

# English: Building Metaphor LEGO-Based Lesson



Lesson Plan to accompany a “Metaphor” 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 and identify examples of metaphor and simile.
- Students will collaboratively construct a LEGO model that visually represents a chosen metaphor or simile (e.g., "The classroom was a zoo").
- Students will orally present and justify how the materials (bricks, colours, texture) and structure of their model convey the literal and figurative meanings.
- LEGO Model Focus: A dual-representation model showing both the literal object and the abstract concept it represents through figurative language.

## 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 "Metaphor" 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: "Metaphor warm up" Starter:

- Display a simple simile (e.g., "The sky is like a blue blanket").
- State the objectives clearly.
- **"LEGO Word Association" Activity:** Call out a simple word related to emotion (e.g., "Calm") and students quickly build something representing that word, then place it on a "Feelings Chart". This provides an emotional check-in while engaging with materials.



# 'Metaphor' 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 Design & Build (20 minutes):

- Students work in small groups of three, rotating the roles of **Builder, Engineer, and Supplier**.
- **The Task:** The group is assigned a metaphor or simile (e.g., "Time is a river," "Grief is a heavy blanket"). They must use **structured collaboration** to build a single model that visually expresses both the literal element (river/blanket) and the abstract meaning (time/grief).
- This process develops social interaction, communication, and teamwork skills through purposeful building activities.

**Observe and Support:** Circulate, offering guidance and encouragement. Highlight examples of good communication and teamwork, and ask groups to explain what they are building.



# 'Poetic Interpretation' Learning Task:

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

**Activity: Metaphor poetic interpretation (15 minutes):**

Each group uses their final abstract LEGO sculpture as a visual aid to present to the class.

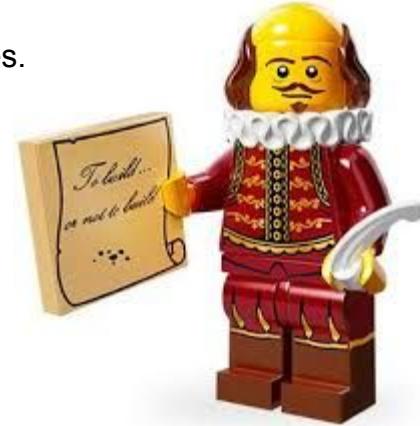
Groups present their **Metaphor Model** to the class.

They must explain:

- The literal object (the **tenor**).
- The concept it is being compared to (the **vehicle**).
- How the **structure, colours, and connection of the bricks** (the imagery) specifically link the tenor and vehicle to create the meaning of the metaphor.

This process fuses the tactile experience with the intellectual journey of interpreting figurative language, using the model as an invaluable teaching tool.

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:

- **Learning Target Reflection (Formative):** Students write a short **similes/metaphor** based on another group's LEGO model (e.g., "Group B's model of time was a tangled mess of thought"), demonstrating their ability to apply the concepts.
- **Reflect and Apply (Informal/Emotive):** Students journal their thoughts on how visualising the abstract concept (like grief or time) helped them understand the **emotional impact** of figurative language, fostering personal introspection and insight.

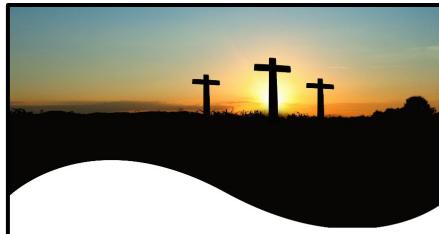
# Plenary and Finish:

## 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 metaphor design at home with their LEGO bricks.

## Adaptations:

- **Younger Children:** Use simpler language, shorter building tasks, and focus more on the visual and emotional aspects. You may choose to use a single, simpler set.
- **Older Children:** Encourage deeper discussions about artistic themes. Challenge them to add their own creative elements to the sets they build, or to build something 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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