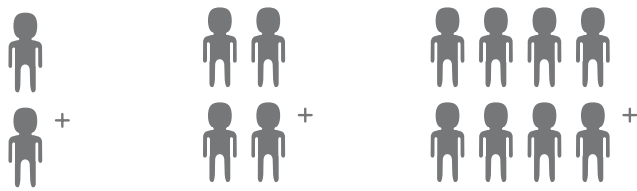


The LEGO Foundation

Six Bricks Booklet



Icons in this booklet:



Recommended number of children



5-10



10-20



30-40

Estimated activity duration in minutes

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What is Six Bricks?

Six Bricks is a hands-on tool for learning. Through fun and short activities with sets of LEGO® DUPLO® bricks in six bright colours, children can practice their memory, movement, creativity and more. You can adapt activities and of course make your own activities to match the children's skills and interests.



What skills do children practice?

When they are engaged and challenged in playful ways, children practice skills for learning:

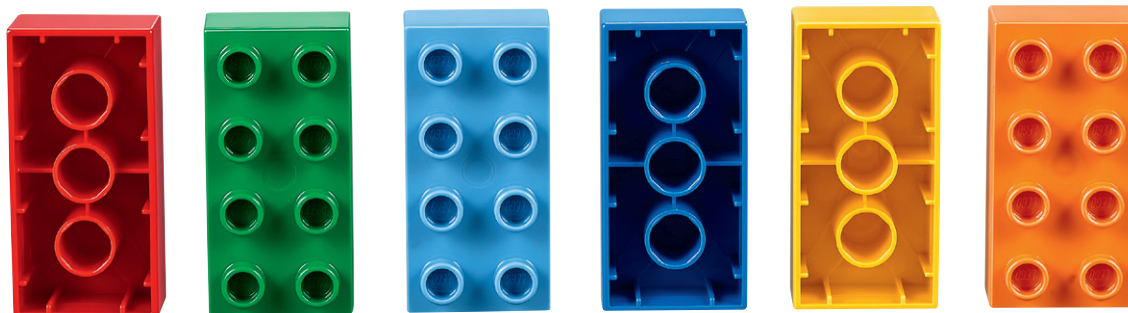
- **Language** such as describing in rich detail, giving clear instructions, explaining your reasons, and telling stories, which helps you to communicate with others and express your ideas.
- **Problem solving** including to stay focused, and remember a task or a challenge, set goals and make plans, come up with creative ideas, and reflect on what you do and how you do it.
- **Collaboration** as in working together in pairs or teams, share turns and the materials you work with, learn from your peers and their ideas, and give each other roles and responsibilities.

How do I get started?

Every child and adult needs a set of six DUPLO bricks. At any time of the day, choose an activity or let the children pick one. This booklet has 25 activity ideas for getting started with a group of up to fifty children.

First, allow the children to become familiar with the bricks by doing simple, short activities like the ones you find in the beginning of this booklet, *Discover Six Bricks* and *Brick Breaks*.

Once they get the hang of it, try more challenging group activities, like the later *Games* and *Team Challenges*.



What is the role of the adult?

Children learn by your example. What you do inspires the language they use, how they try to solve problems and how they work together with others.

Here are a few good ways to support them:

- Guide the children to try on their own; help them if they get frustrated or ask for help.
- Encourage them as they try, give useful hints and ideas, and use an encouraging tone.
- Sit next to the children, notice what they do, and use this as a cue when you help them.
- Be curious and ask open questions like '*what are you making?*' and '*how did you solve it?*'
- Give them choices and make sure they play an active role in completing a challenge.

Where can I learn more?

Share your experiences, get inspired and find tips and tricks from others working with Six Bricks. Join our Facebook group or visit the LEGO Foundation's website for more activities, videos, background information about children's learning and development and the story of how it all started:

www.LEGOfoundation.com

[www.facebook.com - Six Bricks Community](https://www.facebook.com/SixBricksCommunity)



Discover Six Bricks I

Children learn to:

Play and become familiar with the bricks

Listen and respond to questions

Use descriptive language

Base Activity

1. Each child separates his or her bricks and spread them out.
2. With closed eyes, they shuffle their bricks around.
3. Keeping their eyes closed, each child picks any brick and holds it up high.
4. Now they open their eyes and see what colour they hold.

Guiding questions

- *What colour brick do you have?*
 - *Can you name all the different colours?*
 - *Can you sort the bricks into warm and cold colours?*
 - *Can you create a rainbow with your bricks?*
5. Let them pick any brick, look at it carefully and turn it around and over in their hands.

Guiding questions

- *What colour is your brick? How does it feel (rough, smooth, hard, soft, shiny, dull, etc.)?*
 - *What spaces and shapes can you see on your brick? How many studs does each brick have?*
6. Children restack their six bricks.



Comparing heights and numbers

Complete steps 1 – 4 of the base activity

5. Children look around the room and see who has the same colour.
6. They quickly go and stand together in colour groups.

Guiding questions

- *Which colour group has the most, least or the same number of bricks? How can we check?*

(Try to let the children think of solutions – like building colour towers for each group)



Find matching colours

Complete steps 1 – 4 of the base activity

5. Children find something in the room (or outside) of the same colour, and match it to their brick.

Guiding questions

- *How can you check if the colour the exact same, lighter or darker?*
- *What in nature is the same colour as your brick?*





5-10



Discover Six Bricks II

Children learn to:

Use spatial skills to orientate themselves

Keep attention and resist distraction

Initiate activities

Base Activity

1. Children lay out their bricks in any order (see the picture).
2. Then they put a finger on the red brick and move it left.
3. They turn the dark blue brick upside down (or on its side).
4. Children click the green brick on the red and cover all studs.

(Vary the instructions you give such as colours, moving bricks left/right, and positions).

Guiding questions

- How did you keep attention (encourage some of the children to explain in turn)?
- How can we make this activity harder? (Give more instructions, say them faster...?)



5-10



Try with two hands

Complete step 1 of the base activity

2. Children pick up the first and last brick and swap their places (have fun doing this a few times).
3. Then they pick up the red and green brick and swap places (vary colours).
4. Using their left hand, children pick up the blue brick and place it in their lap.

(Vary colours, hand and places you use in the instructions).

