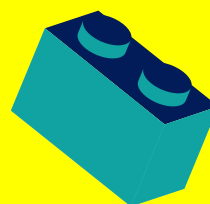


# THE PLAY SPOT

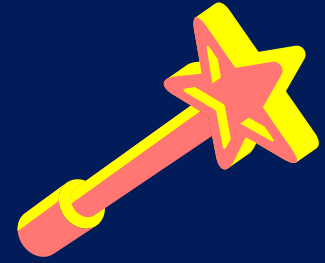


Educator Resource Guide



**Put  
learning  
in play  
mode**

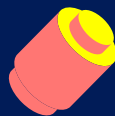
# Let's put learning in play mode.



We're facing a global play deficit. Nearly 60% of children would like to play more than they do now, one in five families never play together, and only half of students worldwide have access to playful, hands-on learning. Yet for those with access to hands-on learning, the benefits are clear: It boosts confidence and helps develop future-ready skills like creativity, problem-solving, and critical thinking—all while improving academic outcomes.

At LEGO® Education, our goal is to make purposeful play a priority through hands-on learning. For more than 45 years, we've inspired students and educators with experiences that spark wonder and fuel imagination. While joyful learning is our foundation, our focus is to provide meaningful, standards-aligned learning experiences that help educators and students thrive.

**This World Play Day, let's commit to making every day play day—igniting each student's passion for discovery through engaging, hands-on learning.**



## **Celebrate World Play Day with us on June 11.**

Play is more than fun—it's the foundation of creativity, problem-solving, and discovery. That's why the United Nations ratified and declared June 11 a global day for play. Organizations worldwide, including the LEGO Group and LEGO Foundation, are joined in the belief that every child deserves the chance to learn, grow, and reach their full potential through play.



# Reimagining spaces. Inspiring play.

Today's cities are built for efficiency, but too often play is overlooked. That's why we're recognizing World Play Day with The Play Spot adventure. We're inviting students worldwide to answer one big question: How can we make cities more playful while meeting real community needs?

The mission is simple: Transform underutilized spaces into playful hubs of creativity, joy, and connection—whether it's a skate park amphitheater, a giant pirate ship, or a kaleidoscope garden. Students will team up to give new life to forgotten areas, explore STEAM careers, use design thinking, prototype and build their ideas, and then present their solutions.

Best of all, students choose the space to transform—and you shape the experience to fit your classroom.

**Let's get started!**

## The adventure begins here.

This toolkit includes everything you need to lead an awesome learning journey.

**The Play Spot adventure plans:** Six classroom activities your students can engage in as they reimagine their community spaces. Each adventure activity is adaptable to fit within the time that's available.

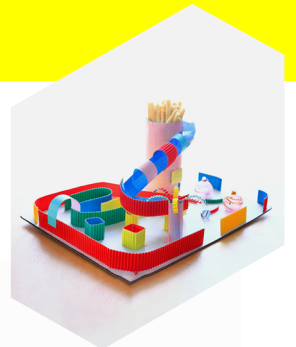
**LEGO Education city playlist:** A series of hands-on, standards-aligned lessons using LEGO® Education SPIKE™ Prime and LEGO® Education SPIKE™ Essential classroom sets.

**STEAM career inspiration videos:** Each short video introduces a STEAM professional who shares how their skills tie into creating more vibrant communities.

**Classroom slides:** A student-friendly presentation to help you introduce The Play Spot adventure to your class.

**Classroom creative capture sheets:** Optional student handouts that can help shape classroom discussions.

**Certificates of completion:** A printable sheet you can personalize to celebrate each student's innovative ideas.



### No LEGO® bricks? No problem.

Students can showcase their play space however they like—whether it's a sketch or a 3D model. No specific materials are required, so use whatever classroom supplies are on hand. If you have LEGO® Education SPIKE™ Prime and LEGO® Education SPIKE™ Essential, or LEGO bricks, they're an ideal way to dial up the creativity.

