

PERCEPTUAL SKILLS

Perceptual Skills Development

Perception develops through information which is gathered from the senses, allowing children to understand the environment.

The *6 Bricks* activities in this section can be practised to develop these sensory and perceptual skills in children:

- visual-spatial perception: visual memory & discrimination; figure-ground perception; visual form constancy; visual closure; proprioception; spatial orientation & relationships
- auditory discrimination & memory; tactile discrimination & memory
- gross & fine motor skills: eye-hand co-ordination; body image; bilateral integration; crossing the midline; differentiation; laterality; dominance

Visual, auditory & tactile discrimination and memory skills are a vital necessity in the readiness to formal reading, mathematics and writing instruction. Children need to confirm their discoveries repeatedly before moving on to the next challenge, so have some daily DUPLO *6 Bricks* fun whilst mastering these skills and laying the foundation for cognitive development and intellect!

*“Think left and think right
and think low and think high.
Oh, the thinks you can think up
if only you try.”*

From Dr Seuss -
“Oh, The Thinks you can Think”



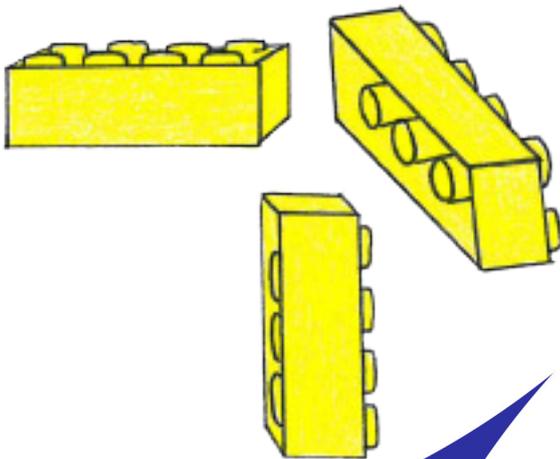
CAN YOUR FINGERS SEE?



- Children place 6 bricks randomly in front of them.
- Close eyes, pick up any 1 brick. Describe it while your eyes are still closed.
- Teacher can ask the following questions to encourage the description:

Q: *What shapes can you feel?*
Q: *Is it rough / smooth?*
Q: *How many studs can you feel?*
Q: *Is it round / square ...?*
Q: *Do you feel any empty spaces?*

- Think of some of your own questions.



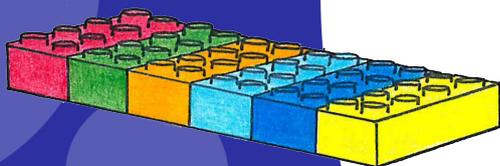
DISCOVER 6 BRICKS 1

- Children place their 6 bricks, in random order, one next to each other, on their desk - from left to right. (The teacher can mark the desk with LEFT and RIGHT using stickers.)
- Ask the children to see how quickly they can arrange their bricks.
- Ask the children to pick up the third brick (from the left); look at it carefully.

Q: *Can you describe it in detail? (shape; size; colour; texture; etc.)*

- Teacher asks the children to replace the brick. Now use your left hand to pick up the yellow brick; describe it; replace it.
- Use your right hand - pick up the last brick; describe it; replace it.
- See if the children can pick up the 2nd brick, by holding one of the studs only; describe it; replace it, etc.
- Use both hands at the same time to pick up the 4th and 5th brick.

Q: *What colour is in your left hand / right hand?*
Q: *Are these bricks the same / different?*
Q: *In what ways are they the same / different?*



DISCOVER 6 BRICKS 2

- Children place 4 of their bricks in random order (horizontally, lengthways) in front of them.
- Take your 2 remaining bricks, one in each hand; cross your arms over and place those bricks, one at each end of the row of bricks.
- Stare at the middle of your row - can you tell what the colour brick on the extreme left / right is?
- Cross your arms over again and pick up the 2nd and 5th bricks - swop their places in the row as you uncross your arms.
- Cross arms over again - pick up the 2 inside bricks and swop them over as you uncross your arms.
- Cross your arms again - pick up the 2 end bricks - using your thumb and forefinger only and gripping one stud only - as you uncross your arms, swop the places of the bricks.

Q: Can you do the last exercise using a thumb and middle finger; thumb and ring finger; thumb and pinkie?



TOUCH AND FEEL

- Both children have their 6 bricks in front of them.
- Child No. 1 is blindfolded.
- Child No. 2 connects any 2 bricks in any way, and passes them to Child No. 1, who feels the bricks.
- Child No. 1 then attempts to build that same model whilst still blindfolded.
- Remove the blindfold and check your model against the original. (colour is irrelevant)

Variations:

- Increase the number of bricks depending on the level of the child.

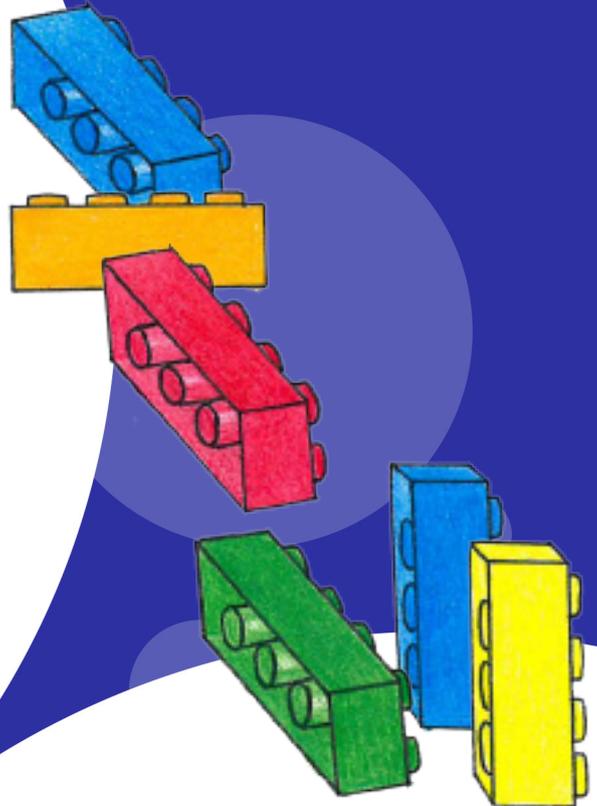


TOPPLE TOWER



- Children have their 6 bricks randomly placed, out in front of them.
- Pick up your dark blue brick, place it standing up on a short end, studs facing you.
- Use a clothes peg in your dominant hand to pick up another brick and balance it on top of the blue brick, short end to short end.
- Repeat this action until you have balanced all 6 bricks.

Q: Who can do it the fastest?

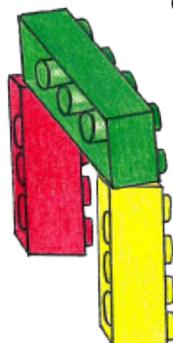


Variations:

- Repeat this exercise using your non-dominant hand / alternate hands (have a peg in each hand).
- Alternate right and left hands to remove each brick one at a time - can you do it without knocking all the bricks over?
- Can you do it with the peg?
- Work with a partner to stack all 12 bricks in this way.
- Think of other ways to stack the bricks, without using the clutch power.

Q: Can you balance a brick horizontally across two bricks standing vertically?