Guiding questions

- What other instructions can you think of? (Let the children suggest and try their instructions)



5-10



'Think' with your hands

Complete step 1 of the base activity

2. Children pick up two bricks and see how many different ways they can click the two together.
3. Using all their bricks each child tries to discover what shapes you can make with six bricks.

Guiding questions

- In what different ways that did you click the bricks together?
- What shapes or objects did you make with your bricks? (e.g. staircase, tower...)
- What was fun about building with the bricks?





Tricky Tower

Children learn to:

Move fingers and hands with precision

Persist in the face of difficulty

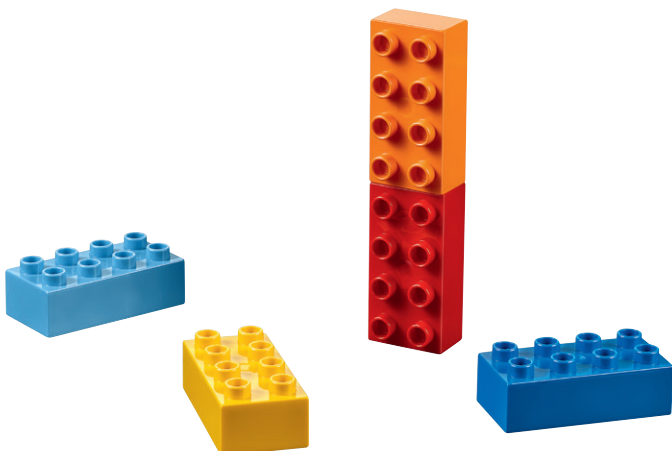
Develop own ways of carrying out tasks

Base Activity

1. Children separate their bricks and lay them out in any order.
2. Then they balance all their six bricks, short end to short end, building a tower.
3. Children try changing the hand they use when building.

Guiding questions

- *How did you balance your bricks? (in turn, let some of the children explain what they did)*
 - *If you have to try a new way of balancing the bricks, what will you do?*
4. Finish the activity by letting them restack their six bricks.



Experiment with building towers

Complete step 1 of the base activity

2. Try different ways to balance the bricks to create a tower without clicking the studs together.
3. Try using left or right hand, only one or two fingers, and a clothes peg to pick up bricks.

Guiding questions

- *How did you build your tower? (Let the children explain and demonstrate with their bricks)*
- *What makes a tower stable? How do you make the highest or shortest towers?*



Build towers in pairs

1. In pairs, children combine all their bricks to build a tower by balancing bricks.
(Give different instructions for building the tower)

Guiding questions

- *What is different about building with 12 bricks?*
- *What is helpful or hard about working in pairs*



5-10



Can You Remember?

Children learn to:

Hold information in their memory

Keep attention and resist distraction

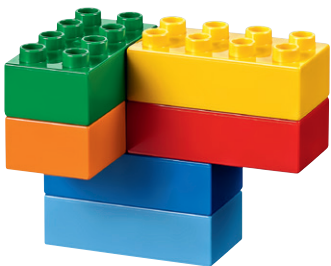
Speak about how they have done something

Base Activity

1. The adult takes any two bricks and clicks them together, one on top of the other and covering all the studs.
2. Hold them up for the children to see. (Do not hide the bricks away)
3. The children copy the brick sequence.

Guiding questions

- *Match your sequence to mine. Are they the same?*
 - *If it is different, can you explain the difference?*
 - *If it is different, how can you make it the same?*
4. Repeat this activity with 2 bricks of any colours until you feel the children are ready to move on to copying 3 and then 4, 5 and 6 bricks.



5-10



Hide the brick sequence

1. The adult takes any two bricks and secretly builds one on top of the other, covering all the studs.
2. Hold them up for the children to see for five seconds and then hide them away.
3. The children copy the brick sequence.

Guiding questions

- *Who remembered the sequence by repeating the colours over and over?*
- *Did anyone use a different way to remember the sequence?*
- *What other ways to remember the sequence can you think of?*



5-10



Build in more directions

1. The adult takes any two bricks and secretly clicks them together, covering only some studs.
2. Hold the bricks up for five seconds, hide them, and then ask the children to copy the model.

(Try to distract with questions before they build like 'what's your favourite food' or '3 x 4 is..?')

Guiding questions

- *How did you remember the model? How can you learn to remember in other ways?*



10-20



Back to Back

Children learn to:

Use descriptive language

Think from another person's perspective

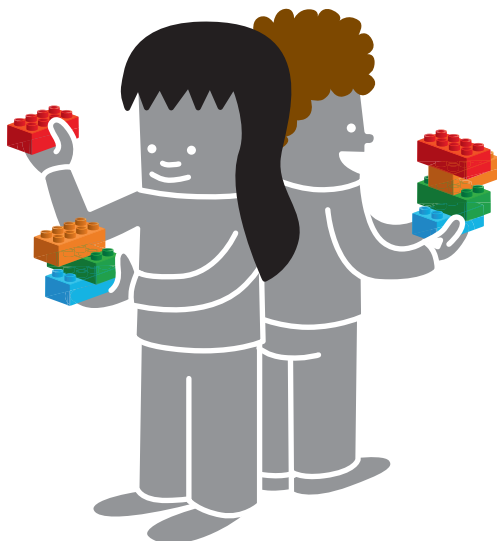
Speak about own and others' behaviour and consequences

Base Activity

1. Children sit or stand in pairs with the same three bricks.
2. One child builds a model, and then explains to the partner how to build the same model.
3. The partner builds without looking or asking questions.
4. The pairs compare their models and discuss how it went.

Guiding questions

- How did you explain how to build the model?
 - What instructions are clear and helpful?
5. Children swap roles and repeat the activity.



10-20



Ask three questions

Complete step 1-2 of this activity.

3. The partner builds without looking, but can ask three questions underway.
4. The pairs compare their models and discuss how it went.
5. Swap over and repeat the activity.

Guiding questions

- What questions did you ask?
- Which questions worked well? Why is that?



10-20



Play with 'yes' and 'no'

Complete step 1 of this activity

2. One child builds a model, but can now only say 'yes' and 'no'.
3. The partner builds the same model by asking questions, such as 'Is the bottom brick red?'
4. The pairs compare their models and discuss how it went.
5. Swap over and repeat the activity.

Guiding questions

- What questions help you to get the position of bricks right?
- What is the hardest part of this activity and why?
- What can you do to overcome that hard part?



