

# Let's Build Social Skills Together

## Activity Pack



LEGO® Education  
Preschool

SO MANY WAYS TO  
LEARN, TOGETHER



*Includes 12 activities  
for teaching social skills*

45009 . 45010 . 45018 . 45019



education

# The importance of building social skills in preschool

One of the main benefits of preschool is that children develop social skills.

Children begin to understand themselves, their characteristics, their likes and dislikes, and their emotions. They also develop friendships, begin to collaborate with others, and develop an understanding of the feelings of others, and they begin to explore the world around them to make connections and understand their place in it. Though this is a critical part of early childhood development, it's not always easy!

This bundle of LEGO® Education Preschool resources has been specifically developed to support children's social and emotional development.



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## Bundle consists of:



45009 Animal Bingo



45010 Community People Set



45018 Build Me "Emotions"

for  
**24**  
children



45019 Creative  
LEGO® DUPLO® brick Set

# Stations

For up to 12 children

## Recommended Materials

- 45009 Animal Bingo
- 45010 Community People Set
- 45018 Build Me “Emotions”
- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion about taking turns. Talk about what happens when there is a toy that everyone wants to play with. Consider asking questions such as:

- How do we make sure everyone has a turn?
- How do we decide what is fair?
- How do you feel when you believe something is unfair?  
How can you express your feelings to others?

Tell the children that today they are going to practice taking turns by using four different LEGO Education sets! Introduce the four sets and explain that the children will take turns with each set at three different stations. You might want to model what the children will be doing at each station before starting.

Have the children come up with a signal that you can give to tell them when it is time to rotate to the next station. Give a five-minute warning when their turn at the station is almost over. Then, use the signal the children selected for each rotation.

## Construct

Ask the children to choose a station or assign them to a starting station and then rotate through. Remember to give them a warning signal when their time is almost up and allow for a few minutes to clean up the area before they rotate to the next station.

**Station 1:** Animal Bingo – Play the Animal Bingo game. Make sure they take turns being the bingo caller.

**Station 2:** Community People Set and Creative LEGO DUPLO Brick Set – Encourage the children to free play and role-play with the sets.

**Station 3:** Build Me “Emotions” – Ask the children to pick a building card and build the character and then talk about how the character is feeling.

## Contemplate

Ask the children to reflect on their experience taking turns. Consider asking questions such as:

- What was difficult about taking turns or rotating to the next station?
- How did you make sure everyone got a fair turn at each station?
- Why is it important to clean up the station before rotating to the next?

## Continue

Ask the children to develop new stations for the next day. They might use the same bricks sets and develop specific activities to do at each station.

## Learning Values

*Social and emotional development*

- \* Taking turns

*Creative exploration*

- \* Creativity
- \* Self-expression

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Stations
- \* Taking turns
- \* Rotate
- \* Fair
- \* Unfair



# Monster Bingo

For up to 8 children

## Recommended Materials

- 45009 Animal Bingo
- 45019 Creative LEGO® DUPLO® Brick Set
- Camera or smartphone for taking photos
- Printer and laminator

## Connect

Ask the children to remember the last time they played the Animal Bingo game. Consider asking questions such as:

- How do we play the game?
- Why do we need to take turns?
- What other guidelines do we need to follow when playing a game?

Tell the children that today they get to make a whole new game together!

## Construct

Combine Animal Bingo and the Creative LEGO DUPLO Brick Set to create a whole new bingo game: Monster Bingo! Ask the children to work in pairs to build a silly monster with the bricks from both sets. When they are happy with how their monster looks, take photos of each model. Print and laminate the photos to make new building cards. Ask the children to come up with a set of guidelines for their new monster game. Then, have the children play the game with their new cards and guidelines.

## Contemplate

Ask the children to reflect on their experience making a game. Consider asking questions such as:

- What guidelines did you agree on and why?
- What was challenging about making a game as a group? How did you solve these challenges?
- Why is it important that people talk about their ideas, listen to others, and agree on a set of guidelines when playing a game?

## Continue

Encourage the children to use their monster models to role-play taking turns. Ask them what kinds of games monsters like to play and act out how monsters might go about this! Have the children help the monsters learn about taking turns, listening to each other, and following guidelines.