Q: Can you keep going up in this way? Try working with a partner to see how high you can go.



TIPSY TOWER



- Children have their 6 bricks randomly placed, out in front of them.
- Pick up your dark blue brick, place it standing up on a short end, studs facing you.
- Use that same hand to pick up any brick next and balance it on top, also on its short end.
- Repeat this action until you have balanced all 6 bricks.

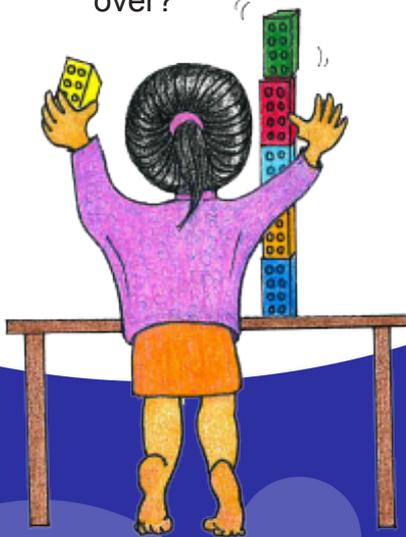
Q: *Who can do it the fastest?*

Variations:

- Repeat this exercise using your non-dominant hand / alternate hands.

Q: *Can you do this exercise by using your thumb and forefinger only to pick up and place the bricks?*

- Alternate right and left hands to remove each brick one at a time - can you do it without knocking all the bricks over?



5 BRICK DRAW

- Children work individually with their 6 bricks placed randomly in front of them.
- Teacher builds a sequence of bricks horizontally on the table using 5 bricks.
- The 6th brick is placed at a different angle and is used as the starting point of this exercise.
- Teacher gives the following instructions:
 - Move the 2nd brick to the last place on the sequence.
 - Move the 2nd last brick to the end.
 - Move the 2nd brick to last place but leave a space of one brick before placing it, etc.

Q: *Is your sequence the same as the teacher's?*

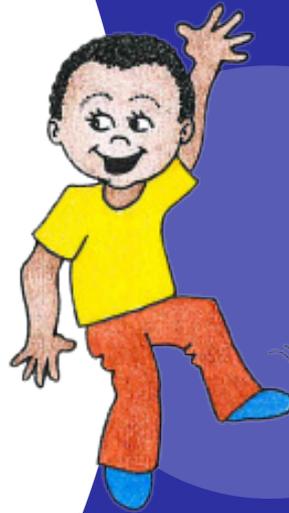
- Complete similar activities involving visual spatial relationships.



TIPSY TOWER GAME FOR 2



- Work with a partner - each child goes to the mat / carpeted area with their 6 bricks.
- Both build a Tipsy Tower short end to short end.
- Take turns to flick the bricks off the tower - only one brick must fall off at a time - until all bricks are down.
- Try flicking them into a container.



STACK THE RACK

- Children work in pairs.
- The teacher builds a stack (tower) by placing each brick on the small side one on top of each other.
- Children must take note of Teacher's colour sequence.
- Children must work with their partner and each child may only use one hand - their outside hand to build. They also may only touch and move a brick when both of them have a hand on the brick.
- The pair must work in unison to balance their stack in the correct colour sequence.
- The first pair to complete the stack is the winner.
- Teacher can build various different stacks for the partners to copy.
- Each partner can take turns to build a stack for the other one to copy.

Q: *Can you copy the colour sequence and the positioning of the bricks as you balance the stacks?*



ODD ONE OUT

- Teacher builds a sequence, with each brick laid out in exactly the same way, except for one brick, which is placed differently.

Q: *How quickly can you spot the odd one out?*

Q: *Can you call out the colour of the odd one out?*

- Repeat the activity. Children have their bricks in any way, loose in front of them.

Q: *Who can be the first to hold up the brick that is the odd one out?*

Q: *Which row / group is first to hold up the brick?*

- Copy the teacher's sequence then correct the brick/s that are odd.

Variations:

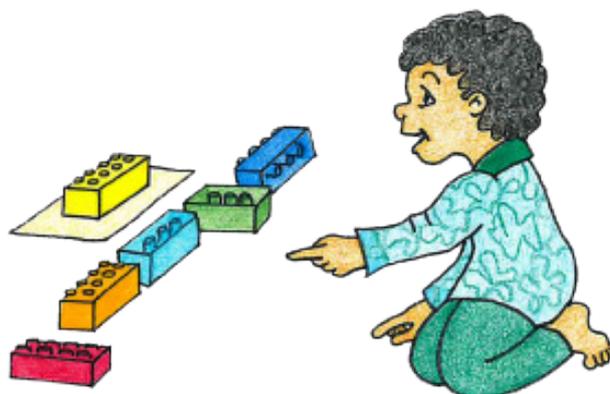
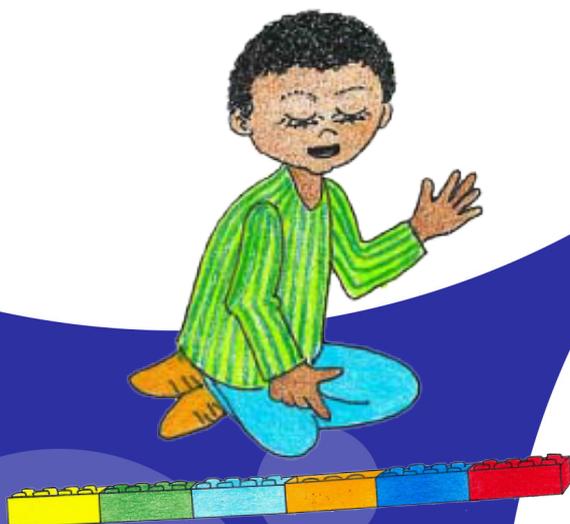
- Have 2 / 3 bricks different and children must say why they are odd ones out.
- Teacher can vary the way in which she lays out the sequence.



WHICH ONE IS THE SAME?

- Teacher places one of her 6 bricks down in a certain way, then underneath that brick, she places her remaining 5 bricks.
- Only one of those 5 bricks should be placed in the same way as the one at the top.
- Children study the 5 bricks to see which one of them is positioned in exactly the same way as the one at the top.
- Children work with a partner and take turns to do this exercise with each other.

Q: *Can you spot which brick is the same?*



SPOT THE MISTAKE

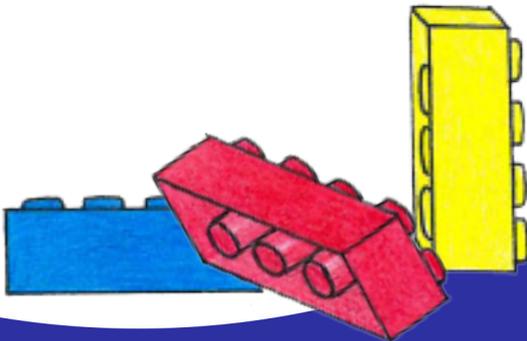
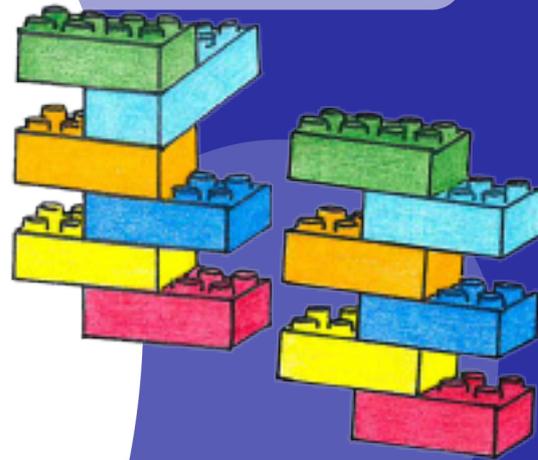
- Each child brings their 6 bricks to the play area.
- Child No. 1 connects the bricks in a vertical pattern; all placed exactly the same except for one of the bricks should be differently placed.
- Child No. 2 inspects the pattern and tries to find the brick that is out of line, and physically corrects it / builds his bricks with the correction in place.
- Swop over so each child has a turn.