What Can You Build?

Children learn to:

Invent and describe characters (for stories)

Come up with stories in groups

Ask questions and suggest answers

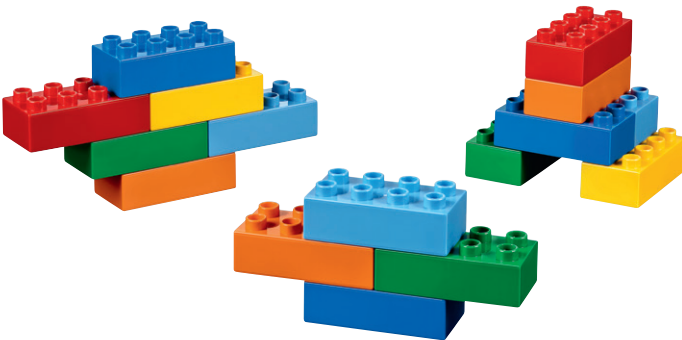
Base Activity

1. Children use their six bricks to build any creature.
2. Then they take turns to describe their creature.

This activity can also be linked to a theme, story or book, and could be done in pairs.

Guiding questions

- *Does it have a name?*
- *What sound does it make?*
- *How does it move?*
- *Does it have a magic power?*
- *Do you have any questions to ask your friends about their model?*



Build to remember a story

Link this activity to a story you read with the children the previous day

1. Working in pairs or small groups, ask the children to think back to the story and to talk about it.
2. Let the children build something (not only creatures) from the story that they heard yesterday.

Guiding questions

- *What have you built (children explain their story and model)?*
- *What questions can you ask your friends about their model?*



Walk and sort by creature

Complete steps 1-2 of the base activity. Ask the children to stand up so they can walk around.

3. Let the children figure out ways to sort into groups by creature, like features (wings, feet etc.)
4. Each child then walks to a different part of the room according to the sorting rule.

Guiding questions

- *How did you figure out where to go? Is this the only place you could go? If not, where else?*
- *How else could we choose to walk and sort with your creatures?*



Build a Cube

Children learn to:

Coordinate and balance using their whole body

Enjoy solving problems

Engage in collaborative tasks with peers

Base Activity

1. Children build a cube with six bricks so it does not fall apart (See picture for an example).

Guiding questions

- Which two colours are on top, at the bottom and middle?
 - In pairs, how can one of you give, and the other follow, instructions to build a cube?
 - What instructions are easier and harder to use?
2. Children rotate their cube while holding it behind their back (or above the head)
 3. They throw the cube up in the air and catch it.
 4. Toss it from one hand to the other.
 5. Hold it under their chin.

Guiding questions

- What else can you do? In how many different ways can you hold your cube?
- How long can you balance the cube on your head? Can you walk around with it?



'Simon says' with cubes

Complete step 1 of this activity.

2. In pairs or small groups of 3-4, children take turns to show moves which the others copy. (Let the children come up with rules, like 'if you drop the cube, then...' or 'you have 3 turns')

Guiding questions

- How can a friend help you if you have problems getting it right?



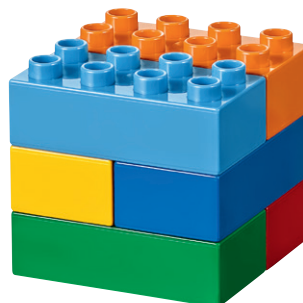
Measure with cubes

Complete step 1 of this activity.

2. Two children stand so everyone can see them. The rest use their cubes to build a measuring tower with the same height as these two children.

Guiding questions

- How can we use the cubes to measure the children? How many cubes do we need?
- What else can you measure?





Sorting

Children learn to:

Filter information to spot specific details

Use descriptive language

Negotiate when and how to carry out tasks

Base Activity

1. In pairs or groups of 3-4, children mix their bricks together.
2. Then they sort all the bricks into piles by colour.

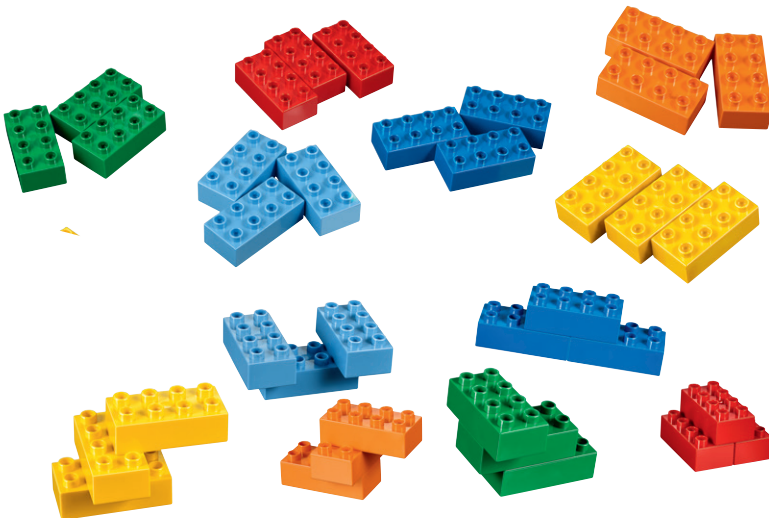
Guiding questions

- How quickly can you make a pile of each colour?
- What was it like to do this activity?

3. Each child chooses a pile and builds a Colour Creature.

Guiding questions

- Can you make up a group story about your Colour Creatures?



Sort by position

Start by introducing positions: Standing, and lying, on the side, studs down and studs facing up.

- Scoop your six bricks in both hands, raise them up and let them fall in front of you.
- Ask some of the children to sort them according to position.

Guiding questions

- What other rules can you think of for this sorting game?
- How can you work together to sort quickly?

Let the children play this sorting game in pairs.



Shift the sorting rule

1. In pairs, children scoop their bricks, raise them up and let them fall.
2. Then they roll a red brick. If it is lying studs down, sort by colour. If the red brick is lying studs up, sort by position. If the red brick is on its side, decide together.

Guiding questions

- What other rules can you think of for this sorting game?



