

LEGO Group's Build the Change: Community Challenge Teacher Delivery Guide

Age group
7-11



A note to educators from the LEGO Group

Hi there!

In this pack you'll find everything you need to run the LEGO Group's Build the Change: **Community Challenge**, a Learning through Play resource for learners aged 7-11. Across two sessions, young learners are provided with the skills and stimuli to create a short film addressing a community issue that matters to them. Both sessions encourage children to get creative and have fun by planning, building, and filming imaginative solutions, and we hope that with the competition materials, learners will feel empowered to express their hopes and dreams for the future.

At the LEGO Group, we believe that local communities are more important than ever.^{1,2} Whether it's a neighbourhood, school or club, being part of a community gives us a sense of belonging. It enables us to support the growth of ourselves, other people, and the environment around us. Children are a big part of communities, although they don't always get a say in how they're run. They're also the future of the planet, so at the LEGO Group, our mission is to inspire and develop the builders of tomorrow. We want to equip young learners with the knowledge and skills to become critical thinkers and better citizens who help their community thrive.

As part of the LEGO Group's Build the Change: Community Challenge, learners will gain hands-on knowledge of how to design, make, and use things in new ways, bringing benefits to both people and planet. Both sessions are designed to work with any creative materials you have access to – feel free to use glue, string, clay, bubble wrap, masking tape or even items rescued from the bin. LEGO® bricks are not required but can be used if pupils feel they are the best material to tell their story.

As well as building and problem-solving, the sessions aim to develop pupils' storytelling and film-making skills, as they are challenged to bring their own story to life.

We hope that the competition resource pack will support you to bring the experience of Learning through Play into your setting in a way that is meaningful and exciting for your young learners.

Let's get started!

Overview & objectives

The Community Challenge has been designed to be delivered as either two separate sessions, or as one extended session. During the two sessions, pupils (aged 7–11) will create imaginative solutions to the issues identified, learn how to tell the stories of their communities, and share their ideas with others through the medium of film.

At the heart of both sessions are hands-on creative activities called **"Time to Create"**.

For creating the children's solutions and ideas, LEGO® bricks can be used but are not required – feel free to use pen and paper, glue, string, clay or any other creative materials you have available in school.

Learning objective:

To plan, build and prepare to film an idea to improve your community in response to the LEGO Group's Build the Change Community Challenge.

Learning outcomes:

By the end of the two sessions, pupils will...

1. Understand the issue at the heart of a community-based challenge
2. Work as a team to build a response to one of the challenges
3. Plan, write and tell a story
4. Know how to present their ideas in a short film using their built idea
5. Be ready to film and submit their ideas to the competition

What's in the competition resource pack?

- Two session plans (you'll find them below)
- Two competition delivery slides
- Printable pupil activity sheets, which include: challenge cards, story idea cards and a storyboard template
- Printable competition leaflets
- (...and most importantly) Competition entry details

Schools have the option to enter their pupils' films into Community Challenge. All competition entries will be judged by a panel (including renowned filmmaker Reggie Yates) with one winning school to be awarded 10,000 LEGO® bricks. Two runners up will win 3,000 bricks for their school. For details on how to enter the competition, head to the **competition leaflet**.

The Challenge brief

Children are a big part of communities, although they don't always get a say in how they're run. That's why we want to hear the ideas of young learners from across the UK on how we can get together, better! In order to empower young people to Build the Change, we've suggested three themes to engage them by Learning through Play. Each theme gives pupils a jumping off point to kick start their own creative ideas for a short film.

The winning short film will be...

1. Meaningful (you'll tell a brilliant story to inspire positive change)
2. Creative (we want to see that you've used your imagination to have an impact on the community)
3. Effective (expresses your hopes and dreams for the future in a clear, easy-to-follow way, motivating others to share them)

Topic 1: **Building connections**

Although there can be people all around us, it's not always easy to connect or make friends. Sadly, nearly 1 in 5 people say they're often lonely.

So, our challenge for you is...

Get creative and design a space where nobody's lonely and friendships click into place, just like that!

Topic 2: **Sustainable spaces**

Is it trash? Or is it treasure? It's time to re-think how we use the things that get thrown away and limit waste.

So, our challenge for you is...

Think about what's missing in your community – what could make it even better? What could make it thrive? Build your vision using waste materials.