# The Play Spot adventure

Here's a quick overview, highlighting the goals of each part of the learning journey as students reimagine their play spaces.



## Short on time?

Here are some ways to streamline The Play Spot adventure, while still achieving key learning outcomes.

### Combine parts 1 + 2

After reviewing global play spaces, have students discuss and identify one underutilized space in their own community.

### Combine parts 4 + 5

After brainstorming ideas for a reimagined play spot, move directly to sketching or building prototypes.

### Preselect a space

Save time by choosing an underutilized spot for students to reimagine.

If you need help along the way, reach out at [community@LEGO.com](mailto:community@LEGO.com).

# Spotlight your student changemakers.



Share your students' innovative ideas with LEGO® Education.

Post on social media using **#PlaySpot** and **#LEGOWorldPlayDay**.

Projects may be featured on LEGO Education social channels to inspire others to put learning in play mode and participate in World Play Day.

We're always delighted to see your students in action, but prefer to show off their work for inspiration rather than faces. This helps us protect privacy and keep everyone safe online. If selected for a feature, we'll ask you to complete a simple release form giving us permission to highlight your photos or videos on our channels.



## Share with the LEGO Group!

Officially share your students' awesome ideas for helping put learning and cities in play mode. Some of the most creative designs will be featured in the **LEGO.com** global gallery and may even be shared with city planners and decision-makers.

Share at **LEGO.com/WorldPlayDay**  
**#LEGOWorldPlayDay**.



# Five proven steps for design innovation

The Play Spot adventure is designed to spark students' creativity and innovation. While there's no fixed process, students are encouraged to follow the steps below to bring their ideas to life. Before your students get started, it might be helpful to review the insights below to guide their journey of discovery.

## 2. Generate ideas

In groups, brainstorm a variety of potential solutions. Encourage creative thinking—no matter how “out there” the ideas seem. Consider all possibilities as well as any constraints or requirements.

## 3. Prototype

Select the most promising idea and begin creating a prototype. Students should sketch or build their solution in its early form as they bring the concept to life.

## 4. Test and redesign

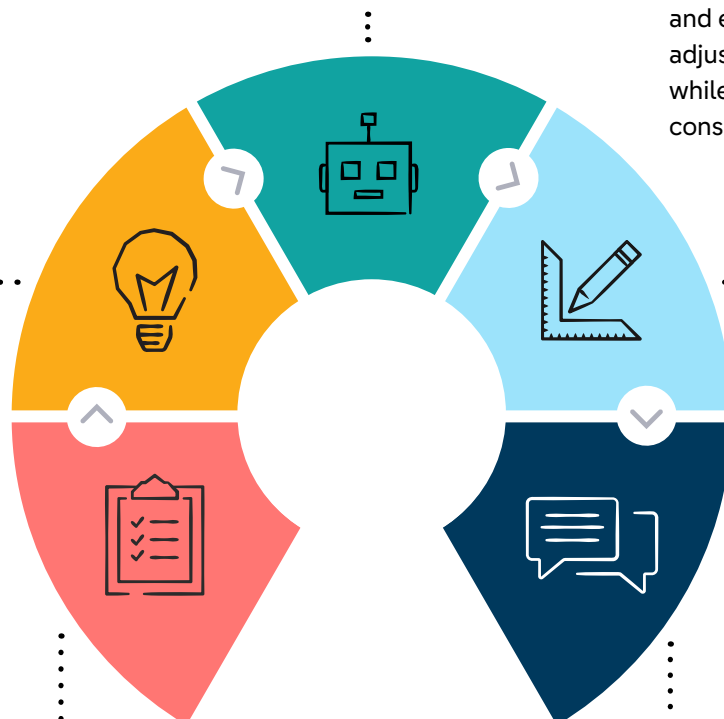
Test the prototype to see how it works and make adjustments as needed. If it doesn't come together as planned, remind students that mistakes are part of the process and encourage them to make adjustments one step at a time, while keeping the problem's constraints in mind.

## 1. Define and understand the problem

Get started by clearly stating the problem and discussing it as a group. Ensure every student comprehends the task at hand and how to approach finding a solution.