Q: Can you trick your partner?

Variations:

- Have more than one brick out of line.
- Try other ways of arranging the bricks to play this game.

Q: Can children explain their reasoning?



SPOT THE MISMATCH

- Work in groups of 4. Each child brings their 6 bricks to the play area.
- No. 1 builds a left to right sequence with his / her 6 bricks.
- Every other child in the group builds the exact same sequence as No. 1, and then place their sequences one underneath each other, under No. 1's row.
- All close their eyes, except for No. 1, who makes a change / changes to any / some / all of their sequences (do not change the first row).
- Children open their eyes and see who can spot the changes first.

Q: Which rows do not match the row at the top?

- Repeat the exercise until all children in the group have had a turn to be No. 1.



WHAT'S MISSING?

- Teacher builds any sequence; children study it for a second.
- Teacher hides it and then removes one colour; show again.

Q: *How quickly can you spot the missing colour?*

- Call out the missing colour.
- Repeat the activity. Children have their bricks loose in front of them.

Q: *Who can be the first to hold up the missing colour brick?*

- Repeat the activity using other colours. (Teacher could keep a row / group score for the day / week - winning row / group receives some reward)
- Copy the teacher's sequence and replace the missing colour.



Q: *Can you remember where it was positioned?*

SPOT THE DIFFERENCE

- Children have their 6 bricks spread randomly in front of them.
- Teacher stacks her 6 bricks, in any order and holds them up for the children to see.
- Teacher secretly removes any one of the 6, and then holds up the 5 bricks, also stacked.
- Children see who can be first to hold up the missing brick.

Variations:

- Teacher removes 2 bricks and restacks the remaining 3, holds them up.

Q: *Can you hold up the 2 missing bricks?*



SPOT THE CHANGE



- Teacher arranges his / her 6 bricks on the chalkboard ledge, in any sequence. (horizontal or vertical)
- Children come into the classroom and have to spot where the bricks are.
- Children then arrange their bricks in the same sequence as the teacher, at the top of their desk.

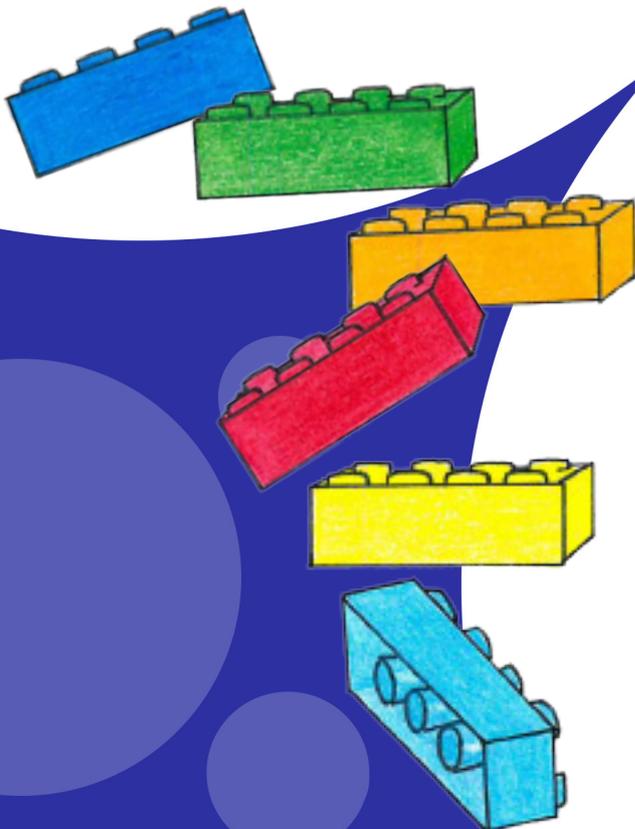
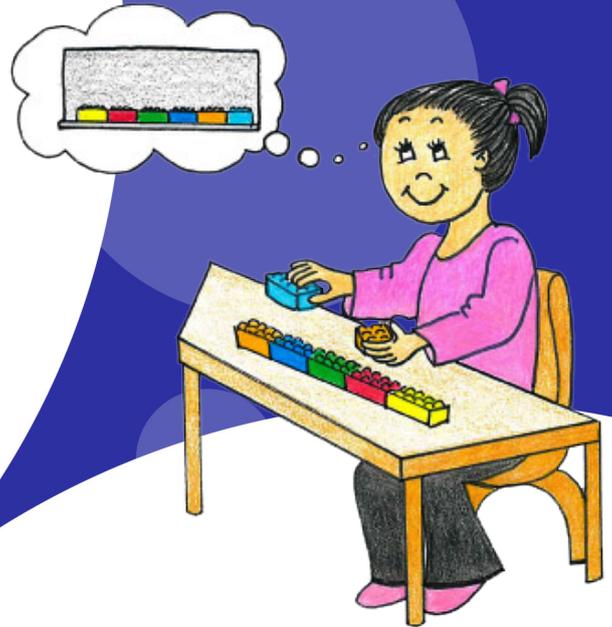
Q: Which colour is 1st / 2nd / 3rd ... etc.?

Q: Can you put your finger on the red / green / yellow ... brick?

Q: Can you pick up the 1st / 3rd brick etc.?

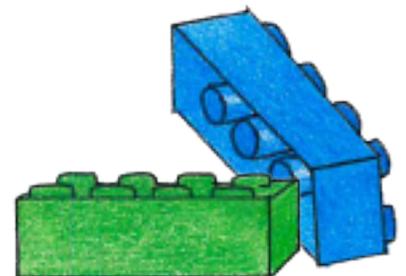
Q: Can you pick up the 2nd brick; balance it on your right / left hand ... etc.?

- Children leave their bricks at the top of their desk, in that sequence.
- During the course of the day, the teacher changes his / her brick sequence on the chalkboard ledge, without telling the children.
- Children try to notice the changes and correct their bricks accordingly.



Variations:

- Teacher arranges 2 / 3 of his / her bricks on the chalkboard ledge at the beginning of the day; children have their bricks packed away.
- Teacher leaves those bricks there for the first half hour of the day, then removes them.
- Children see if they can remember which bricks were there, and arrange their bricks in the same way.
- Repeat the above activity, using 4 / 5 / 6 bricks.
- Teacher starts by building simple sequences; gradually increasing the difficulty of the sequence / model for children to remember.



MODEL BUILD



- Children pick up any two bricks.

