



English Language Arts Lesson Idea: The Collaborative Narrative

This lesson uses a collaborative LEGO build to create a visual and narrative structure for a story, emphasising communication, sequential thinking, and vocabulary development, aligning with the five phases of the system.

Phase 1: Planning

- **Lesson Subject:** English Language Arts (ELA)
- **Lesson Topic:** Narrative Structure: Character, Setting, and Plot
- **Learning Objectives (SMART-aligned):**
 1. Students will be able to **define** the three main components of a narrative (character, setting, plot).
 2. Students will **collaboratively construct** a three-part LEGO model (representing the beginning, middle, and end of a story).
 3. Students will **orally present** their narrative, correctly linking their model's parts to the story's main actions and outcomes.
- **LEGO Model Focus:** A **three-scene diorama** (beginning, middle, end) representing a short story's key moments.

Phase 2: Checking-In

- **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.

Phase 3: Social Communication

- **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:
 - **Builder:** Creates the main **Character** and the **Setting** (the 'Who' and the 'Where').
 - **Engineer:** Directs the **Supplier** to find pieces for the **Problem or Conflict** (the start of the plot).
 - **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.

Phase 4: Learning

- **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.

Phase 5: Reflecting on Learning

- **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.