## 5. Explain

Ask students to talk about their process and share their reasoning behind the final design. They can discuss the challenges they faced, how they refined their solution, and how they met the problem's requirements.



# Explore transformed global play spots

## Objective

In this opening part of the adventure, students can gain inspiration by uncovering examples of urban transformation. They'll dig into how cities around the world have turned underutilized spaces into playful, vibrant areas that promote community interaction. By the end, students will understand how design can shape spaces for play and connection as well as solve important community challenges.



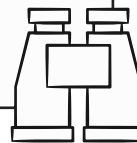
## Classroom discussion starters

- Have you ever visited a play space that made a lasting impression?
- Where is your favorite place to play, and why? Is it the design, the activities, or the way it brings the community together?
- What do you find exciting about these transformed play spaces? Which inspired you most, and why?
- What types of STEAM careers do you think are responsible for developing a great play space?



## Exploration activity

Consider splitting the class into small groups, with each researching different playful spaces around the world. Students can keep track of their favorites in a notebook or even use LEGO® bricks to create models of the most engaging spaces. Afterward, each group can vote on the ones they like best and share the reasons behind their choice.



## Vocabulary words

Playful

Vibrant

Repurpose

Design

Upgrade

# Play spaces around the world

## 1 The Bentway Toronto, Canada

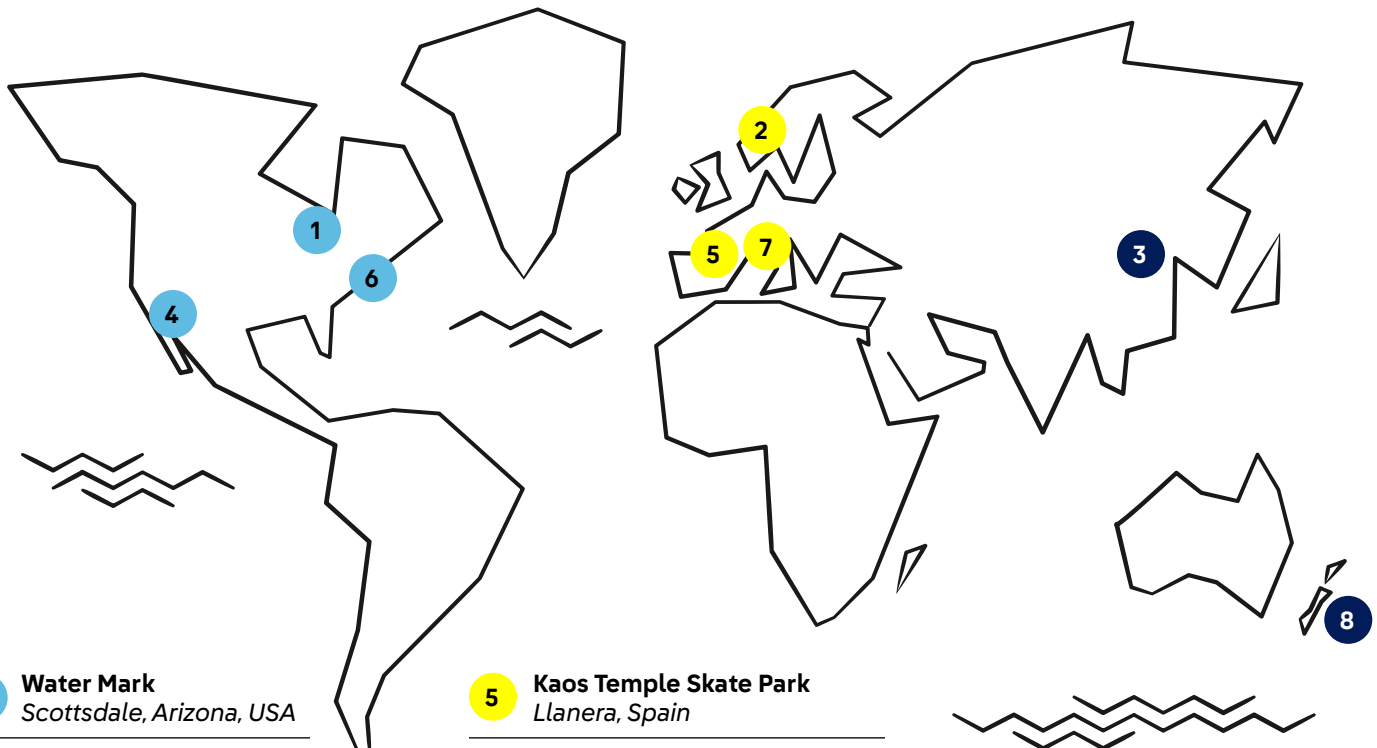
A unique public space beneath an elevated expressway, buzzing with art shows, community events, and winter ice skating.