Q: *What is the purpose of the studs?*

Q: *How many different ways can you connect 2 bricks to click together?*

Q: *Can you try it?*

- Children use their 6 bricks to build any model.

Q: *What have you built? Describe it.*

Q: *Does your model have a name?*

Q: *What can it do?*

Q: *What sound does it make?*



SEQUENCE SWOP



- Teacher prepares his / her bricks in a certain order.
- Children copy.
- Children turn around while the teacher re-arranges 2 of the bricks in his / her sequence.
- Children compare the teacher's sequence with theirs and quickly change theirs to match the teacher's once again.
- Teacher changes 3 / 4 bricks.

Variations:

- Work with a partner.
- Take turns to change the arrangement and spot the changes.
- Child No. 1 arranges the 6 bricks and No. 2 looks at them and copies the exact sequence.
- Child No. 1 removes 1 or 2 bricks; Child No. 2 tries to spot which bricks have been removed.

BUILDING A TOWER

- Children use their 6 bricks to build a tower.

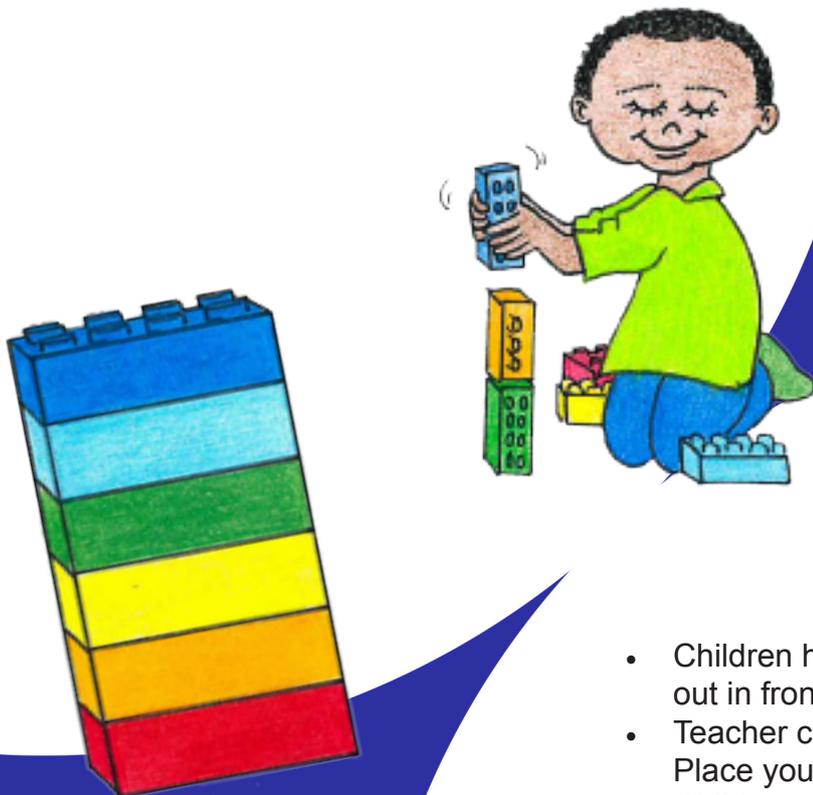
Q: How many different ways can you build a tower?

Q: Can you balance your bricks end to end?

Q: Can you do this with your eyes closed?

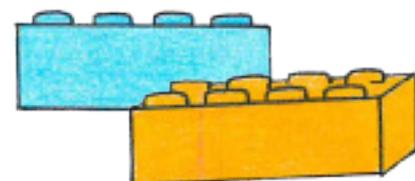
Q: Is this taller than the other towers you have built?

Q: Can you stack your bricks with your eyes closed?



POSITIONAL ORDER

- Children have their 6 bricks randomly spread out in front of them.
- Teacher calls out one instruction first: E.g. Place your red brick in front of you.
- Children carry out the instruction.
- Teacher then calls out 2 / 3 instructions. Children listen first, and then react.
- E.g. Place the blue brick behind the red brick and connect them with a yellow brick.
- Build a set of steps using red, yellow, blue; red is the first step, yellow the 2nd and blue the 3rd.

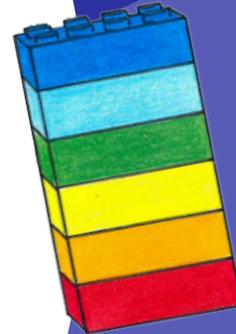


TRICKY TOWER

- Children place their 6 bricks randomly on their desk.
- The teacher builds a tower of bricks (click studs to make the tower).
- The children must copy the model, then take their hands off the model.
- Teacher now asks the children to close their eyes.
- While the children are not looking the teacher changes 1 / 2 / 3 bricks on the model, e.g. take the bottom two bricks and move them to the top.
- Ask the children to open their eyes but not touch their models.
- They must then look at the teacher's model and compare it to theirs to work out what has changed.
- Now they rearrange theirs accordingly.

Variations:

- Change more bricks in the model.
- Make the model more complicated by changing the orientation of the bricks.

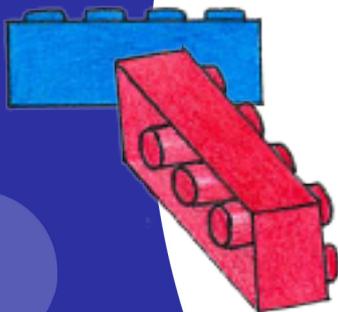


MIRROR

- Each child brings their 6 bricks to the play space.
- Child No. 1 builds any arrangement using 3 bricks.
- Child No. 2 builds the mirror image of that model. (Use a mirror to help you.)
- Swop over.

Variations:

- Increase the number of bricks in the model.



COPY MY PATTERN

- Teacher builds a simple repeat pattern, using 4 of the 6 bricks.

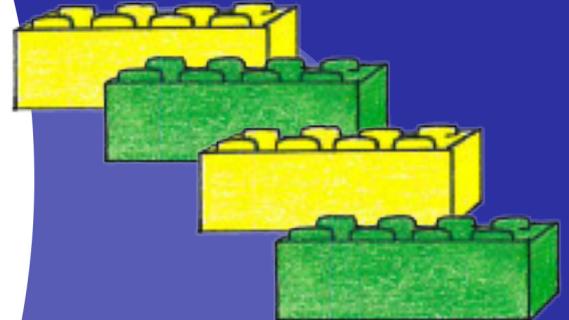
Q: *Can you copy and continue my pattern?*

- Teacher makes changes e.g. same pattern but now has spaces in between.

Q: *Can you change your pattern to look like mine?*

Variations:

- Teacher builds a pattern - children look carefully without touching their bricks.
- Cover the pattern and then let the children build the pattern from memory.



REPEAT PATTERNS

- Children use their 6 bricks to create their own repeat pattern / shape by arranging and orientating the bricks in certain ways. (colour will not matter)
- Work with a partner - build patterns for each other to copy.
- You can also include colour with 2 sets of 6 bricks.
- Try working with 3 / 4 people in a group - explore patterning with all these bricks.



PATTERN CARDS



- Teacher shows the children a pattern card using the 6 bricks - children attempt to copy the pattern, using any of their 6 bricks.
- Teacher shows the children a pattern card using the 6 bricks. Flash this pattern briefly and ask the children to replicate the pattern, using any of their bricks.
- Teacher shows the children a pattern card, also showing which colour bricks to use - can you copy the pattern and the colours?
- Do the exercise again, but flash the card briefly and the children attempt to build the same pattern and colours from memory.