Patterns

Children learn to:

Notice and follow patterns

Experiment with own creative ideas

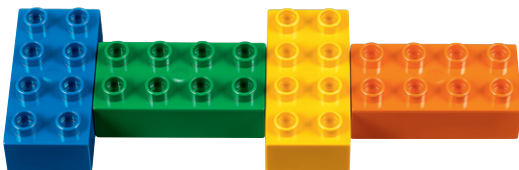
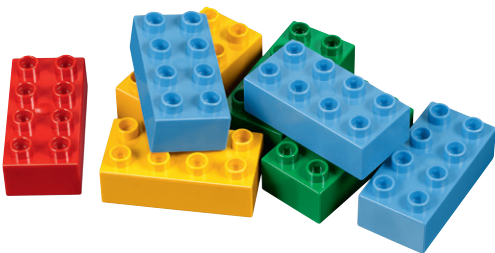
Share and take turns independently

Base Activity

1. Children copy your pattern and see if they can continue. (The adult builds the start of a repeating pattern for the children to follow).
2. Do this 4-5 times with different patterns.
3. Add spaces to the patterns (like space between letters and words on a page). Help the children notice the spaces.

Guiding questions

- Can you explain this pattern?



Make patterns in pairs

1. Children work together to create their own repetitive pattern.
2. One of them starts a pattern with six bricks and the other continues this.

Guiding questions

- What is your pattern – can you explain it?
- How is your pattern different from others in this room?



Rhythms and moves

1. Children work together to create their own repetitive pattern.
2. This time add a sound, tap, clap or a move to each brick.
3. They have fun playing the pattern and experimenting with different rhythms.

Guiding questions

- What is your pattern – can you play it?
- How is your pattern different from others in this room?



Can You Copy?

Children learn to:

Notice depth and perspective

Keep attention and resist distraction

Develop own ways of carrying out tasks

Base Activity

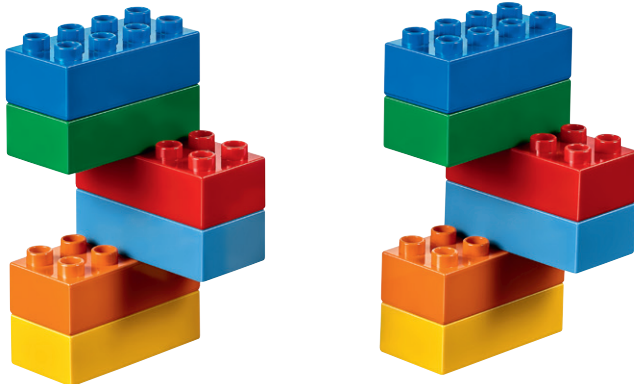
1. Prepare this activity by building a model in 3D. (See the picture for inspiration).
2. The children copy your model.

Guiding questions

- Which colours are behind / in front / on top etc.?
 - What shapes do you see? What angles?
 - How is it different?
3. Repeat the activity, but this time children copy from a distance.

Guiding questions

- How is different when the model is further away?



Build a reflection

1. Working in pairs, one child builds a 3D model.
2. The partner then builds a reflection of that model (if possible, use a mirror for help).

Guiding questions

- How is your model a reflection of the original?
- How can you make this activity easier or more challenging?



Use a 2D picture

1. The adult shows a 2D picture of a model.
2. The children try to build a 3D model by looking at the picture.

Guiding questions

- How does your model fit with the picture?
- From what angle is it easier and harder to figure out how to build the model?



Kim's Game

Children learn to:

Tackle new tasks confidently

Keep attention and resist distraction

Develop own ways of carrying out tasks

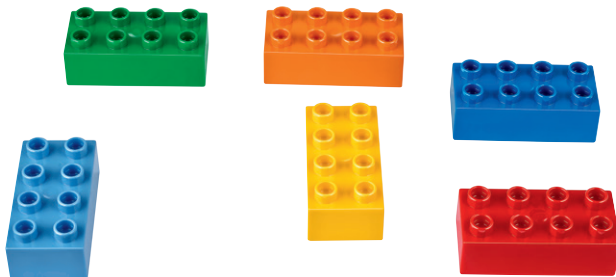
Base Activity

1. Prepare by arranging three bricks on an A4 piece of paper. (See the picture below for an example).
2. The children study this brick arrangement for 10 seconds.
3. Then you cover the bricks with a cloth.

Guiding questions

- *How many bricks do you think you can remember?*
 - *How can you remember and build the same arrangement that is under the cloth?*
 - *How can you also remember the bricks' positions?*
4. Child try to build the brick arrangement using their own six bricks.

Use 4 or more bricks once the children are confidently remembering the position of 3 bricks.



Walk and remember

1. The adult arranges 3 bricks and hides them outside or behind a cupboard / chair.
2. Children come to look, 4 or 5 at a time, and go back to their bricks and build from memory.
3. Children are allowed 3 turns to go back and check if they have remembered it.

Guiding questions

- *How do you remember the bricks?*
- *Can you learn from what others do?*



Play with tricky changes

1. In pairs, one child shows the partner an arrangement of bricks for a few seconds.
2. The partner must remember what he/she has seen and then build it.
3. Swap over and repeat the activity.
4. Children can try to secretly change 1, 2 or 3 bricks and then ask the partner to look again.

Guiding questions

- *Can you spot the changes? How can you do that?*
- *How can you make this game tricky for each other? Or really easy?*
- *Can you think of ways to help each other remember more bricks?*



Sammy Snake

Children learn to:

Use strategies learned earlier (patterns)

Negotiate when and how to carry out a task

Imagine and tell stories

Base Activity

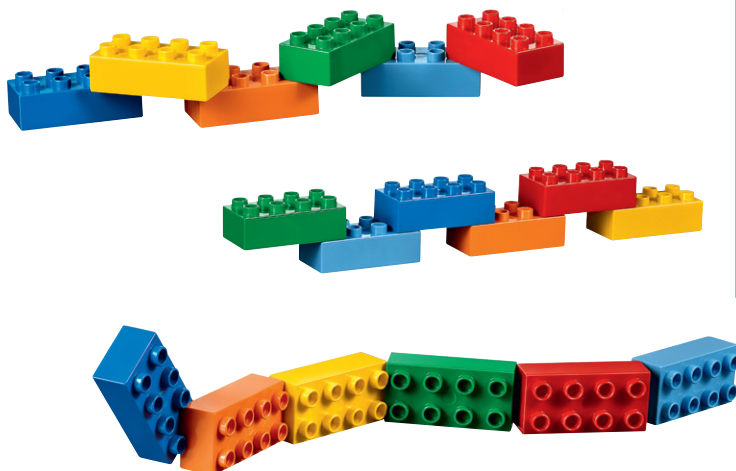
1. In pairs, children mix their bricks to build a snake.

