

Teacher Delivery Guide



60 minutes
with option for extension

Age group
7-11

Programme overview:

The Play Architects Challenge encourages purposeful creativity to break barriers and design a play space that can be enjoyed responsibly for generations to come. It is part of the LEGO® Build the Change mission, to make children heard and use their ideas and visions to inspire leaders around the world.

For this programme, pupils are challenged to design a future play space that is accessible, promotes friendship skills and is sustainable for the future.

Learning objectives:

- Explore how play makes us feel (personal and social skills)
- Identify the barriers some people may face, when participating in play (personal and social skills)
- Explore design features of a future play space that considers accessibility, friendship skills and sustainability (design skills)

Learning outcome:

Design an accessible and sustainable community play space.

Resources provided:

- Play Architects presentation
- Play Architects Design Notes
- Station 1 Activity Sheet
- Station 2 Activity Sheet
- Station 3 Activity Sheet
- Play Architects Planning Sheet
- Competition Leaflet

Additional resources required:

- Station 1 Activity: blindfolds; mittens or gloves; pencil and paper for each child
- Station 2 Activity: a pack of cards to play Snap (pupils can alternatively play group Rock, Paper, Scissors)
- Optional for Play Creators: materials to create a future play space model (recycled materials and craft equipment)

Competition:

Get your creative thinking caps – it's time to share your ideas. Challenge pupils to design the ultimate play space of the future – one that is a haven for friendship, sustainability, and inclusivity. From sketching to sculpting, pupils can develop their design ideas however they wish:



Make it



Write about it!



Paint it!



Draw it!



Digitise it!

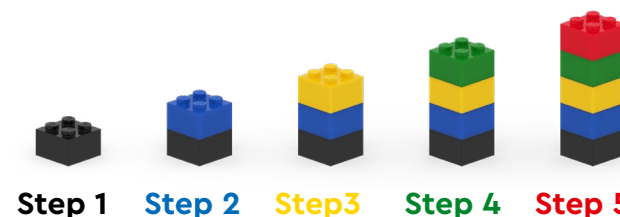
Winning entries will be shared across our LEGO Group platform, spreading creative ideas for all to see. The top play space entries will be in with a chance to win 10,000 LEGO® bricks for the school and other fantastic prizes for winning pupils.

Find out how to share your pupils' ideas on the **competition leaflet**.



Delivering the lesson

The lesson is designed to be delivered over **60 minutes**. Then pupils can spend can spend time crafting their competition entries during an extended session, additional lesson or at home. The Play Station activities are designed to be delivered as a carousel, each taking 10 minutes to complete, but you have the flexibility to deliver in a linear fashion as a class if you prefer.



Step	Slides	Overview
STEP 1		
Introduction (6 minutes)	2-9	<p>Introduce the Play Architects Challenge. Explore key vocabulary and the terms inclusion, accessibility, sustainability and 'play architects'. Share the visual progress blocks and note that you are on the first brick. Slides 4-8 explain what the terms inclusion, accessibility, and sustainability mean.</p> <p>Inclusion means helping all people to feel a part of something. When it comes to play spaces, we want everyone to feel included, no matter who they are.</p> <p>An accessible play space tries to remove barriers that might stop people from joining in.</p> <p>Being sustainable means taking care of the environment. If something is sustainable, this means it can be carried on for a long time, without using up precious resources and damaging the environment.</p>
Investigate (8 minutes)	10-14	<p>Explore how play makes us feel. Pupils discuss how they feel when they play with others and some of the benefits, including the positive impact playing with others (and outside) can have on mental health.</p> <p>Play a quick game with pupils, using any objects you have to hand (a ball, balloon, or a rolled-up jumper). Explain to pupils:</p> <ul style="list-style-type: none"> • Get into small teams • Pop your object between your elbows • Pass the object down the line only using your elbows • The first team to finish without dropping the object, wins! <p>Encourage pupils to reflect on what they enjoy with a focus on working with others, a competitive nature, and working together for a shared goal. Pupils will need strong communication, patience, teamwork and enthusiasm for this game.</p> <p>Recognise that all children learn differently. When playing games it is important to consider how to explain game instructions and demonstrate how to play, so everyone can join in.</p> <p>Explore the first big question – how does play make you feel?</p>