See examples of pattern cards on this link:
[www.handsontech.co.za/6 Bricks.html](http://www.handsontech.co.za/6%20Bricks.html)

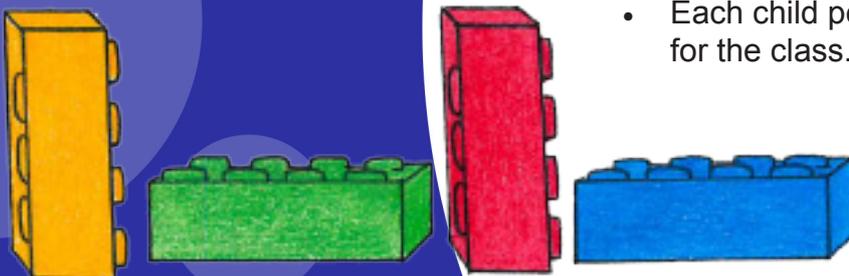


PATTERN SOUNDS

- Teacher builds a pattern sequence, left to right / top to bottom. (see picture below)
- Teacher uses body percussion to explain the pattern, e.g. click, clap, click, clap, click, clap

Q: *Can you copy the teacher's pattern?*
Q: *Can you copy the teacher's sound pattern as you "read" the bricks?*

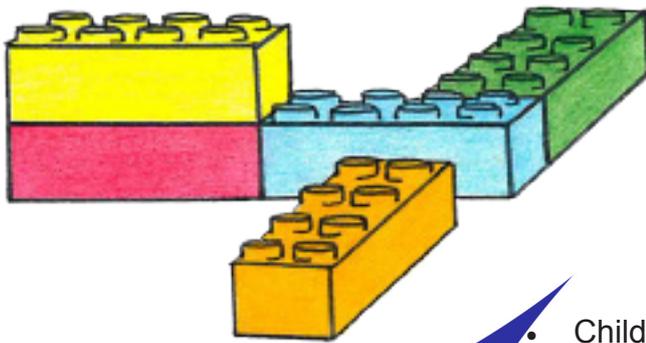
- Each child builds his / her own pattern; make up your own sound pattern.
- Each child performs his / her sound pattern for the class.



PLACE THAT BRICK



- Teacher calls out instructions for the children to arrange bricks in certain ways.
- Teacher gives the children the following instructions:
 - Place the yellow brick on top of the red brick.
 - Put the light blue brick next to the red and yellow brick.
 - Put the green brick behind the light blue brick.
 - Put the orange brick in front of the light blue brick.
 - Put the dark blue brick under the light blue brick.
- Create your own positional instructions.



COLOUR CONNECT

- Children have their 6 bricks randomly placed on their desks in front of them.
- Teacher instructs:
 - Hold up a brick colour that rhymes with e.g. "fellow".
 - Connect to that brick, one which is the same colour as grass.

Q: *Can you name those colours?*

Q: *Which colour is at the top / bottom; L / R?*

- Repeat the activity using other rhyming words or colour associations.

Variations:

- Spread your bricks randomly in front of you.

Q: *Which of these bricks could be the colour of an apple? (banana / orange / peach / Etc.)*

Q: *Can you think of a rhyming jingle about the blue sky / red apple / Etc.*



COLOUR SNAP

- 2 children sit opposite each other, with a screen between them. Both have their own 6 bricks randomly placed in front of them; both hold hands behind back.
- Child No. 1 calls out “1, 2, 3 ... (colour name)!” On naming the colour, both children must pick up that colour and hold the brick above the screen to “SNAP!” colours.
- Take turns to be the caller.

Variations:

- 2 children sit opposite each other and place their 6 bricks randomly behind their backs.
- Without looking behind, each child picks up a brick from behind them and holds it in front.
- If it is the same colour then the first person who shouts “SNAP!” gets a bead / button / point.
- The children replace the brick behind them again.
- The person with the most points at the end of the activity is the winner.



TWO BRICKS TRICKS

- Child No. 1 builds 3 different arrangements of 2 bricks each.
- Child No. 2 copies the arrangements as accurately and quickly as possible.
- Swop over.

Variations:

- Child No. 1 builds 2 different arrangements of 3 bricks each.
- Child No. 2 copies as quickly and accurately as they can.
- Repeat the activity, this time cover the arrangements, after your partner has looked at them for a short while.

Q: *Can you build the arrangements from memory?*



MEMORY GAME



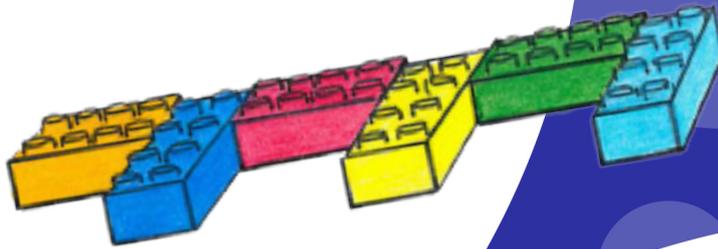
- Teacher builds a sequence:
- Children study it for a second, and then the teacher hides it.

Q: *Can you build the same sequence as the teacher's?*

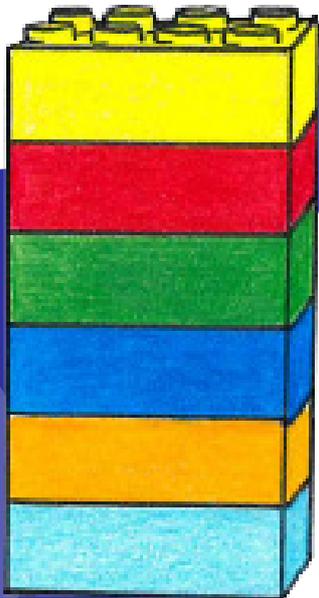
Q: *Did you remember the colours as well?*

- Teacher repeats the activity by changing the pattern of the sequence.

Q: *Can you remember and build the sequence?*



SEQUENCE COLOURS



- Teacher flashes colour cards (without saying the names of the colours). Children arrange bricks in that colour sequence, as cards are shown.

Q: *Did you remember the colour as you saw them?*

Q: *Can you remember the whole sequence after all the cards have been flashed?*

- Teacher flashes 2 / 3 / 4 / 5 / 6 colours at a time and the children build the sequence.

Q: *How many colours can you remember?*

Q: *Can you remember all 6?*



BRICK COLOURS

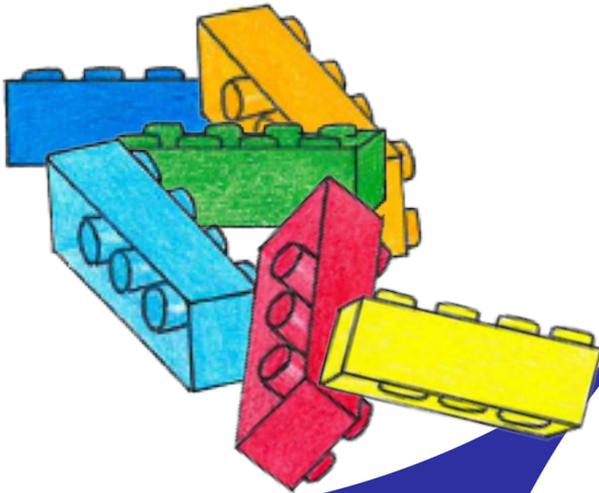


- Teacher calls out the names of the colours.
- Children arrange the bricks in that order, from left to right.
- Now stack them from bottom to top, as the teacher calls out the colours again.