Guiding questions

- How can you show movement, colours, patterns or camouflage in your snake?
 - How can you present your snake to the others?
2. Allow the pairs time to prepare what to present.
 3. The pairs take turns presenting their snakes.

Guiding questions

- What does it mean to be a good listener?



10-20



Snakes in pairs

1. Let each child build his or her own snake using six bricks.
2. Go together in pairs and share how your snake moves, how you built it etc.

Guiding questions

- What questions can you ask to learn more about each other's' snakes?
- Can you make a short story about your snakes meeting?



10-20



One-minute-snake

1. In groups of six, children mix their bricks together.

Guiding questions

- How long a snake do you think you can build in one minute?
- How can you work together to build fast?

2. The groups get one minute to build, and then stop when the adult calls 'hands-off'.

Guiding questions

- Was this close to the length you estimated?
- Which snake is longer? How many bricks did you use?



Cover It

Children learn to:

Move fingers and hands with precision

Share and take turns independently

Use strategies learned earlier (memory)

Base Activity

1. The children go into small groups and get a dice.
2. Start the game by having one brick on the table.
3. First child rolls the dice. If it shows two, choose a brick and cover two studs on the brick on the table (and so on).
4. The number five is tricky; you cannot cover five studs:

Guiding question

- *What action can you take if you roll a five (skip a turn, remove a brick etc.)?*
5. Keep building upwards; try to find ways of keeping the model balanced.

Guiding question

- *Which group can build the tallest structure without it tumbling over?*
- *How do you keep the model balanced?*



10-20



Even and uneven numbers

1. Play the game, but this time add bricks when the roll shows 2-4-6, and remove them on 1-3-5.

Guiding questions

- *How else can you play this game?*



10-20

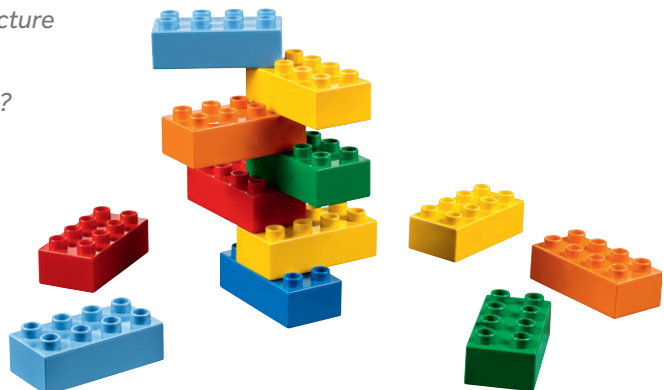


Remember the numbers

1. Play the game, and keep a running total of the number of studs you have covered.
2. Two or three times, the adult pauses the games to ask for the running total:

Guiding questions

- *Without looking at your model, what is the sequence of studs you have covered?*
- *How do you remember? Can you remember as a group?*





Double or Half

Children learn to:

Make reasoned choices and decisions

Tackle new tasks with confidence

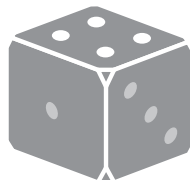
Enjoy solving problems

Base Activity

1. In pairs, children get a dice. First child rolls and finds the number on the dice. For example 'two'.
2. If first child calls 'double', the partner adds two bricks, making the total four bricks.
3. If first child calls 'half', the partner removes one brick, making the total one brick.
4. The partner should explain what he does and call out the new number.
5. Swap over and repeat the activity.

Guiding questions

- *How did it go in your pairs? How can you be a helpful partner?*
- *What happens if you call 'half' to an uneven number like '3'?*

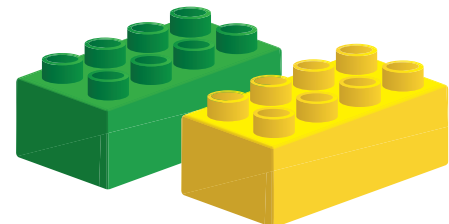
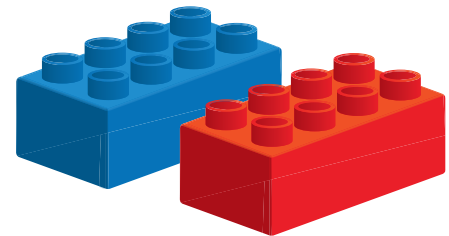


Play in groups

1. Play this game in groups of 3-4.

Guiding questions

- *What other rules can you think of for this game?*





Skip Count

Children learn to:

Keep attention and resist distraction

Persist in the face of difficulty

Trace with their eyes while counting

Base Activity

This is a counting activity. Each child will count his own bricks, and the next child will count on.

1. In small groups, children sit in a circle and lay out all their bricks, one after the other, inside the circle.
2. First child counts his own bricks, 1-6, and the next child continues, 7-12, and so on.
3. Now agree on a colour, like green.
4. Count all the bricks again, but this time all green bricks are silent counts.

Children must count in their heads and not aloud when they reach a green brick.

Guiding questions

- *What is hard or easy about this activity?*
- *How do you stay focused on where you are in the count?*
- *What other rules can you think of for this game?*



10-20

Try with weekdays

1. Repeat the activity but instead of counting, name the days of the week from Monday to Sunday.
2. The same rules apply – select a colour to skip.

Guiding questions

- *Can you remember the correct sequence of the days of the week?*
- *What happened when you reached the skip colour?*



10-20

Months of the year

1. Repeat the activity, naming months of the year from January to December, instead of counting.
2. The same rules apply – select a colour to skip.

Guiding questions

- *Can you remember the correct sequence of the months of the year?*
- *What happened when you reached the skip colour?*





What Is It?