Allow extra time to clean up, and make a game out of it. Ask the children to sort the bricks into the separate sets and place them back into the appropriate containers as fast as they can!

**Learning Values**

*Social and emotional development*

- \* Taking turns
- \* Collaboration

*Early language and literacy*

- \* Speaking and listening

**Vocabulary**

*Encourage the use of these words during the activity:*

- \* Game
- \* Guidelines
- \* Taking turns
- \* Monster



# Community People

For up to 6 children

## Recommended Materials

- 45010 Community People Set
- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion on the people in a community. Consider asking questions such as:

- What different roles (professions) do people have?
- How do different people help the community?
- Why is it important that people fulfill their responsibilities?

Tell the children that today they are going to explore different community roles!

## Construct

Combine the Community People Set and the Creative LEGO DUPLO Brick Set. Ask the children to pick one of the figures from the Community People Set and discuss the roles and responsibilities of that figure. Encourage the children to use the Creative LEGO DUPLO Brick Set to build a model for their figure that relates to what they do. If needed, give examples, such as a rocket ship for an engineer or a school for a teacher.

## Contemplate

Ask the children to share their models and discuss the relationship between their figures and models. Consider asking questions such as:

- How does your model relate to your figure?
- What roles and responsibilities does your figure have?
- How does your model help your figure achieve those?

## Continue

Encourage the children to work together to combine and adapt their models into a larger community.

## Learning Values

*Social and emotional development*

- \* Understanding relationships
- \* Collaboration

*Understanding the world*

- \* Roles and responsibilities

## Vocabulary

Encourage the use of these words during the activity:

- \* Community
- \* Roles
- \* Professions
- \* Responsibilities
- \* Relationships



# Self-Portraits

For up to 6 children

## Recommended Materials

- 45018 Build Me “Emotions”
- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion on physical characteristics and personality traits. Discuss the difference between what people look like on the outside and how they act and feel. Consider asking questions such as:

- How would you describe yourself?
- What physical traits do you have?
- How would you describe your personality?

Talk about how we all have unique looks and personalities. Tell the children that today they are going to make self-portraits with LEGO bricks!

## Construct

Combine Build Me “Emotions” and the Creative LEGO DUPLO Brick Set. Ask the children to build themselves using the sets. Help them consider both physical appearance as well as personality as they build. You might want to show examples of self-portraits and talk about how they can include representations of a trait and that a self-portrait doesn't have to look exactly like you!

## Contemplate

Ask the children to reflect on their self-portraits. Consider asking questions such as:

- Can you describe your self-portrait and how it is like you?
- What did you think were the most important characteristics to include?
- Is there anything about you that you weren't able to show in your self-portrait? How could you modify the self-portrait to include that?

## Continue

Take photos of the self-portraits and encourage the children to share their self-portraits with their families. Have their families discuss what other traits their child has that might be added to the self-portrait.

## Learning Values

*Social and emotional development*

- \* Sense of self
- \* Recognizing and understanding emotions

*Creative exploration*

- \* Self-expression

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Physical characteristics
- \* Personality traits
- \* Self-portraits
- \* Unique



# Animal Environments

For up to 8 children

## Recommended Materials

- 45009 Animal Bingo
- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion on the relationship between animals and the environments they live in. Talk about how animals have certain characteristics that make them suited to where they live. You might use giraffes as an example. Consider asking questions such as:

- Where does the giraffe live?
- What is the environment like there?
- What characteristics does the giraffe have that make it able to live there?

Tell the children that today they are going to pick an animal and build its environment!

## Construct

Combine Animal Bingo and the Creative LEGO DUPLO Brick Set. Ask the children to work in pairs and pick an animal from Animal Bingo to build together. Then, the children should use bricks from the Creative LEGO DUPLO Brick Set to build elements of the animal's environment.

## Contemplate

Ask the children to share their models with others. Consider asking questions such as:

- Can you describe the environment your animal lives in?
- What parts of the environment did you build and why?
- How does your animal use those parts of the environment?

## Continue

Often, there are many kinds of animals that live in the same environment. Ask the children to build an animal that lives in the same place as their first animal and discuss how the two coexist.