Topic 3: **Urban nature pods**

Mmmm, smell the flowers! Spending time in nature is proven to boost your mood and help you sleep better. But not everyone has an outdoor space of their own, particularly in urban places.

So, our challenge to you is...

Invent a way to bring more nature into your community, so that everyone has a green space to enjoy.

Build the Change: Community challenge session plans

Session 1 – Become planners, builders and storytellers

Resources required

- Session presentation (slides 1–19, with embedded videos)
- Community challenge cards (print one set for each group)
- Story idea cards (print one set for each group)
- Storyboard activity sheet (print one for each group OR one per pupil)
- Craft materials, recycled materials and/or LEGO® bricks

In this 60-minute session, students will work in teams to identify a problem faced by a group in their community and use resources to create a solution. Students generate ideas, before evaluating and agreeing on one solution they'd like to develop further.

Students will...

- Understand key issues facing their community
- Work collaboratively to generate ideas and create solutions to a problem
- Use their imagination to create a story
- Develop their problem solving, teamwork and creativity skills



Activity	Slide	Overview
IMMERSE		
Opening	2	Welcome pupils to the LEGO Group's Build the Change: Community Challenge. Explain that they're taking part in a special programme for children all around the world to create and share their ideas for the future. This session is about getting them engaged in a creative project where they use their imaginations to build and tell stories.
Awesome words	3-7	Dive straight in by exploring the key words that pupils will need to be successful Build the Change builders and storytellers. Start by asking pupils if they are familiar with any of the words on slide 3 (or even if they can have a go at explaining what they might mean). Click on each word to reveal its definition and discuss how to use it in context.
Video: Introduction to Build the Change	8	Play the video so that Reggie Yates can introduce the details of the Community Challenge to the class. He encourages pupils to use their imaginations as a force for good and to get their voices heard by creating their very own film. Tip: Reggie also shares the competition criteria. It might be useful to make a note of these and stick them on display so that pupils can refer to them as they're planning, building, and filming their entries.
Group poll	10-11	Focus in on pupils' own communities by getting them to answer the group poll questions. Which common community issues are most important to them? Why? How do they feel about solving them? Do they think they can do it? As you run through each question, ask the class to choose one number that represents how they feel. You can even follow the link to enter your results and see how they compare with other classrooms around the world.
CREATE		
Time to create – planning and building	14	Step 1: Choose a problem Hand out the challenge cards for pupils to read and get to grips with. Ask pupils to choose the one they are most excited about and read what they need to do. Note: at this point in the session, you might want to sort pupils into pairs, threes or larger teams. This can be done before the session, or they can choose their own groups – whatever works best in your classroom.
	16	Step 2: Plan your story Now that pupils have chosen a challenge, they're going to develop it into a story about their community. To help pupils plan an effective story, we've come up with three simple steps they can follow. These are: <ol style="list-style-type: none"> 1. Person: Introduce the person (or people) in the community as well as their wants and needs 2. Problem: Share the community issue that stops them achieving their wants and needs 3. Solution: Offer a sensational solution

Activity	Slide	Overview
Time to create - planning and building	17	Watch the second video, where Reggie explains the first of his top tips for filmmaking: using a storyboard (and how to use it well).
	18	<p>Talk through the storyboard template (depending on the age and ability of your class, you might want to print the 'Storyboard activity sheet' and complete as an example of what a good one looks like). Set pupils off to plan their stories. Here are some ideas for how you could differentiate the activity for pupils who...</p> <ul style="list-style-type: none"> • Don't know where to start: hand out the 'Story Idea Cards' • Find it tricky to invent a character: suggest that they use The LEGO Group's minifigures Leo and Linda, or they could even use someone they know. • Need a challenge: ask them to play around with the structure of their story – they could try beginning their story with the solution and then go back to the problem. Which do they think is the most effective? Why?
	20	<p>If pupils are happy with their plans, they can move on to building a model of their solution. They can use any craft materials you have to hand, recycled materials or LEGO® bricks. As pupils are building, circulate around the groups and encourage them to explain their thinking – how does their build solve the community challenge? Discussing their solutions will support pupils when it comes to filming in the next session.</p>
SHARE		
Time to share	21	<p>Allow time at the end of the session for pupils to present their builds and gain feedback. Depending on how much time you have, they can either present to another group or to the whole class. As pupils are sharing, encourage them to explain which community challenge they chose and how their build solves it. Remind those listening to offer constructive feedback that focuses on the story, the community, and the challenge topics (loneliness, sustainability and regenerating nature).</p>
Group poll	22	<p>Finish the session with one more group poll to see how confident pupils now feel about making change in their community. Are their answers different now that they've started to Build the Change? Why is this?</p>

Build the Change: Community challenge session plans

Session 2 – Become filmmakers

Resources required

- Storyboards completed in the previous session (one per group)
- Session presentation (slides 12–18, with embedded videos)
- Student workbook (1 per student, printed or shared digitally)
- Filming equipment OR access to an animation app or website
- Competition leaflet (one per student)

In this 60 minute session

Students will...

