

# English: Collaborative Narrative LEGO-Based Lesson



Lesson Plan to accompany a “Story Tales” set. Or can be used and adapted for other needs. Digital instructions for this set can be found on the resources page of LEGO©.com found at <https://www.lego.com/en-gb/service/building-instructions>

# Learning Objectives for All Students:

## Cognitive Objectives (Knowledge and Understanding):

- Students will be able to **define** the three main components of a narrative (character, setting, plot).
- Students will **collaboratively construct** a three-part LEGO model (representing the beginning, middle, and end of a story).
- Students will **orally present** their narrative, correctly linking their model's parts to the story's main actions and outcomes.

## Affective Objectives (Attitudes and Values):

- Appreciate the importance of friendship and teamwork.
- Demonstrate an understanding of courage in the face of fear.
- Express their feelings about the choices characters make and why.
- Value the role of communication in solving problems.

## Psychomotor Objectives (Skills):

- Participate actively in the lesson activities and discussions.
- Collaborate with others to build the brick-models.
- Communicate their ideas and thoughts effectively.

### Remember to:

- **Adapt** these objectives to the specific needs and abilities of your students.
- **Clearly communicate** the learning objectives to the children at the beginning of the lesson.
- **Use a variety of assessment methods** to evaluate whether the objectives have been met (e.g., observation, discussion, creative expression).

By setting clear learning objectives, you can ensure that your "Narrative" lesson is engaging, meaningful, and impactful for all your school students.

# Welcome Introduction:



## Introduction and Check-In (10 minutes)

- **Objective:** Establish a structured start, clarify objectives, and perform an emotional check-in to gauge readiness.

## Activity: "Story Starter Build" (5 minutes):

- State the lesson's clear and easy-to-understand objectives.
- **"Build Your Emotion" Check-in:** Ask each student to build one small LEGO item representing a key character they'd like to put in a story.
- Briefly discuss the importance of **clear communication** (e.g., describing a character) for successful collaboration.

# 'Narrative' Building Task:



## Social Communication & Collaborative Building (20-30 minutes)

**Objective:** Enhance communication, foster a supportive learning community, and promote collaboration through structured roles. This phase involves practical techniques used to enhance communication skills and forms the core focus of the learning pedagogy.

### Activity: Collaborative Narrative Construction (20 minutes):

Students work in small groups of three, taking on the roles of **Builder, Engineer, and Supplier**. Roles should rotate.

- **The Task:** The group collaboratively builds a **three-part diorama** following this structure:
  - i. **Builder:** Creates the main **Character** and the **Setting** (the 'Who' and the 'Where').
  - ii. **Engineer:** Directs the **Supplier** to find pieces for the **Problem** or **Conflict** (the start of the plot).
  - iii. **Supplier:** Facilitates the creation of the **Resolution** (the end of the plot).
- This collaborative effort encourages purposeful interaction and hones social interaction, communication, and teamwork skills.
- **Facilitate Collaboration:** Encourage teamwork and communication. Remind them that just like Harry, Ron, and Hermione, they need to work together to overcome their building challenges.
- **Observe and Support:** Circulate, offering guidance and encouragement. Highlight examples of good communication and teamwork, and ask groups to explain what they are building.

# ‘Narrative Learning’ Task:

**Objective:** Link the LEGO model (the material-product) to the desired learning aims and narratives.

**Activity: Telling the Tale (15 minutes):**

- Groups use their finished three-part LEGO diorama to tell their story to the class.
- The presentation must **fuse the tactile experience of building with the intellectual journey of learning.**
- Students use the model to articulate:
  - **Beginning:** Who is the character and where are they (Setting)?
  - **Middle:** What is the main problem (Plot Conflict)?
  - **End:** How is the problem solved (Plot Resolution)?
- Emphasis is placed on using descriptive language (adjectives and adverbs) to describe the parts of the model, reinforcing vocabulary related to character and setting.



# Evaluations and Reflection of Learning:

## Discussion and Creative Expression (10 minutes)

**Objective:** Assess, evaluate, and reflect on the impact of the learning, focusing on the academic and the informal/emotive aspects.

## Activity: Learning Target & Process Evaluation:

- **Lesson Effectiveness Analysis:** Students discuss: "Did the rotating roles (Builder, Engineer, Supplier) help you communicate the different parts of a story (Character, Problem, Resolution) more clearly?".
- **Learning Target Reflection (Formative):** Students quickly write down three things they learned about **plot structure** using the LEGO model, reflecting on how their understanding of the learning objectives has evolved.



# Plenary and Finish:

## Review and Conclusion (5 minutes)

- **Review Key Concepts:** Briefly summarise the main points of the lesson, reinforcing the themes of courage, friendship, and problem-solving.
- **Take-Home Activity (Optional):** Suggest that they continue to build their own Story at home with their LEGO bricks.

## Adaptations:

- **Younger Children:** Use simpler language, shorter building tasks, and focus more on the visual and storytelling aspects. You may choose to use a single, simpler set.
- **Older Children:** Encourage deeper discussions about character motivations and literary themes. Challenge them to add their own creative elements to the sets they build, or to build a scene from the book that doesn't have a specific LEGO set.
- **Time:** Adjust the time allocated to each phase based on the needs and engagement of your students.



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