Q: *Did you get the correct colour sequence?*

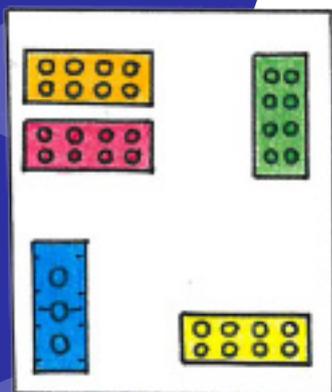
- Teacher calls out 2 / 3 / 4 / 5 / 6 colours at a time, depending on the children's ability.
- Try different ways: top to bottom / zig-zag left to right / one up one down, etc.



KIMI'S GAME

- Teacher arranges his / her 3 / 4 / 5 / 6 bricks on an A4 card, and hides this in front of the classroom so that the children cannot see the layout. The bricks can be placed in various sequences and different orientations.
- Groups of children take turns to come up to Teacher's desk and look at the arrangement for a couple of seconds.
- They then return to their bricks and, also working on an A4 piece of paper / card, see if they can recall the layout and build it with their bricks.
- Depending on the level of the class, Teacher could allow them to return to Teacher's desk once or twice to check and then go back to their models or they could only have one turn to look before trying to build the layout.

Q: *Who can remember everything on the card?*

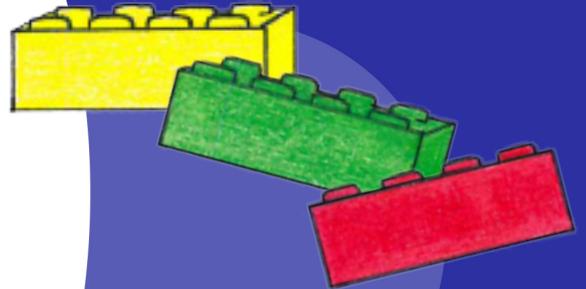


FLASH ONE

- This is a whole class activity with individuals working with their 6 bricks randomly placed in front of them.
- Teacher has his / her 6 bricks behind a screen on the desk.
- Teacher flashes any 1 of her bricks above the screen; e.g. yellow.
- Each child finds that brick.
- Teacher flashes e.g. red + blue above the screen. Children must find these two bricks.
- Teacher flashes e.g. green.
- Children build those colours left to right and hold them up.
- Compare to Teacher's model.

Variations:

- Flash colour and position of brick.
- Build a vertical column, using the colours and position shown when flashed.
- Compare to the teacher's model.



FLASH TWO

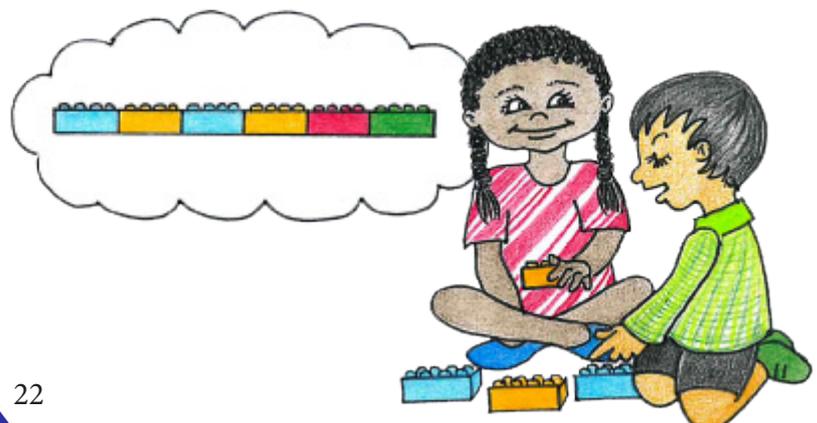
- Work in pairs.
- Teacher flashes a sequence of colours using up to 12 bricks. (use flash cards)
- Children work together to remember the sequence of colours - working up to a sequence of 12 bricks.

Q: *Can you help each other to remember the sequence?*

Q: *How many bricks can you remember?*

Q: *What is the record number of bricks that can be remembered by any pair in the class?*

See examples of flash cards on this link:
[www.handsontech.co.za/6 Bricks.html](http://www.handsontech.co.za/6%20Bricks.html)



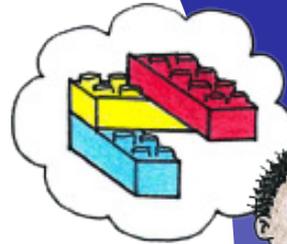
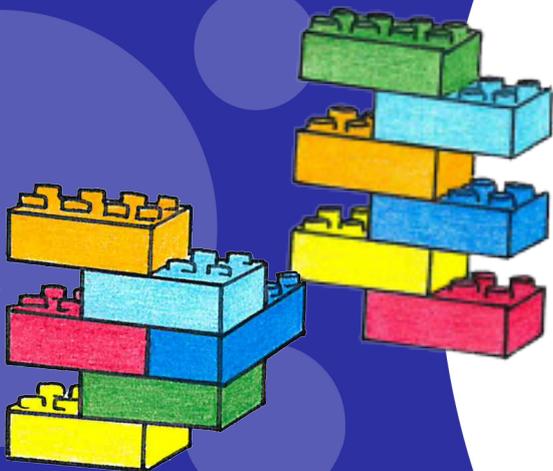
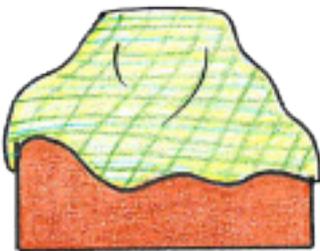
BUILDING CHALLENGE

- Children have their 6 bricks randomly spread out in front of them.
- Teacher builds a model quickly using 3 bricks.
- Children wait until she has finished building, and then copy her.
- They only have 30 seconds to build it.

- Teacher builds a model quickly using 4 bricks. Children have 20 seconds to build.
- Teacher builds a model quickly using 5 / 6 bricks. Children have 10 seconds to build.

Variations:

- Teacher builds 2 models - splitting his / her 6 bricks up in any way.
- Children have 30 seconds to copy 2 models.
- Teacher builds 2 models - show both models for a few seconds, then hide them.
- Children see if they can remember the 2 models and build the same.



BRAIN GYM

- Teacher stacks three of the six bricks one on top of the other, without the children seeing.
- Teacher holds up her model for the children to see. They must have their bricks on their desks and their hands in their laps.
- Teacher hides her model. Children then try to build it from memory.
- Teacher shows her model and children compare it to theirs.

Q: *Did you build exactly the same as the teacher?*

Q: *If not, can you spot the differences?*

Q: *Can you fix it?*

Variations:

- Teacher builds with 5 bricks - hides them.

Q: *Can you remember the sequence and which brick is NOT included?*

MARVELLOUS MEMORY



- Teacher builds a simple model using four bricks, changing orientation of bricks.
- Show it to the children.