Children learn to:

Share and take turns independently

Use imagination and creative thinking

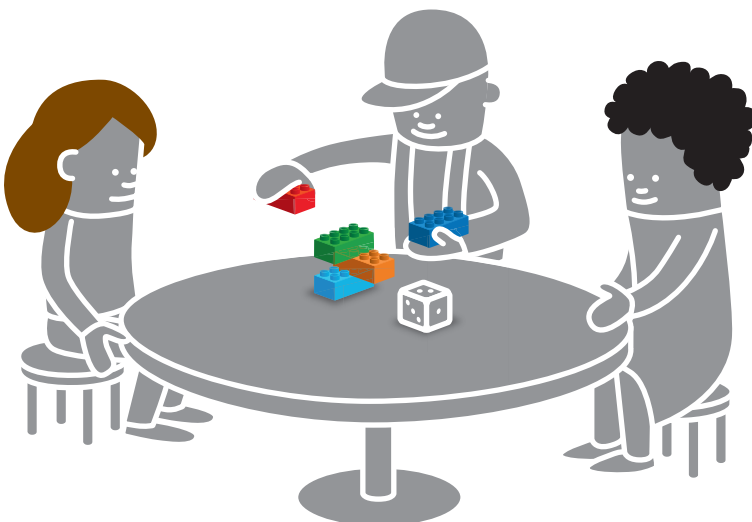
Notice words that connect or describe in sentences

Base Activity

1. In small groups, children get a dice.
2. First child rolls the dice, and builds a model with the same number of bricks as the dice shows.
3. Pass on the model and dice to the next child, who rolls the dice, and adds the number of bricks shown by the dice.
4. Continue until each child in the group has had a turn.

Guiding questions

- *At the end of the round, what does your model look like?*
- *How can you decide together?*
- *What reasons made you decide on this idea?*



Two models meet

Complete steps 1-4 of this activity.

5. Two groups go together and their models 'meet'.

Guiding questions

- *What happens? Can you make a story with both of your models*



Say three words in turn

Complete steps 1-4 of this activity.

Practice listening to and finishing each other's sentences:

5. Take turns to say three words – like this:
This is a... Cat and it... Has a hat... and a funny...

You must make your own sentences in the groups.

Guiding questions

- *What words help your sentences to continue and grow longer (e.g. 'and', 'but', 'then' etc.)?*
- *What words describe your model (e.g. 'funny', 'cat', 'hat' etc.)?*



10-20



Play Now

Children learn to:

Develop own ways of carrying out tasks

Keep attention and resist distraction

Remember and coordinate movements

Base Activity

1. In small groups, children sit at a table with their own bricks lying loose in their laps (hidden from view for the others).
2. When first child says 'Play Now!' all children show a brick.
3. If the brick has the same colour as that of first child, you must hand over this brick to him or her.
4. Play two rounds for each child in the group.

Guiding questions

- *What other ways can you play this game?*



10-20



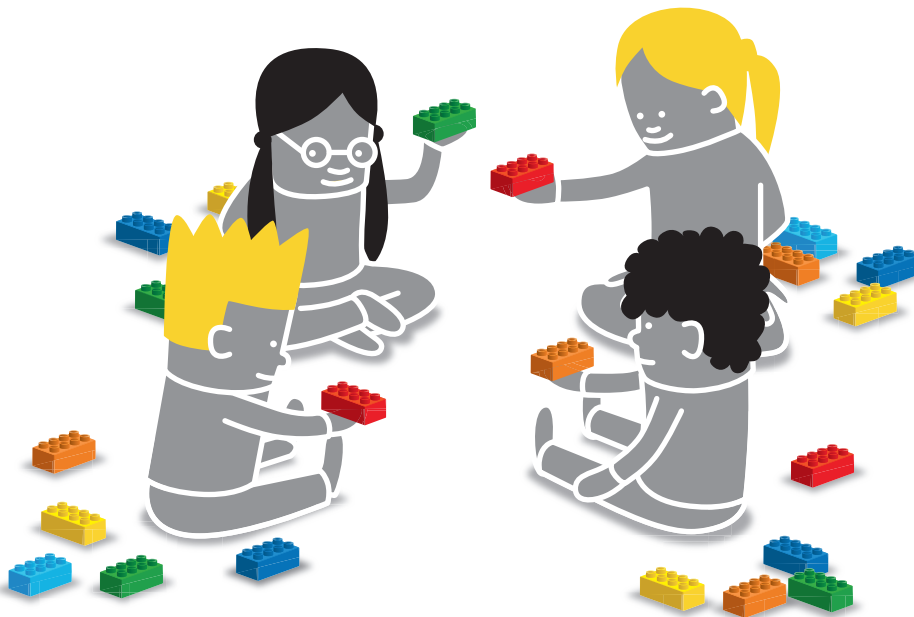
Colour moves

Complete steps 1-4 of this activity, but clap every time you must hand over a red brick.

Repeat the activity with different moves and colours.

Guiding questions

- *How do you remember the right colour and moves?*
- *What happens if you have to remember two moves and colours?*





Tall Tower

Children learn to:

Tackle new tasks confidently

Engage in collaborative tasks with others

Stretch and balance their whole body

Base Activity

Start this activity by discussing towers and tall buildings. (You can use the picture shown here).

1. In two large groups, the children work to see who can make the tallest tower.
2. Give the groups a few minutes to discuss ideas before they start building.
3. Compare towers when both groups have finished.

Guiding questions

- Which group has the tallest tower?
- Which tower is the strongest (find ways to test this by lifting the towers)?
- Does the tower break? Why or why not?



Tower relay race

Complete steps 1-3, but this time each child adds one brick at a time to build the tower.

The first group to finish wins.

Guiding questions

- What ideas for building worked well in your group?
- How can you learn from what others do?



Twisting towers

Complete steps 1-3, but vary how you build, instead of stacking bricks directly on each other.

Guiding questions

- What shapes or patterns can you make?
- How can you build a twisting tower? What makes it stable or unstable?





10-20



Two-Stud-Trick

Children learn to:

Explain what they did and what they have learned

Speak about future planned activities

Use spatial skills to guide how they build

Base Activity

1. In smaller groups, children take turns building onto a brick placed in the middle of their group.
2. Each time they add a brick, they must cover two studs only.

See how high you can build before the model topples over.