## 2 Superkilen Park Copenhagen, Denmark

A vibrant urban park that blends recreation and community to promote unity, diversity, and tolerance.

## 3 Red Dunes Playtopia Guangzhou, China

A dynamic, multilevel playground featuring rolling red dunes, playful arches, and underground spaces inspired by mountains and caves.



## 4 Water Mark Scottsdale, Arizona, USA

A series of striking, 14-foot, horse-like sculptures that seamlessly blend beauty and functionality by serving as part of the city's flood control system.

## 6 Battery Playscape New York City, New York, USA

An innovative playground that reimagines Manhattan's waterfront history with granite slides, tree houses, a water-play zone, and a puppet theater.

## 5 Kaos Temple Skate Park Llanera, Spain

A former church converted into a stunning skate park, where historic architecture meets bold street art.

## 7 Rooftop Playground Schwäbisch Gmünd, Germany

A soaring vertical play space featuring a nine-meter-tall cube, climbing nets, and a thrilling slide that brings children back down to street level.

## 8 Dance-O-Mat / Gap Filler Christchurch, New Zealand

Vacant lots left by a 2011 earthquake have been brought back to life with fun, affordable projects—such as a coin-operated washing machine turned jukebox, completed by an outdoor dance floor.



## Learning extension

After researching various play spots, have your students create an infographic that highlights the distinctive features that most caught their attention—such as natural elements, color schemes, or play equipment.

## Differentiating ideas

**Grades K-2:** Show students images of public spaces around the world and have them draw or build the one they find most fun, exciting, and playful.

**Grades 3-5:** Have students choose a famous public space and write a few sentences about the unique features that make it special.

**Grades 6-8:** Let students research a real-life public space transformation and present their findings, focusing on the purpose of the transformation and any challenges faced during the process.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

The form is titled 'Adventure Part 1 Exploring play spaces' and includes a 'Name' and 'Date' field. It contains three main sections for student input: 'Describe or draw your favorite play space you've visited.', 'What makes this space feel fun?', and 'What would you add to the space to make it even better?'. A fourth section asks 'What types of jobs do you think contributed to creating this space?'. The form also features the LEGO education and World Play Day logos at the bottom.

### Creative capture sheet

#### Exploring play spaces

This classroom handout encourages students to identify play spaces, explore their unique features, and explain which space inspires them the most and why.



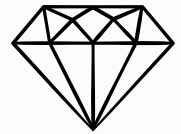
## Educator reflection

- At what stage of the activities and discussions were students the most engaged?
- What sparked their creativity or helped them connect with the lesson?
- What aspects of the examples were most exciting to your students?
- Are there ways you can apply these insights to make future classroom lessons even more compelling?

# Discover hidden gems in your community

## Objective

In this part of the adventure, students can explore their own communities to identify spaces that are currently underutilized or neglected and then brainstorm ideas for transforming them into interactive, playful areas. By the end, students will understand how public spaces can be revitalized to engage and benefit the community, and they will identify a local space that could be transformed in a similar way.



## Classroom discussion starters

- Which areas in our community do you enjoy most?
- How could any of those areas feel more welcoming?
- Are there any areas in your community that are underutilized or abandoned?
- How might those places be improved if you applied a little creativity to rebuild them?