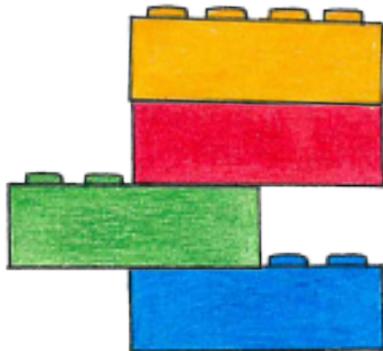
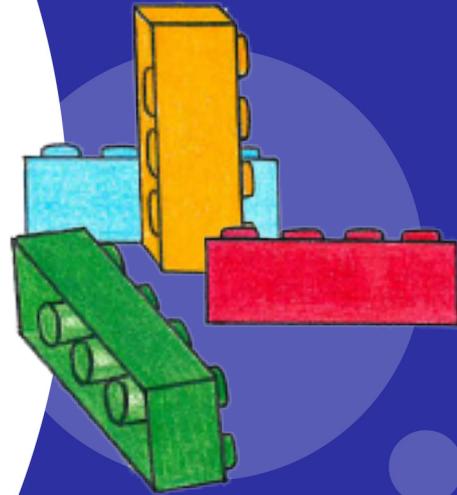
Q: Can you select the bricks teacher has used?

Q: Can you copy this model and build it?

Q: Let's compare them - is yours exactly the same as mine?

Q: If not, what is different? Can you fix it?

Repeat the exercise, but this time children try to build the same model from memory.



PARTNER PLAY



- Work with a partner and combine your bricks.
- Work with the same 3 bricks each.
- Child No. 1 connects the 3 bricks in a certain sequence.
- Child No. 2 copies the sequence exactly - matches it to Child No. 1 to be sure.
- Child No. 1 turns around and changes the sequence, then shows it to Child No. 2
- Child No. 2 rearranges his sequence to match again.
- Swop over.

Variations:

- Child No. 1 shows the change, then hides it.
- Child No. 2 tries to match the sequence from memory.
- Increase the number of bricks.
- Change the orientation of bricks.



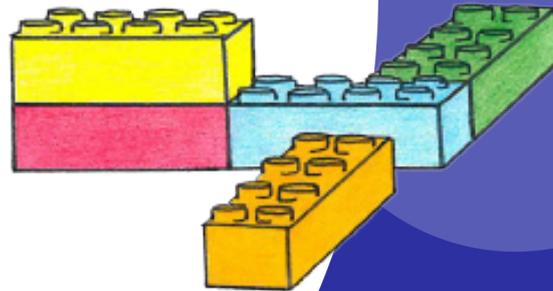
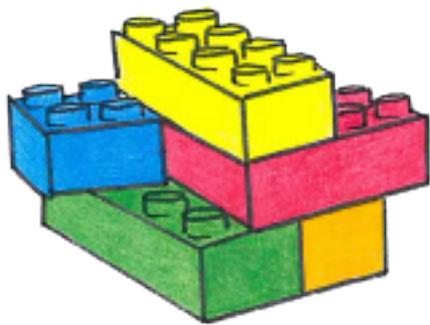
BRAIN BREAK

- Teacher builds any model with the six bricks.
- Teacher places model on the table, visible to all children.

Q: *Can you copy this model?*

Q: *Let's compare them. Is yours exactly the same as mine?*

Q: *If not, what is different? Can you fix it?*



TRAIN YOUR BRAIN



- The teacher can begin with 3 bricks.
- Don't allow the children to see the bricks (hide them behind a box or book). Explain to the children that the teacher is going to hold up 3 different coloured bricks, one at a time. Then the teacher is going to hold up one brick. The children must then decide if the brick was in the set of bricks shown by the teacher.

Hold up the 3 bricks one at a time. Hold up a blue brick then hide it. Hold up a yellow brick then hide it. Hold up a green brick then hide it. Now hold up, for example, an orange brick and ask the children if this coloured brick was in the sequence of bricks initially shown.

- Vary the colours.
- Add an additional brick to the sequence as the children's memory improves.



BUILD YOUR MEMORY



- Children place their 6 bricks, separately, in front of them.
- Teacher is going to flash two bricks. Hold the bricks vertically. Show the bricks quickly then hide them. Ask the children to build the sequence.
- Children build the sequence and correct if necessary.
- The children must then break down their bricks completely.
- Now the teacher keeps the first two bricks the same and adds one more brick. Again flash the sequence of bricks (vertically) quickly.
- Children build the 3 sequence of bricks. Correct if necessary.
- Children then break down their brick sequence completely.
- The teacher keeps the 3 bricks the same and adds one more brick. Again flash the sequence of bricks.
- Children build the 4 sequence of bricks. Correct if necessary.
- Teacher continues with this exercise up to building a 6 brick sequence.



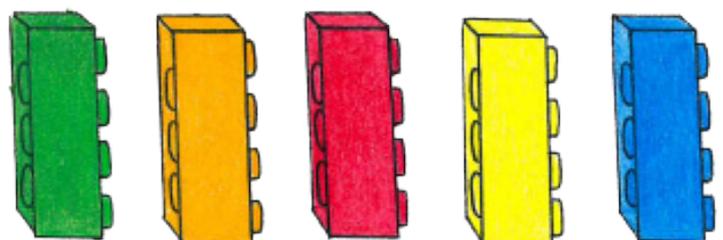
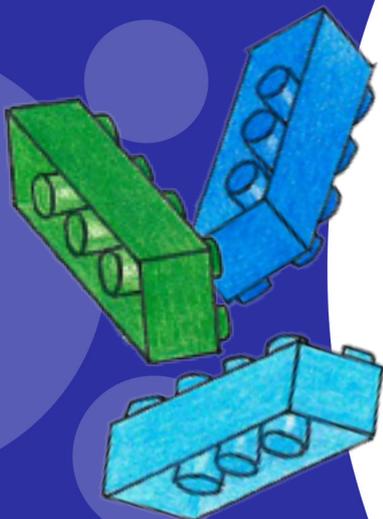
Variations:

- Flash 5 or 6 bricks (held vertically). Ask the children to build the sequence tracking from left to right. Children must then build the sequence seeing how many bricks they can build correctly.

Q: *Can you complete the sequence in reverse order?*

Q: *Can you complete the sequence from top to bottom?*

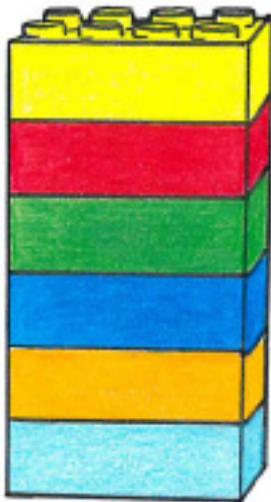
Q: *Can you complete the sequence from bottom to top?*



REVERSE ORDER



- Children place their 6 bricks randomly on their desk.
- The teacher takes each brick one by one and places them in a sequence.
- Begin with 3 bricks then work up to 6 bricks.
- The children are then asked to look at the sequence of bricks briefly.
- Teacher then hides the sequence.
- Children must build the sequence in reverse order.