Allow extra time at cleanup to separate the sets. You might ask the children to build all the Animal Bingo cards; whatever bricks are left belong to the Creative LEGO DUPLO Brick Set.

## Learning Values

*Social and emotional development*

- \* Understanding relationships
- \* Taking turns
- \* Collaboration

*Early language and literacy*

- \* Speaking and listening

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Animals
- \* Environments
- \* Characteristics
- \* Relationships





# All These Feelings

For up to 4 children

## Recommended Materials

- 45018 Build Me “Emotions”
- Camera or smartphone for taking photos

## Connect

Facilitate a discussion on emotions. Talk about how emotions can be complicated because we can feel several throughout the day. Ask the children to recall a day when they experienced multiple emotions. Consider asking questions such as:

- What happened that day and how were you feeling?
- Why did your feelings change throughout the day?
- What did you do when you were feeling negative emotions?

Tell the children that today they are going to build a character showing all these different emotions!

## Construct

Ask the children to build a character of themselves or a fictional character. Encourage the children to tell the story of the day that they experienced several feelings. If they can't recall one, they can make up a story. As they tell the story, encourage them to modify the character with different facial expressions to show how they were feeling at different times of the day. Ask them to name each emotion and describe how they felt and why.

## Contemplate

Ask the children to reflect on their models. Consider asking questions such as:

- What emotions did you feel throughout the day?
- How did you deal with all those different emotions?
- Why is it important to recognize emotions and learn how to cope with them?

## Continue

Take photos of each model, print them, and have each child use the photos to make a storyboard of the day he or she experienced several emotions.

### Learning Values

*Social and emotional development*

- \* Recognizing and understanding emotions
- \* Sense of self

*Creative exploration*

- \* Self-expression

### Vocabulary

*Encourage the use of these words during the activity:*

- \* Emotions
- \* Feelings
- \* Facial expressions
- \* Several



# Unique Landmarks

For up to 8 children

## Recommended Materials

- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion on famous landmarks around the world. This might include buildings and structures such as bridges, museums, and towers. You might show photos or videos of some of these and ask the children which ones they have seen in person. Consider asking questions such as:

- What is unique about each of these landmarks?
- How do you think people created these?
- Why do you think people designed the landmarks this way?

Tell the children that today they are going to create their very own unique landmark so everyone will recognize the school!

## Construct

Ask the children to work in small groups to design and build their very own landmark. Encourage the children to discuss all their ideas first by brainstorming. Then, they should decide on one idea to try to build. Encourage them to adapt their designs as needed.

## Contemplate

Ask the children to share their landmarks with the class, focusing on the creation process. Consider asking questions such as:

- How did you work together? What was difficult and how did you overcome this?
- How did you agree on a design for your landmark?
- How did you adapt your strategy as you built?

## Continue

Landmarks often have placards describing when and how they were built. Ask the children to dictate to you what they want their placards to say. Print these out, laminate them, and place them next to the completed landmarks. Then, be sure to take a photo before putting the set away.

## Learning Values

*Social and emotional development*  
\* Collaboration

*Creative exploration*  
\* Self-expression

*Early language and literacy*  
\* Speaking and listening

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Landmark
- \* Building
- \* Structure
- \* Design



# Sorting Animals

For up to 4 children

## Recommended Materials

- 45009 Animal Bingo

## Connect

Talk about the needs of animals such as food, water, and shelter. Then, discuss how different animals have different needs. Consider asking questions such as:

- Do all animals need the same things?
- How do their needs differ?
- How do their needs influence where they live?

Point out that if animals have similar needs, they might live in the same place!

## Construct

Ask the children to work together to build all eight animals from Animal Bingo. Then, tell the children that these eight animals all belong to one zoo. The zookeeper needs help deciding which animals can live together in the same environment based on their needs. Ask the children to discuss the needs of each of the animals and sort them based on these. For instance, they might place the snail and the rabbit together because they both need lush vegetation to eat. There are no right or wrong answers. Listen to the children's reasoning about which they place together.

## Contemplate

Ask the children to share their categories with others. Consider asking questions such as:

- How did you sort the animals? Can you explain what they have in common?
- How did you work together to agree on which animals belong together?
- Are there any animals that are alone? If so, why?