## Exploration activity

Think about taking your class on a short walk around the neighborhood—or use Google Earth—to observe local spaces. Students can sketch or use LEGO® bricks to build what they observed. Then, you could have your class vote on a single space to focus on transforming or allow each team to choose their own locations to reinvent.



## Vocabulary words

Community

Plaza

Green

Reimagine

Progress

## Learning extension

Ask students to interview a family member or community member about their thoughts on improving public spaces. What do they think could make a space more enjoyable and playful? Then they can share the outcomes of those conversations with their classmates.

## Differentiating ideas

**Grades K-2:** Have students create before-and-after drawings or builds of a space they explored, showing what they would do to make it more fun.

**Grades 3-5:** Ask students to write a short story about a space they would like to see transformed, imagining how people might use and enjoy it.

**Grades 6-8:** Invite students to create a multipanel comic strip highlighting how a community space can transition over time.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

**Adventure Part 2**  
**Community space observation**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think about places in your neighborhood, town, or school that feel underutilized, boring, or forgotten. These could be empty lots, sidewalks, rooftops, alleyways, or even bus stops. Pick one space you think could be transformed into something more playful and inviting.

Where is this space located in your community? \_\_\_\_\_

What does it look like now? \_\_\_\_\_

How is this space currently used—or not used? \_\_\_\_\_

What challenges do you see with this space? \_\_\_\_\_

What would make this space more fun, exciting, and inviting? \_\_\_\_\_

LEGO education World Play Day

### Creative capture sheet

#### Community space observation

This classroom handout invites students to choose a local underutilized space, evaluate its current condition and possible challenges, and come up with creative ideas to make it more playful.



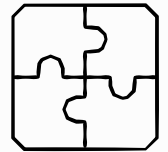
## Educator reflection

- Did your students' interest shift when you asked about spaces in their local area?
- What specific challenges or opportunities did students identify when observing their local spaces?
- What future lessons could be elevated by making the content more directly relevant to your students' community?

# Step into STEAM careers that change the world

## Objective

In this part of the adventure, students will discover how careers in STEAM (Science, Technology, Engineering, Arts, and Mathematics) come together to shape and transform spaces in our communities. By the end, students will understand how professionals in these fields work together to create functional, sustainable, and innovative play spaces and will select the role they want to play in the project.



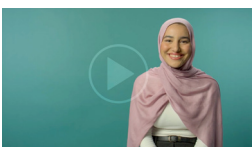
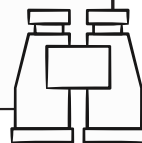
## Classroom discussion starters

- Let's think about the last time you visited a park or plaza. Was there something about it that was exciting, calming, or inspiring? Who do you think helped make that space what it is?
- Imagine if you were in charge of designing a new play space—what would you include? What STEAM skills might be involved?
- Which of these STEAM careers excites you the most, and why?



## Exploration activity

Introduce relevant STEAM careers by having your class watch our inspiration videos or using the STEAM career handouts. Once your class understands each career, group students in teams of four, with each taking on one of the STEAM roles.



The STEAM career videos can be found at [LEGOEducation.com/WorldPlayDay](https://LEGOEducation.com/WorldPlayDay), on our YouTube channel (@LEGOEducation), or embedded in the classroom slides deck.

## Vocabulary words

Career

Teamwork

Hands-on

Structure

Nature

# Spotlighting featured STEAM careers

## Public Art Coordinator



Uses murals, sculptures, installations, and interactive art to make public spaces visually engaging. They partner with artists and communities to infuse art into public spaces, transforming them into vibrant, culturally rich environments. This career actively uses the following STEAM skills:

- **Cultural awareness:** Recognizes and promotes the intersection of art and culture, emphasizing public engagement and diversity
- **Health & safety:** Ensures installations are safe and comply with relevant regulations

