

## Warm-Up Activities

The following BuildToExpress Warm-Up Activities have been provided as stand-alone Building Challenges and are not tied to specific curriculum standards. They can be adapted and used with students of any age to practice the BuildToExpress method and rules. Teachers can also use these activities to get to know their students at the beginning of the year, to practice general communication skills, or to provide students with a quick but meaningful change of pace in classroom instruction. For additional information on introducing students to BuildToExpress, see the Quick Start Guide or refer to the Teacher Training Guide found on the LEGO® Education *BuildToExpress* DVD.

### Build a model that represents a scene from a story, television show, movie, or piece of music.

Encourage students to select a scene or piece of music that made them feel a strong emotion, that makes them think about something interesting, or provided inspiration for a new idea.

Adapt or expand on this Building Challenge by:

- Selecting a specific story or piece of music with which the class is familiar.
- Allowing students to select their own scene or piece of music to share with the class before building and explaining their model.
- Building a model that represents an idea inspired by the scene or piece of music.
- Focusing this Building Challenge on a scene from their lives or something that happened today.

### Build a model that represents your idea of the perfect day.

Encourage students to share how they like to spend their free time and discuss their interests.

Adapt or expand on this Building Challenge by:

- Creating an icebreaker activity by asking students to build models that represent their favorite day of the week and why that day is so special.
- Focusing this Building Challenge on the perfect way to spend a rainy day and using student ideas to generate a list of activities for students on days when time outdoors is not an option.
- Asking students about the perfect place to spend an afternoon or who they would spend it with.

### Build a model that represents a superpower you would like to have.

Encourage students to use imaginative play and creativity while revealing their interests and developing their communication skills.

Adapt or expand on this Building Challenge by:

- Using this Building Challenge as an icebreaker activity.
- Focusing the Building Challenge on a strength or skill that students would like to cultivate in themselves.
- Building vocabulary by asking students to give synonyms for the superpowers they have identified.

### Build a model that represents something that makes you really happy.

Encourage students to reflect on their own emotions and the impact that relationships, choices, activities, or surroundings have on their well-being and mood.

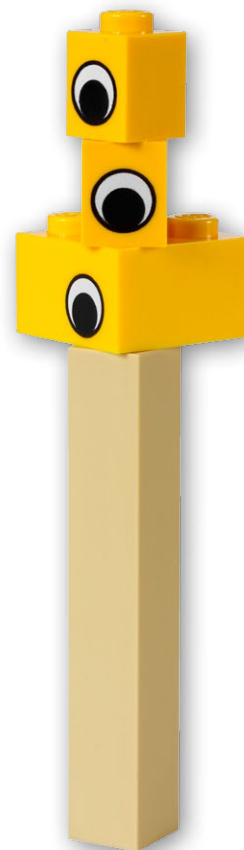
Adapt or expand on this Building Challenge by:

- Focusing the Building Challenge on another emotion, such as anger, sadness, silliness, or frustration.
- Encouraging empathy by asking students to build a model that represents something that makes a friend or family member feel the same way.



#### Tip:

Many of these activities are not structured into four build phases (Think About, Remember, Imagine, Conclude) like the curriculum connected Challenge Card sets. They can, however, be tailored for use with curriculum standards. Please see the Building Challenge List provided in the Support Material section of this activity pack for more curriculum-specific ideas.



### **Build a model to represent who you would be if you could switch places with someone else for one day.**

Encourage students to think about community members, fictional characters with whom they are familiar, or historical figures from another era or part of the world.

Adapt or expand on this Building Challenge by:

- Narrowing the options from which students may choose to switch places with a character from a specific book, local figure, or person they have met.
- Asking follow-up questions to encourage each student to think about his or her point of view and how the person with whom they are switching would feel about trading places.

### **Build a model that represents an adventure you would like to have.**

Encourage students to think about a real or imagined adventure.

Adapt or expand on this Building Challenge by:

- Selecting certain adventures based on a specified location, time period, means of travel, or list of activities that would be involved.
- Focusing on an adventure with a connection to a particular vocabulary word, such as *thrilling* or *mystical*.
- Encouraging students to “bring a friend” on their imagined adventure.

### **Build a model that represents something you did not think you would be able to do but did anyway.**

Encourage students to reflect on their own development and progress by asking them to describe a perceived challenge or obstacle they have overcome.

Adapt or expand on this Building Challenge by:

- Having students repeat this Building Challenge regularly to examine their progress over time, such as during a sports season, a school semester, or a month of regular practice.
- Discussing the benefits of undertaking challenges in general.
- Sharing strategies for dealing with challenging situations or tasks.

### **Build a model that represents something you are proud of.**

Encourage students to identify personal achievements, personality traits, or progress of which they are proud.

Adapt or expand on this Building Challenge by:

- Providing students with a particular time period to draw from. Students may identify something they are proud of today, this week, or this year.
- Asking students to identify and compare what they are proud of with something that someone else may admire or respect about them.

### **Build a model that represents your most valued possession and why it is important to you.**

Encourage students to reflect on the traits that make something valuable.

Adapt or expand on this Building Challenge by:

- Building a model that represents the most valued possession of a character from a story, a historical figure, or someone they know.
- For older students, focusing on intangible possessions such as rights and freedoms.

### **Build a model that represents a great idea that would improve student life at school.**

Encourage students to consider their surroundings and daily routines and imagine them in a new and different way.

Adapt or expand on this Building Challenge by:

- Asking students to focus on a specific part of student life such as recess or lunchtime.
- Investigating the effects that these changes would have on student life, both positive and negative.
- Investigating and discussing the feasibility of their ideas and creating or modifying their models after class discussion.
- Focusing the Building Challenge on a great idea that would improve life in the greater community.

### **Build a model that represents a rule everyone should follow.**

Encourage students to think critically about the way they interact and relate with one another, their surroundings, or their daily routines.

Adapt or expand on this Building Challenge by:

- Introducing this Building Challenge at the beginning of the school year or term to define classroom expectations and revisiting it regularly to promote student ownership and identification with classroom rules and routines.

### **Build a model that represents the best way to find out something you would like to know.**

Encourage students to reflect on and share independent inquiry skills. This Building Challenge could focus on everyday classroom management and organizational questions that arise about “what to do next,” or it can be directed towards a specific research goal and strategies to find particular types of information.

Adapt or expand on this Building Challenge by:

- Asking students to represent how another person would find out something they would like to know.
- Giving students a specific question to answer through independent research.
- Using the Building Challenge to help prepare students for a research assignment.

### **Build a model that represents how you would prepare your perfect meal.**

Encourage students to think about what they consume and how it impacts their overall well-being.

Adapt or expand on this Building Challenge by:

- Introducing it during a Healthy Living unit.
- Discussing daily eating habits and how the meal they have represented is similar to or different from what they eat each day.
- Brainstorming ideas for new and imaginative foods and food combinations.
- Asking students to build a model that represents the perfect healthy meal.