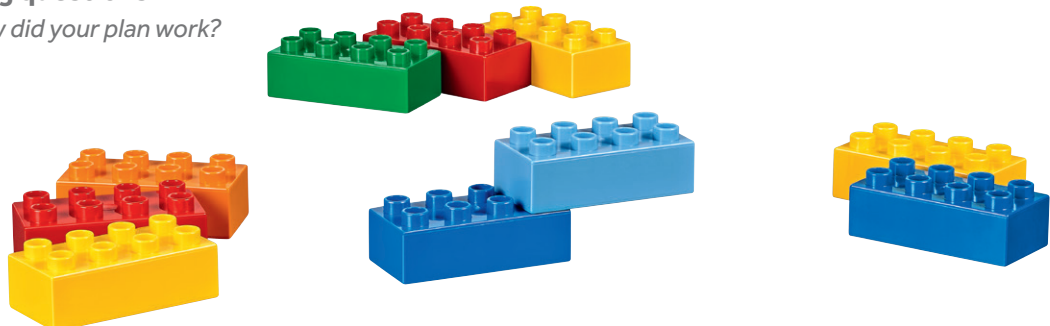
Guiding questions

- *How did it go in your group?*
- *What have you learned about keeping balance?*
- *What will you do next time?*

3. Give the children time to discuss ideas for keeping balance.
4. Repeat the activity.

Guiding questions

- *How did your plan work?*



10-20



Cover more studs

Complete steps 1-4, but change the number of studs to cover to three or four instead.

Guiding questions

- *How is this different from covering only two studs?*
- *What other ideas do you have for playing this game?*



Blind Build

Children learn to:

Keep attention and resist distraction

Persist in the face of difficulty

Use sense of touch to solve a challenge

Base Activity

1. In pairs, one child closes his eyes (or covers them with a scarf) and the partner builds a model with six bricks.
2. The 'blind' child feels the model to notice how it is built.
3. Hand the model back to the partner, who then hides it.
4. Open your eyes (or remove the scarf) and build the model.

Colours are not important, only the shape.

5. The partner can give clues to help you remember.
6. Children compare their models when finished.

Guiding questions

- *What was it like doing this activity?*
 - *How did you remember the model?*
 - *What clues proved most helpful as you were building?*
7. Swap roles and repeat the activity.



10-20



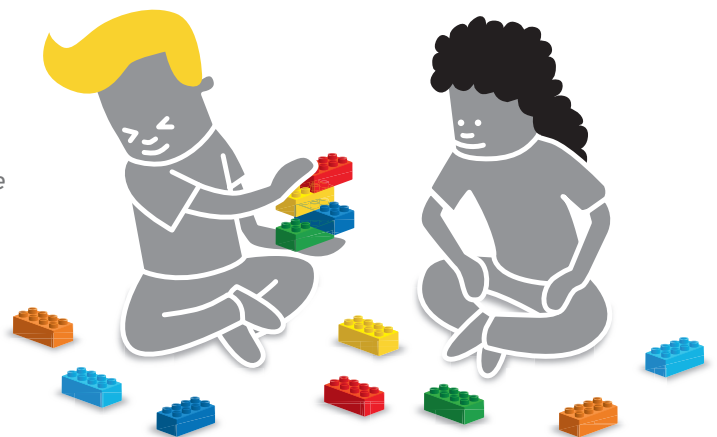
Keep your eyes closed

Complete steps 1-3, but stay 'blind' while building the model as well.

4. Compare the two models when finished.
5. Swap roles and repeat the activity.

Guiding questions

- *What is it like to build without seeing?*
- *What is harder, easier or different?*





10-20

Build The Picture

Children learn to:

Engage in creative problem-solving

Speak about future planned activities

Use strategies learned earlier (representing)

Base Activity

1. In groups of 3-4, children mix their bricks together and choose a leader.
2. The adult whispers a word, like 'tree', to the leader.
3. Back with his or her group, the leader quickly builds that word for the others to guess.
4. The group may not ask questions, but can call out words. The leader can say when they get it right.

Guiding questions

- *How did the first group figure out the word?*
 - *What can you do to help the next leader of the group?*
5. Choose a new leader and repeat the activity with a new word.

Continue until all children in the group have been a leader.



10-20

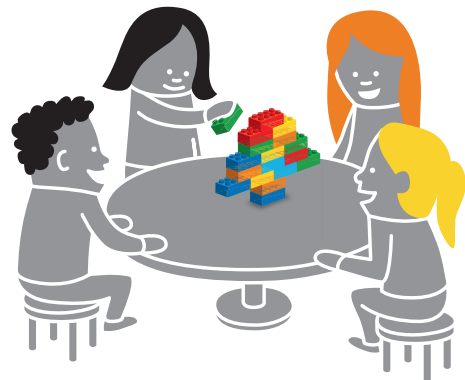
Guess a sentence

Complete steps 1-4, but use sentences of 3-4 words (the leaders may spell with the bricks).

5. Once the group guesses the word, a new leader goes to get the next word right away.

Guiding questions

- *How did the first group figure out the sentence?*
- *What tricks or strategies work well for building words?*





More Cube Fun

Children learn to:

Tackle new tasks confidently

Engage in physical movement

Develop own ways of carrying tasks

Base Activity

1. In groups of 4-6, children stand in a row.
2. Each row has a leader in front holding one cube.
3. The leader passes the cube under her legs to the person behind, who passes over his head to the next.
4. Continue with this under / over movement.
5. The last child in the row passes the cube back to the leader.

Guiding questions

- *What other ways can you pass the cube (e.g. rotating, one or two arms etc.)?*
6. Change a movement and repeat the activity with a new leader.



Moves with cubes

1. The children stand in a circle, holding their own cube.
2. Each child gets to step into the circle and show a movement or trick to do with the cube (e.g. hold it under the chin, balance on a foot or arm, throw it high, keep it on the head etc.)

Guiding questions

- *What is easy or hard to do with the cube?*
- *What other ideas do you have for games with cubes?*





10-20



Build A Bridge

Children learn to:

Engage in creative problem-solving

Negotiate when and how to carry out tasks

Make reasoned choices and decisions

Base Activity

Start this activity by discussing bridges and their functions. (You can use the picture shown here).

1. In groups of four, children combine their bricks and think of ways to build a bridge over a 'river'. (Use a piece of blue material or paper on the floor for the children to imagine as the river).
2. Give the children time to discuss and plan how they will span the river.