## Ecological Planner



Leverages knowledge of the environment to ensure public spaces are sustainable and eco-friendly. They restore biodiversity by planting native plants, pollinator gardens, and rain gardens, while keeping climate resilience in mind. This career actively uses the following STEAM skills:

- **Soil science:** Reviews soil types, erosion processes, and soil health to make informed decisions about land use and development
- **Data modeling & analysis:** Uses software tools to predict the impact of development on ecosystems, wildlife, and resources

## Landscape Architect



Designs spaces with seating, pathways, play areas, and greenery—blending beauty, nature, and functionality. They create parks, gardens, and public spaces that are both beautiful and practical, using natural materials and local plants to shape the experience. This career actively uses the following STEAM skills:

- **Artistic expression:** Creatively integrates landscaping elements, such as plants, water features, and sculptures, to achieve a harmonious environment
- **Climate science:** Considers local climate conditions, such as temperature, rainfall, and wind, to select the most suitable materials and plants

## Smart City Technologist



Blends the digital world with the physical one. They add smart lighting, install Wi-Fi hotspots, and use data sensors—all to help cities run more efficiently and make spaces more interactive and fun. This career actively uses the following STEAM skills:

- **Artificial intelligence (AI) & machine learning:** Uses AI and machine learning algorithms to make real-time decisions and predictions for optimizing city services
- **Human-centered design:** Ensures the systems being developed are not only technologically advanced but also mindful of the social and cultural needs of city residents

## Learning extension

Research a notable public art coordinator, landscape architect, ecological planner, or smart city technologist. Have students draw a picture or write a paragraph about their work and how it has changed the way we think about spaces in our cities. Consider inviting a local professional from one of the four STEAM careers (either in person or virtually) to share how they contribute to the community.

## Differentiating ideas

**Grades K-2:** Let students create simple job cards for a STEAM career, outlining the key responsibilities and skills.

**Grades 3-5:** In groups of four, students choose a STEAM career, then swap roles to experience and understand how each career contributes to a project.

**Grades 6-8:** Have students select a STEAM career, research it, and present how it fits into city planning or urban transformation.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

### Creative capture sheet

#### Step into a STEAM career

This classroom handout encourages students to explore different STEAM careers and consider how each role could help shape the future of their play spot.



## Educator reflection

- Which students surprised you with their creativity and interest in a specific STEAM career?
- How could you foster their passions and help them explore this interest further in future classroom lessons?
- What steps can you take to make sure STEAM careers feel accessible and exciting for all students?



# Dream big and unleash the joy

## Objective

In this part of the adventure, students will brainstorm out-of-the-box ideas for reimagining their chosen spaces. They'll explore how play and public spaces contribute to well-being through activities such as exercise, social interaction, and creativity. By the end, students will solidify their idea for a public space that is fun, safe, and sustainable.



## Classroom discussion starters

- What will make the space exciting and accessible for all?
- How will the space foster community connection?
- How does each STEAM career contribute to the space?
- How can the space inspire imagination?
- How can the space address a community challenge or fulfill a need?



## Exploration activity

Now it's time for students to harness their inspiration by brainstorming their play spot designs. They can present their initial vision to the class—explaining their approach, challenges faced, and how they addressed constraints. Then they can refine their designs for the final build.



## Vocabulary words

Reusable

Design

Purpose

User-friendly

Style

## Learning extension

Create a mood board using images, textures, and colors that reflect the aesthetic and function of the spaces to be reimaged. This could be a physical collage or a digital one using online tools.

## Differentiating ideas

**Grades K-2:** Ask students to cut out and paste pictures from magazines to create a collage of their new dream play space.

**Grades 3-5:** Have students create a visitor guide for their play space, featuring fun facts about the features in their bold designs.