- Understand key issues facing their community
- Evaluate and refine their ideas
- Develop their filmmaking skills
- Communicate their ideas in a clear and succinct way
- Develop their communication and creativity skills



Activity	Slide	Overview
IMMERSE		
Opening	2	Recap the Build the Change challenge and remind pupils where they'd got up to. This second session is all about pupils bringing their stories to life, so now they're going to learn how to edit their ideas and turn them into a film. Before moving on, give pupils some time to quickly catch up with their group. If they're brimming with ideas since the last session, that's great – encourage them to share and make notes on their storyboards.
Group poll	3	To get pupils thinking about what storytelling means to them, share the group poll question. As before, you can see how your results compare with other classes across the country (there's no right or wrong answer, so the question should make an interesting discussion point).
CREATE		
Video: Top tip 2 – Lighting, setting and style	6	<p>Play the third video from Reggie Yates, where he gives pupils tips on how to plan what their film will actually look like.</p> <p>Note – pupils can bring their stories to life in a number of ways and should plan based on the route you decide works best in your setting. They can:</p> <ol style="list-style-type: none"> 1. Use cameras or any filming equipment 2. Create an animation using an app or website 3. 'Publish' their own book on paper <p>See the 'Time to create' section of the session for suggestions on how each of these can be achieved.</p>
	7	Give pupils time to regroup and annotate their storyboard with any ideas they'd like to add from watching Reggie's video. Encourage them to plan how they're going to carry out filming – what do they need to have ready? Who's going to fulfil each job role? Where will filming take place?
Video: Top tip 3 – Be creative!	8	Bring the class back together to watch Reggie's fourth video, where he suggests ways to explore filmmaking creatively.
	11	<p>Again, once pupils have watched the video, give them time to work in their teams and add Reggie's tips to their storyboard in the form of detailed annotations, planning their film in full. Depending on how filming is being carried out (either on cameras or animation), pupils could:</p> <ul style="list-style-type: none"> • Draft a script • Practise their scenes • Sketch a more detailed storyboard • Gather materials

Activity	Slide	Overview
Time to create	8	<p>Groups spend the rest of the lesson creating their stories. There's more than one way to do this, so choose the option that will work best in your classroom.</p> <ol style="list-style-type: none"> 1. Filming route: Use cameras or any filming equipment you have available, such as iPads 2. Animation route: Create an animation using an app or website (see the back page of this document for a list of resources you could use). 3. Alternative routes: Use presentation software like PowerPoint or Keynote as a way to share stories – pupils could take pictures or use Paint to create their own. If limited tech is available, pupils could instead 'publish' their story as a book and read it to younger children in the school. <p>If you choose to follow the filming route, pupils can use this time to either:</p> <ul style="list-style-type: none"> • Go to the locations they've chosen in their groups and shoot their scenes before editing. • If a limited number of devices are available, you could divide the class into groups that are rehearsing and groups that are filming (note: those who film first could be challenged to think of solutions to the other Build the Change challenges). • Pupils could share their scenes in front of the class and vote for the best ones – the films voted would get filmed. <p>Alternatively, you could set pupils the task of filming their work at home and entering the Community Challenge Competition independently.</p>
SHARE		
Ready for the premier	14	<p>Once pupils have created their films and are happy with them, set some time aside for them to share their work (we hope they'll be proud of what they've achieved).</p> <p>To support pupils in giving constructive feedback, they could judge the film against the judging criteria.</p>
Competition entry	15	<p>We would love to hear the stories that pupils have created as builders of the future, so we're inviting them to enter the Community Challenge Competition.</p> <p>You could either submit each entry in your class, or pupils could watch each film and vote for the one they think should be submitted.</p> <p>Alternatively, pupils can take the competition leaflets home and enter the competition outside of school, with permission from their parents.</p> <p>Details on how to enter can be found in our competition leaflet.</p>

