker who gives specific detail of each piece and angle and colour for them to follow. There are assets in both ways of thinking, so appreciating these differences is important.

LINKS TO CURRICULUM

Te Whāriki

Mana reo- Communication

Children develop verbal communication skills for a range of purposes

➡ This links to children having an increased ability to communicate in one language which is understood by others when communicating information and solving problems.

Mana Whenua - Belonging

Children are encouraged to play an active part in the running of the programme, take on different roles and take responsibility for their own actions.

➡ This links to the important role each of the parts have to play to build a successful replica of the master build. Not blaming each other if it doesn't look the same and working out where there was a break down in communication or build and working to rectify it.

New Zealand Curriculum

English

Students will form and express simple ideas and information, usually drawing from personal experience and knowledge and will use language features, showing some recognition of their effects by using high-frequency, topic-specific, and personal-content words to create meaning (L1).

➡ This links to the Planner knowing how to communicate clearly using LEGO vocabulary to be articulate and relate the build description to aspects the Communicator will be able to translate to the Builder.

Health and Physical Education

Students will participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

➡ This links to students being active in the decision making of what extensions they add to the original activity. Creating enjoyment by being part of a team and swapping out roles so everyone has a turn at being the Planner, Communicator, and Builder.



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COMPLETE CREATIVITY

AN OPPORTUNITY FOR IDEAS TO COME TO LIFE.

AIM: To make a creation of your own design and idea.

ITEMS NEEDED:

- Any variety of LEGO bricks
- Optional: Base plates and minifigures

SET UP:

Place the LEGO out on a mat on the floor if you have several children taking part in the activity.

Alternatively, you can spread a mat on a table and tip the LEGO on it.

Or, see our tips below for sorting.

TOP TIPS FOR CREATIVE TIME

This activity is an opportunity for students to relax and explore their ideas.

Students may explore challenges they have experienced in the past and extend themselves within an area they choose.

This activity will open a space for students to talk with others around them as they build. I highly recommend getting alongside your students during this time, joining the conversations, or just being there to listen when they share.

Depending on your space, you can have a dedicated space for your LEGO-themed resources. If you are able to have a dedicated space this is where I recommend sorting. My top tips for sorting are:

- Sort by Colour - place colours in different trays (you can combine similar colours or shades).
- Pull out the basic bricks - by this we mean those classic 1x2, 2x2, 2x4, and 2x6 Bricks.



- Set aside plates - pull out of the trays the large plates that take up space and provide hiding places for those little pieces you are always trying to find. Things like 4x4, 4x6, 6x6, and large-sized plates.
- Set aside technic pieces - these are specialty parts that are great for making moving creations.

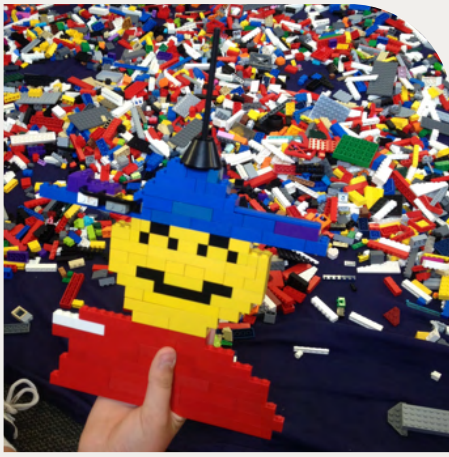
Do not do this work all alone. Get students involved in the process and engaged in the organising of the resources. They will get to see what is there, and begin to feel inspired. If they put in the hard work, they will appreciate the sorting all the more.

Don't forget this is also a great time to clean and get rid of pieces that are broken too.



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AIM: To make a
creation of your
own design and
idea.

RICH EXPERIENCES

- **Connection** - this activity oozes opportunities for connection between tamariki and between children and kaiako. Sitting alongside children and building independently opens up avenues where conversations naturally start and there is no 'agenda' or 'planning' required to be completed. The benefits of this activity are about being connected.
- **Relaxation** - what this involves is being mindful of what you are doing and being absorbed in the building process and conversation. Being present to what is happening around you and responding calmly as a result.
- **Wellbeing connectivity** - this is a combination of the first two with the focus being on healthy relationships that are meaningful and help individuals learn more about each other so there is better understanding and acceptance.
- **Culture** - children bring of themselves when they have freedom to create. In this space they make connections between home and school and this is shown in their builds and the conversations between tamariki and kaiako. This also creates a culture in the classroom of belonging, wellbeing and a safe place that has times in the day where children and adults can slow the pace down and be creative.

LINKS TO CURRICULUM

Te Whāriki

Mana atua - Wellbeing

Children experience an awareness of hauora, where their sense of personal worth, cultural identity, ability to make choices, focus attention, maintain concentration and being involved is encouraged.

➡ This links to their holistic wellbeing being met through connection (social & emotional), relaxation (mental), & physical activity.

Mana tangata - Contribution

Children experience an environment where they are affirmed as individuals & where they respect others, the ability to identify and accept another point of view, and acceptance of and ease of interaction with children of other genders, capabilities and ethnic groups.

➡ This links to getting to know others who they normally won't sit beside or play with. This neutral resource allows for the children to engage with each other without expectations or judgement for their builds.

Mana aotūroa- Exploration

Children experience an environment where play is valued as meaningful learning and the importance of spontaneous play is recognised.

➡ This links to children enjoying the creative process which is uninhibited by structure and a product, instead being immersed in the process and the interactions between themselves and others.

New Zealand Curriculum

Health and Physical Education

Students will explore and share ideas about relationships with other people and express their ideas, needs, wants, and feelings clearly and listen to those of other people (L1).

➡ This links to the social aspect of this activity and the verbal communication where children share their thoughts and feelings.



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