**Grades 6-8:** Consider having students create a model using materials like cardboard, clay, or LEGO® bricks, with callouts highlighting the measurements and materials.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

The image shows a 'Brainstorm blueprint' handout. It has a header with 'Adventure Part 4' and 'Brainstorm blueprint'. Below the header, there are fields for 'Name' and 'Date'. A paragraph of text explains the purpose of the handout: 'Every community has places that feel unused, empty, or just a little dull—but with creativity, they can be transformed into playful, welcoming spaces. Use this sheet to brainstorm ideas for turning one of those underutilized places into something fun and meaningful for your community.' Below this text are five boxes for brainstorming ideas, each with a prompt: 'What is the name of your reimaged space?', 'Who would enjoy your space?', 'What types of play could happen in your space?', 'What are fun things could you use your space for?', and 'What features could be added to improve your space?'. The bottom of the page has logos for 'LEGO education' and 'World Play Day'.

### Creative capture sheet

**Brainstorm blueprint**  
This classroom handout asks students to organize their ideas, choose the concept they feel will make the biggest impact, and share why they've chosen it for their redesign.



## Educator reflection

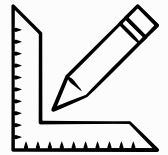
- What were the most successful prompts or discussion questions that sparked creativity in your students?
- What can encourage more brainstorming and idea sharing in future classroom lessons?
- How did students' participation change when they had the freedom to explore without limitations?



# Build the ultimate play spot

## Objective

In this part of the adventure, students will work together to bring their reimagined spaces to life using LEGO® Education SPIKE™ Essential, LEGO® Education SPIKE™ Prime, LEGO bricks, or other available materials. They can draw up their vision for the space, think about challenges like cost, permissions, and maintenance, and come up with innovative solutions. By the end, students will have built their play spot, gaining teamwork, problem-solving, and creative-thinking skills along the way.



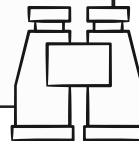
## Classroom discussion starters

- How did you decide on the materials you'll use?
- How are you planning to work as a team?
- What will you do if something doesn't work the way you planned?
- How can you work together to fix or improve the design as you build?



## Exploration activity

Students can work in teams to create an illustrated plan or prototype of their reimagined spaces. Depending on the materials available, they might use simple materials like construction paper, colored markers, and pipe cleaners. If available, they can use SPIKE Essential, SPIKE Prime, or LEGO bricks to build their designs. After fine-tuning their design, they can take photos or videos of their model to document their work and prepare for a class presentation.



## Vocabulary words

Systems

Innovation

Assemble

Upkeep

Affordable

## Learning extension

Students can write a paragraph about their role during the building stage—reflecting on what they learned about their assigned STEAM career and how their role contributed to the overall design. They could also share something new they learned about the career that they didn't know before.

## Differentiating ideas

**Grades K-2:** Have students build a simple model using LEGO Education solutions, LEGO bricks, or other materials on hand to capture their design idea.

**Grades 3-5:** Encourage students to include functional elements like bridges, ramps, or small machines to make their models more interactive.

**Grades 6-8:** Challenge students to incorporate more advanced mechanisms, such as gears, pulleys, or other moving parts to add complexity to their models.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

### Creative capture sheet

#### Build your play spot

This classroom handout provides a checklist to help students clearly understand their STEAM roles and responsibilities as they tackle their build.



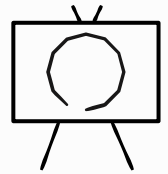
## Educator reflection

- What were the biggest challenges students faced when bringing their ideas to life?
- What can be done to support students in overcoming these challenges in future classroom lessons?
- How did students feel about playing their roles within the team?
- Were there any surprises or moments of growth during this process?

# Show off your play spot

## Objective

In this final part of the adventure, students will have the chance to showcase their builds to the class (and possibly to local community members). They'll explore how city planners present their ideas to government officials and other stakeholders, while also understanding the skills used in persuasive speaking and visual storytelling. By the end, students will feel confident presenting ideas and advocating for positive change in their communities.



## Classroom discussion starters

- How do city planners present their ideas to officials and stakeholders clearly and persuasively?
- What do you think are the key elements of a successful presentation?
- How important are visual aids and being able to answer questions?
- How can we use visual storytelling to make our ideas more impactful and understandable?