Curriculum links

ENGLAND

PSHE³

Mental Health

- H16. about strategies and behaviours that support mental health — including [...] being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

Ourselves, growing and changes

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

Living in the Wider World

- L4: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5: ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

- L6: about the different groups that make up their community; what living in a community means

National Curriculum: English⁵

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play/improvisations and debates

National Curriculum: Art & Design⁶

- Produce creative work, exploring their ideas and recording their experiences

WALES

Curriculum for Wales⁴ Progression steps 2 & 3

Humanities

- I can contribute actively and constructively to my community
- I can recognise that my actions and those of others impact upon communities and the environment
- I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team

Languages, Literacy and Communication

- I can adopt a range of roles and manage my contributions appropriately
- I can ask and answer questions and exchange ideas and information
- I can explain information and share ideas, opinions and feelings using relevant vocabulary
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect
- I can talk to plan writing and write for different purposes and audiences
- I can use my imagination to create my own literature
- I can use my imagination and experiment with language to create my own literature
- I can respond to what I hear, read, and view, asking questions and showing my understanding

Expressive Arts

- I can convey ideas, feelings and memories for an audience and for purposes and results in my creative work
- I am able to combine my knowledge, experience and understanding to plan and communicate my creative work for a range of audiences, purposes and outcomes
- I am beginning to show resilience and flexibility in tackling new creative challenges
- I can recognise and respond creatively to challenges, and do this with resilience and flexibility

³ [https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20\(Key%20stages%201%E2%80%935\)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27](https://fs.hubspotusercontent00.net/hubfs/20248256/Programme%20of%20Study/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20(Key%20stages%201%E2%80%935)%2c%20Jan%202020.pdf?hsCtaTracking=d718fa8f-77a8-445b-a64e-bb10ca9a52d8%7C90ef65f6-90ab-4e84-af7b-92884c142b27) ⁴ <https://hwb.gov.wales/curriculum-for-wales/> ⁵ <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#upper-key-stage-2-years-5-and-6> ⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

Curriculum links

SCOTLAND

Curriculum for Excellence⁷

Health and Wellbeing

Social Wellbeing

- HWB 1-12a / HWB 2-12a. Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society
- HWB 1-13a / HWB 2-13a. Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

Literacy Across Learning

- LIT 1-09a. When listening and talking with others for different purposes, I can exchange information, experiences, ideas and opinions, and clarify points by asking questions or by asking others to say more
- LIT 2-09a. When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised; clarify points by asking questions or by asking others to say more
- LIT 1-25a. I am learning to use my notes [...] to help me understand information and ideas, explore problems, generate and develop ideas or create new text
- LIT 2-25a. I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text

Social Studies

People, Place and Environment

- SOC 1-08a. I can consider ways of looking after my school or community and can encourage others to care for their environment
- SOC 2-16a. I can explain how the needs of a group in my local community are supported
- SOC 1-20a. I have developed an understanding of the importance of local organisations in providing for the needs of my local community

Art and Design

- EXA 1-05a / EXA 2-05a. Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design

NORTHERN IRELAND

Learning for Life and Work⁸

Communication

- Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes

Language and Literacy

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics
- Personal Development and Mutual Understanding
- Playing an active and meaningful part in the life of the community and being concerned about the wider environment

Art and Design

- Express their ideas, thoughts and feelings
- Solve problems

Thinking Skills and Personal Capabilities

- Experiment with ideas and questions
- Make ideas real by experimenting with different designs, actions and outcomes
- Listen actively and share opinions
- Organise and plan how to go about a task

Websites and apps to help pupils bring their stories to life

Animation

Stop Motion Studio	app for iPad	Free
Animate Anything	app for iPad	Free
Animation Kit	app for iPad	Free
Toontastic	app for iPad and Android	Free
Plotagon	app for iPad and Android	Free
Muvimi	app for iPad	Free
Fluxtime	website (better on desktop)	Free
Purple Mash's 2animate	website	Subscription
Scratch	website	Free

Film editing

iMovie	app for iPad	Free
DaVinci Resolve	app for iPad	Free
Videorama Text & Video Editor	app for iPad	Free

⁷ <https://education.gov.scot/Documents/All-experiencesoutcomes18.pdf>

⁸ <https://ccea.org.uk/key-stages-1-2>