Guiding questions

- How can you measure the length you need to span with bricks?
 - What would make the bridge stable? What will happen if it is heavy?
 - How will you organize the different tasks in your group?
3. Allow the children time to build their bridge. Warn them when time is almost up.
 4. Test the strength of each bridge (ask the children for ideas, e.g. using a toy or books).

Guiding questions

- How did your plan work? What ideas did you change underway and why?
- How did you work together in the group?



10-20



Build across a gap

Complete steps 1-4, but this time children build a bridge across a 10 cm gap between two chairs.

5. Let children re-evaluate their bridge and discuss what to change to improve their build.

Guiding questions

- How can you use spaces in build your bridge to make the structure longer and lighter?



30-40



Link the bridge to story telling

Complete steps 1-4 of this activity.

5. Link the bridge to a story you have read with the children, or let the children come up with their own.

Guiding questions

- What happens near or on the bridge in the story? What props can you use to act it out?





Hanging Around

Children learn to:

Tackle new tasks confidently

Keep attention and resist distraction

Develop own ways of carrying tasks

Base Activity

1. Each child places one brick close to the edge of a table.

The task is to see how many bricks can hang off the table.

Guiding questions

- *How many bricks can you get to hang off the edge of your table? You need to counter-balance as you build.*
- *What solution seems to work best?*



Work in pairs

Complete step 1 in this activity, with children working in pairs and combining their bricks.

Guiding questions

- *How far can you go with your 12 bricks?*
- *How are you deciding what to do and who does what?*



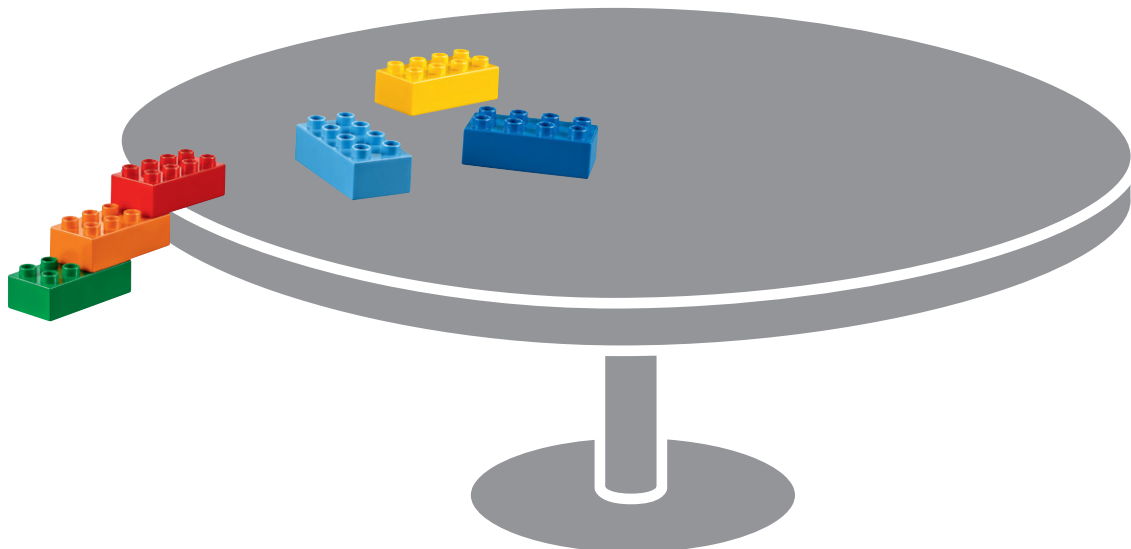
Work in groups (or all children)

Complete step 1 of this activity, with children working in groups or 4-6 or more.

2. Let the children experiment with building from higher surfaces.

Guiding questions

- *Can you find a higher surface to build from?*
- *What does it take to reach the floor?*





Communication House

Children learn to:

Describe and explain using appropriate language

Think from another person's perspective

Use strategies learned earlier (memory)

Base Activity

1. In pairs, children combine their bricks.
2. The adult builds a simple model and hides it from view somewhere in the room.
3. One child from each pair goes to see how the model is built and returns to explain it to the partner.
4. The partner builds the model (the first child may not build).

The first child can go back and forth several times to check and remember details.

5. After five minutes, the pair goes to compare their model to the original.

Guiding questions

- *What was easy or difficult about remembering the model?*
- *What 'tricks' did you use to remember?*
- *What was it like trying to follow the instructions?*
- *How can you help each other in the next round?*

6. The adult can change the model and the children swap roles.



10-20

Check only 3 times

Complete steps 1-6 of this activity in pairs or groups, but this time the children may only check 3 times.

Guiding questions

- *How close did you get to building the original model?*



10-20

Build without talking

Complete steps 1-2 of this activity in pairs or groups. This time, both children can look and build. However, once they start building, they may not speak together or go to check the original model.

3. After five minutes, the pairs go to compare their model to the original.

Guiding questions

- *How close did you get to building the original model?*



Tips n' Tricks

Storing the bricks

Store the stacks of Six Bricks in a box or on a tray for easy transport. Older children can learn to keep them on their desks; after around 2-3 weeks, with you kindly reminding them, they can learn to let the bricks alone.

Hands-on and off

A good rule to learn for activities with Six Bricks is 'hands-off' during instructions. Then start an activity by calling 'hands-on'. Try to discuss how to remember the rule and make it like a game with the children.

Scooping up the bricks

When you do group activities like Discover Six Bricks I or Tall Tower, try to spread out a thin blanket or bed sheet on the floor, and build on this. Once the activity is finished, you can scoop up all the bricks in one go.

Clean the LEGO® DUPLO® bricks

You can use mild soap or washing liquid in warm water (no hotter than 40°C) and wash the bricks using a soft cloth, sponge or soft brush. Just rinse the bricks with water, and leave out them to dry (not in direct sunlight!).

Make stable structures

If you build by stacking bricks directly on top of each other, the tower or structure you make is less stable. Try instead to interlock the bricks, much like a mason building a house with concrete or clay bricks.

Build on hard and stable surfaces

It is much easier to build on a surface, which is hard, smooth and stable, like a table or tiled floor.

Activity Template

Children learn to:



Base Activity

1.

2.

3.

4.

5.

Guiding questions

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Activity Template

Children learn to:



Base Activity

- 1.
- 2.
- 3.
- 4.
- 5.

Guiding questions

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-
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**Only together, we can champion
learning through play.**



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