## Exploration activity

Have students or teams create a pitch for their design, as if they're making an official presentation to city officials. Suggest they add creative elements—like a catchy tagline, a quick skit, or interactive props. Presentations could be a poster, a slide deck, or even a video. Have students or teams present their proposal to the class.



## Vocabulary words

Persuasion

Display

Inclusion

Layout

Suggestion

## Learning extension

Share designs with local leaders or post them online to help spread the word about your project. This gives students a chance to see how their work can make a real impact and encourages them to get involved in their community.

## Differentiating ideas

**Grades K-2:** Have students share their LEGO brick models and explain how their designs would make people feel happy or safe.

**Grades 3-5:** Encourage students to create a billboard-style poster showcasing their design, highlighting the features that would most appeal to the community.

**Grades 6-8:** Ask students to hold a Q&A session after their pitch, where they defend their design choices as classmates ask questions.

## Additional materials

### Classroom slides

Your toolkit includes ready-to-use slides to help you walk students through this adventure activity.

**Adventure Part 6**  
**Play spot pitch builder**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this checklist to help you organize and build your presentation step by step. It will guide you through planning your ideas so you can share your project with confidence.

**1. Introduction**  
Your project's name: \_\_\_\_\_

**2. The big idea**  
Where is it located? Describe the original space:  
big, empty lot, rooftop, alleyway

What inspired your design? Was it a real-world example, a community need, or your imagination?

**3. Key features**  
Highlight 2-4 statements of your design. Describe how each supports play, creating an community connection.

LEGO education World Play Day

### Creative capture sheet

#### Play spot pitch builder

This classroom handout encourages students to reflect on their reimagined play spaces, describing how their ideas could boost the community and create a lasting positive effect.



## Educator reflection

- How were students able to communicate and share their excitement around the project?
- How could you engage the broader community in future classroom projects, such as inviting local stakeholders to see student presentations?

LEGO® Learning System

# City-edition lesson playlist

To build on the momentum of The Play Spot adventure, we've curated a special collection of LEGO® Education SPIKE™ Essential and LEGO® Education SPIKE™ Prime lessons. Centered around cities and communities, these activities are an easy and impactful way to deepen your students' learning experience.

## SPIKE™ Essential lessons for Elementary School students

### High-Tech Playground

Students design a new, high-tech playground feature.

### Cable Car

Students create a way to cross "Spike Lake" in a cable car.

### Taxi! Taxi!

Students devise a way to get to the city art museum via taxi.

### Big Bus

Students engineer a way to get to the sports stadium to see the big game.

### Get Around Town

Students help the team get to "Spike Castle."

### Protect the Environment

Students discover how they can care for the environment in their community.

## SPIKE™ Prime lessons for Middle School students

### Veggie Love

Students use live forecast data to decide whether tomato plants should be watered this week.

### Wind Speed

Students craft a way to display wind speed using quantitative cloud data.

### Automate It!

Students build and program an automated helper that can identify and ship the correct package based on color.

### Super Cleanup

Students test the efficiency of two different grabber designs and determine the best design based on specific test criteria.

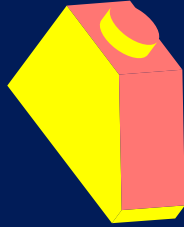
### Design for You

Students exercise creativity, explore the design engineering process, and invent a desktop helper.

### Smart House: Go Green

Students design, build, and program a smart home feature to minimize human impact on the environment.



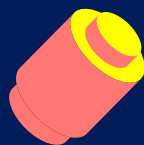


# Mission accomplished!

Thank you for being part of The Play Spot adventure and helping make this year's World Play Day a resounding success. We can't wait to create more engaging, hands-on learning moments throughout the year as we embrace the power of purposeful play!

## Celebrate your students' epic ideas

Be sure to print and hand out **Certificates of Completion** to each student who joined in the adventure.



## Share your students' innovative work with us!

On June 11 post their builds on social media and tag **#PlaySpot** and **#LEGOWorldPlayDay**.

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