## Continue

Encourage the children to use the set to build a different set of animals. Then, ask them to do the sorting activity again. Take note of what is different depending on the different animals.

## Learning Values

*Social and emotional development*

- \* Collaboration
- \* Understanding relationships

*Early math and science*

- \* Sorting and categorizing
- \* Observing and describing

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Animals
- \* Needs
- \* Sort
- \* Categories



# Difficult Emotions

For up to 4 children

## Recommended Materials

- 45018 Build Me “Emotions”

## Connect

Facilitate a discussion about difficult emotions such as sad, scared, embarrassed, or angry. Ask the children to recall a time when they experienced a difficult emotion. Consider asking questions such as:

- What emotion did you feel and why?
- What did you do because of this emotion? How did you act?
- Why is it hard to handle difficult emotions?

Talk about how it is OK to have difficult feelings; we just need to learn to express them in appropriate ways.

## Construct

Ask the children to build a model of themselves based on a time they experienced a difficult emotion. Prompt the children to think about what they were doing during that experience and build accordingly. For instance, if they were embarrassed, they might have had their arms at their sides and feet turned inward. Then, have the children dictate stories about this difficult time, talking about how they felt and how they expressed their feelings.

## Contemplate

Ask the children to reflect as they dictate their stories. Consider asking questions such as:

- Why is it important to express our emotions?
- How did your emotion change after you expressed it?
- How can we recognize if others are experiencing difficult emotions?

## Continue

Ask the children to continue the story by talking about how their emotion changed over time. Ask them to adapt their models to represent this change both in facial expression and body language.

## Learning Values

*Social and emotional development*

- \* Recognizing and understanding emotions
- \* Sense of self

*Early language and literacy*

- \* Speaking and listening
- \* Storytelling

## Vocabulary

Encourage the use of these words during the activity:

- \* Emotion
- \* Difficult
- \* Sad
- \* Scared
- \* Embarrassed
- \* Angry



# Creative Creatures

For up to 6 children

## Recommended Materials

- 45009 Animal Bingo
- Camera or smartphone for taking photos
- Printer and laminator

## Connect

Talk to the children about the incredible creatures that exist! Scientists are still discovering new types of creatures. Pick an environment such as the ocean and ask the children to make a class list of all the creatures they know that live in that environment. Discuss how scientists might go about discovering new creatures in that environment. Tell the children that today they are scientists and are about to make an amazing discovery: a creature the world has never seen before!

## Construct

Ask the children to work in pairs to design and build a brand-new creature. Tell them they will have to discuss both partners' ideas and come up with a plan that each partner can agree with. Remind them of the environment you picked earlier and how that will influence the way the creature looks. For instance, if the creature lives in the ocean, it will need a way to breathe under water. You might show pictures of real creatures that children can gain inspiration from. Encourage the children to share their creature with others and tell a story about how it was discovered.

## Contemplate

Ask the children to reflect on their creature and the process to make it. Consider asking questions such as:

- Can you describe your creature and how it was discovered?
- Why is it important that people continue searching for new creatures?
- How did you work together? How did you incorporate your partner's ideas into the creature?

## Continue

Take photos of each finished creature. Print and laminate the photos to make new building cards for Animal Bingo. Then, encourage the children to work together, using the new cards to build each other's recently discovered creatures.

## Learning Values

*Social and emotional development*

- \* Collaboration
- \* Understanding relationships

*Early math and science*

- \* Observing and describing

## Vocabulary

*Encourage the use of these words during the activity:*

- \* Creature
- \* Environment
- \* Discovery
- \* Scientists



# Making Friends

For up to 6 children

## Recommended Materials

- 45018 Build Me “Emotions”
- 45019 Creative LEGO® DUPLO® Brick Set
- Camera or smartphone for taking photos

## Connect

Facilitate a discussion on friends and friendship. Talk about what friends are and how we treat them. Consider asking questions such as:

- What kinds of activities do you do with friends?
- How do we make new friends?
- How can we be good friends?

Tell the children that today they are going to build a group of friends!