STEP 2

<p>Play Stations (4 minutes)</p>	<p>15–22</p>	<p>This section covers three main impacting factors for play enjoyment: accessibility, friendship skills and sustainability. Each slide from 19–22 explains why these factors are important and prompts further reflection and discussion.</p> <p><i>For play to be enjoyable, there are lot of friendship skills that are needed. Things like listening, sharing and taking on board other people's feelings, thoughts and ideas. Some people may find this easier than others when playing in a small group or with other people. And that's okay!</i></p> <p><i>Can you remember what sustainability means?</i></p> <p><i>It means making choices that look after our world and its resources. This helps to minimise damage to the world around us. We can use recycled or sustainable materials to build play spaces with.</i></p> <p>Throughout Play Stations, pupils can records thoughts and ideas on the Play Architects Design Notes.</p>
<p>Play Stations: Activity 1 (10 minutes) Station 1 Activity Sheet</p>	<p>23–26 If pupils are working in a carousel, skip slides 23–30. If, completing the play stations one by one as a class, continue to use the slides</p>	<p>In small groups, sat around a table, pupils explore 'Instructions: 1' on the Station 1 Activity Sheet. Give them a few minutes to read these instructions together and if they can't work out what to do, they can request 'Instructions 2' – this is important for later discussions on language and cognition as a barrier to play participation.</p> <p>Pupils read the new instructions and follow the guidance to use challenge boosters to as they draw the image:</p> <ul style="list-style-type: none"> • Blindfolds (or they can close their eyes) • Gloves or mittens (or keep fingers tight like crab pincers) • Limited access to the table by sitting on the floor • Standing or sitting without anything to lean on <p>Pupils reflect on the activity and how these challenges impacted participation in the task. Pupils add thoughts to their Play Architects Design Notes.</p>
<p>Play Stations: Activity 2 (10 minutes) Station 2 Activity Sheet</p>	<p>27–28</p>	<p>Pupils set up to play Snap (or group, Rock, Paper, Scissors). Before they begin, pupils each secretly pick a Player Card to determine if they are a disrupter or a cooperator. Their Player Card directs how they will play.</p> <p>Once finished, the group reflects on the game's success, explore the friendship skills that were helpful and not helpful when playing the game. Pupils add thoughts to their Play Architects Design Notes.</p>
<p>Play Stations: Activity 3 (10 minutes) Station 3 Activity Sheet</p>	<p>29–32</p>	<p>Pupils explore three scenarios. Encourage discussion and problem-solving solutions for each scenario which is linked to climate change or changeable weather.</p> <p>Pupils all come together for the big question (slide 31), which looks at all three activities in summary. Remind pupils of the programme's purpose (to help all access a play space by thinking about accessibility, friendship skills and sustainability) before moving onto the planning stage. Pupils add thoughts to their Play Architects Design Notes.</p>

STEP 3

<p>Play Planners: plan your play space (12 minutes)</p>	<p>33-38</p>	<p>Pupils reflect on what they have learnt and record their ideas and some initial sketches on the Play Architects Planning Sheet. They use the tips on slide 37 to help. Celebrate these ideas and recognise how they have considered accessibility, friendship skills and sustainability.</p> <p><i>Your 60 minute session is coming to an end, but don't stop now! Keep going if you don't want to miss out on our amazing competition – submit your pupil's amazing designs to be in with a chance of winning 10, 000 LEGO bricks!</i></p>
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STEP 4

<p>Play Designers: design your play space (optional)</p>	<p>39-44</p>	<p>Pupils design and/or create their play space, using ideas from their planning sheet. Use slide 43 to think about some of the exciting ways they might do this.</p>
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STEP 5

<p>Share: share your play space (optional)</p>	<p>45-47</p>	<p>Encourage your pupils to share their ideas and creativity with the community as well as enter our competition (with some exciting prizes to be won!). Your school council, headteacher, governors and even local council should hear what pupils have to say, taking their voice to decision makers. You can also share designs on social media with the hashtag #playarchitects.</p>
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Additional ways to use the Play Architects programme

Challenge your pupils with one or all of these cracking ideas:

Build your future play space

Create an awesome model of your play space using construction materials.

Contact the local council

Write a letter or record a video for your local MP or local council to share your play space ideas. Get your voice heard!

Get researching

Want to explore climate change and sustainability more? The Build the Change website has lots of interesting information and ideas: www.lego.com/buildthechange

Curriculum links

The **Play Architects Challenge** has a focus on social skills and creative design.



England

PSHE

- Building and valuing friendships
- Strategies and behaviours that support mental health

Design & Technology

- Design to a brief
- Creating innovative, functional, appealing designs

Citizenship

- Exploring sustainability
- Understanding the value and importance of inclusion



Scotland

Health & Wellbeing

- Building and valuing friendships
- Contributing to society
- Contributing views to help bring about positive change

Technologies

- Using design skills to solve problems

Social Studies

- Exploring and understanding the needs of the environment and local community



Wales

Health & Wellbeing

- Building & maintaining friendships
- Strategies and behaviours that support social interactions

Science & Technology

- Developing and presenting design ideas
- Creating design proposals that solve problems

Humanities

- Identifying ways to contribute positively and have an impact on the local environment and community



Northern Ireland

Personal Development & Mutual Understanding

- Knowing how to build friendships
- Playing an active and meaningful part in the life of the community

The Arts

- Expressing ideas, thoughts and feelings
- Solving problems

The World Around Us

- Exploring sustainability
- Understanding the value and importance of inclusion