## Construct

Combine Build Me “Emotions” and the Creative LEGO DUPLO Brick Set. Ask the children to work together to build a group of friends. Encourage them to consider how these friends feel when they are together. Perhaps they feel silly or happy when they have fun together. Or perhaps they feel angry when they have a disagreement. Prompt the children to role-play various scenarios with their builds and come up with resolutions for the times when friends feel sad, angry, or embarrassed.

## Contemplate

Ask the children to discuss the role-play that took place. Consider asking questions such as:

- Who are the friends you built?
- How is each one feeling?
- Why is each one feeling this way?

## Continue

Ask the children to write or dictate a story about an adventurous day with friends, focusing on how they feel throughout the day. The children can use their builds as inspiration. They can also create scenes with their builds that go along with the story. Consider taking photos of the scenes. Print the photos and add them to the story to become the illustrations.

**Learning Values**

*Social and emotional development*

- \* Recognizing and understanding emotions
- \* Understanding relationships
- \* Collaboration

*Early language and literacy*

- \* Speaking and listening

**Vocabulary**

*Encourage the use of these words during the activity:*

- \* Friends
- \* Feelings
- \* Silly
- \* Happy
- \* Sad
- \* Angry
- \* Embarrassed



# Building to Music

For up to 4 children

## Recommended Materials

- 45019 Creative LEGO® DUPLO® Brick Set

## Connect

Facilitate a discussion about music. Talk about how different songs can make us think of something or have a feeling. Sometimes, we call this *inspiration*. Consider asking questions such as:

- What is your favorite song?
- How does it make you feel?
- What do you think about when you hear your favorite song?

Tell the children that today they will listen to a song and construct whatever they are inspired to build.

## Construct

Play a song and prompt the children to begin building with the set. Ask them to think about how the song makes them feel and what they think of as they listen to the song to inspire their building. Tell them they can build whatever they like and be as creative as possible!

## Contemplate

Ask the children to share their models with others. Consider asking questions such as:

- Can you describe what you built?
- How did the music help you build your model?
- How did the music make you feel? Does your finished model give you the same feeling?

## Continue

Discuss how music can prompt very different feelings based on elements such as rhythm, tempo (speed of the song), and instruments used. Play two very different songs and ask the children to build a model during each. Then, encourage the children to compare their models. Have them talk about the difference between the two songs and how it made them feel. Talk about the difference between the two models and discuss whether this matches the songs.

## Learning Values

*Social and emotional development*

- \* Recognizing and understanding emotions
- \* Understanding relationships

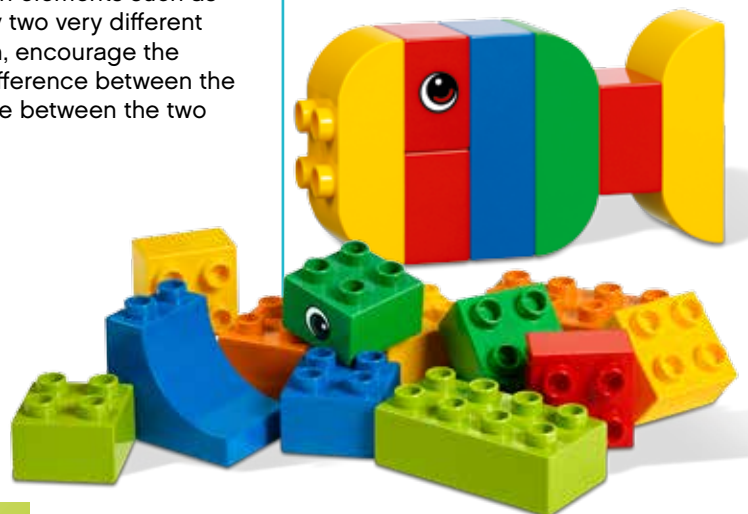
*Creative exploration*

- \* Self-expression
- \* Creativity

## Vocabulary

Encourage the use of these words during the activity:

- \* Music
- \* Songs
- \* Feel
- \* Think
- \* Compare
- \* Inspiration



# LEGO® Education Preschool So many ways to learn, together



*This is my happy,  
surprised, silly,  
cheeky face.*

*Go online for  
more information.*

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