SNATCH AND GRAB

- Children work in groups of 4 - 6.
- Pile all the bricks together.
- Teacher calls out one colour. When the teacher says "Go!", every second child in the group snatches that colour as quickly as they can.

Q: *How many bricks of that colour did you collect?*

- Stack your colour bricks into a tower; compare towers.

Q: *Who has the tallest / shortest / same size?*

Q: *Who has the most / least / same number?*

Q: *How many more / less bricks do you have?*



- Try out some of your own ideas to vary this activity.

PATTERNING

- Children work in groups of 4; the first team member builds an initial pattern sequence.
- Each child in the group then takes a turn to add one brick to continue the sequence.

Q: *Did you check each time someone places a brick to see if there is a pattern?*

Q: *Is your pattern horizontal or vertical?*



COLOUR SORT

- Children work in groups of 4 - 6; all bring their 6 bricks to their play area.
- Children spread all the bricks randomly in the middle.
- Teacher says "Go!" and the children have to sort all the colours as quickly as possible - sit cross-legged and put hands up to indicate when you have finished.

Variations:

- Children work in groups of 6 - 8; all bring their 6 bricks to the play area.
- Children spread all their bricks randomly in the middle.
- Teacher says "Go!" and the children sort the colours as quickly as possible.
- Children stack the colours together before they can put their hands up.
- Children must stack the colours, alternating positions of bricks.

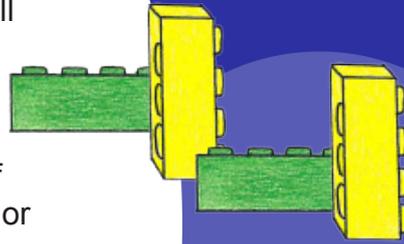


RHYTHM MANIA

- Children work in a group of 4, all bring their 6 bricks to the play space.
- Teacher plays a rhythm, using body percussion, e.g. click, clap, click, clap.
- Children in the group quickly discuss how they will interpret that sound sequence with their bricks.

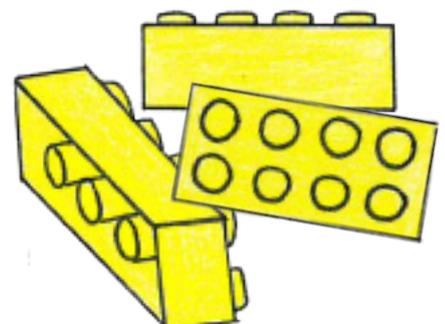
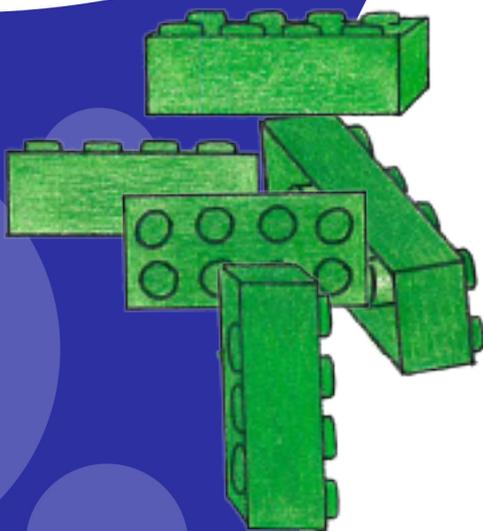
Variations:

- Same activity but increase the level of difficulty of the pattern, e.g. click, click, clap; click, click, clap or stamp, click, clap, etc.
- Teacher performs a movement series and asks the class to copy her, e.g. hop to left, bend knees, jump / hop to left, bend knees, jump...
- Children discuss how they will show that movement using bricks, e.g.



GROUP SELECTION

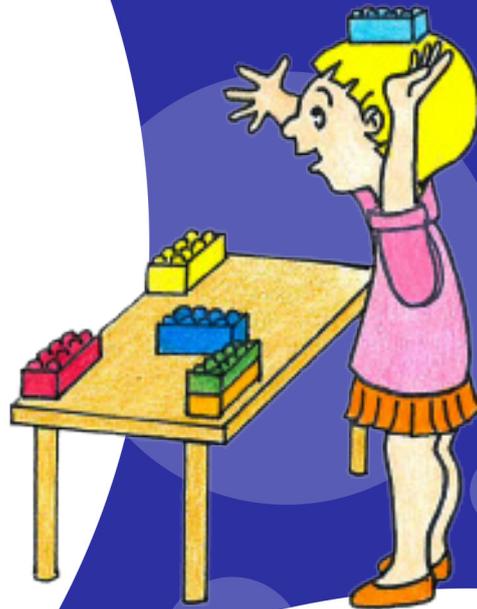
- The teacher can use the 6 bricks to determine in which group they will be placed.
- Depending on the number of groups required, use the children's bricks to place equal numbers of coloured bricks into a bag.
- E.g: for a group of 30 children who must be placed into 5 different groups - collect 5 different colours from some of the children equalling 30 bricks.
- Each child dips into the bag and selects a brick. The colour of their brick will determine which group they are in.



LISTEN AND DO



- Children have their bricks, loose, on the desk. Children listen to instructions from the teacher and carry out the tasks.
- Tasks are:
- Use your right hand to find the red brick and place it in the top left hand corner of your desk.
- Put your right hand behind your back; use your left hand to pick up the yellow brick and place it in the top right hand corner of your desk.
- Put the dark blue brick in the middle of your desk.
- Use both hands at the same time to pick up the orange and green bricks; click the green brick on top of the orange brick; place them in the bottom LH corner of your desk.
- Balance the light blue brick on your head.



- Q: *What colour is on the left?*
Q: *Where is the blue brick?*
Q: *Which two bricks are at the top?*

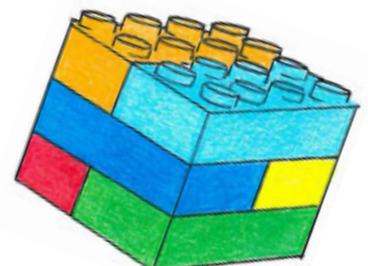
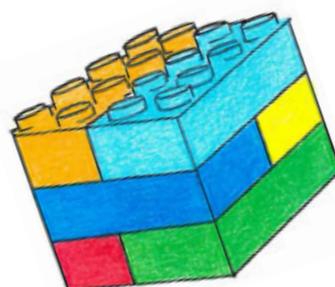
CUBE CATCHES

- Think of some other questions.



- Each child makes a cube using their 6 bricks.
- Stand with your cube in a circle.

- Q: *Can you balance the cube on your left hand or right hand?*
Q: *Can you balance it on your left or right shoulder?*
Q: *Can you toss it up in the air and catch it 5 times?*
Q: *How high can you go?*
Q: *Can you clap before you catch the cube?*
Q: *How many claps can you do?*



COLOUR ACTION



- You will need some space for this whole class activity.
- Each child spreads 3 / 4 / 5 / 6 bricks around themselves on the ground.
- Ask each child to perform different actions.

- Q: Can you put your foot on a red brick?
Q: Can you sit next to a yellow brick?
Q: Can you jump over a blue brick?
Q: Can you pick up a green brick?



Variations:

- Repeat this exercise, but extend it by giving the children two or three instructions to carry out.

- Q: Can you jump over a red brick and then pick it up with your left hand?
Q: Can you find a yellow brick, balance it on your head and spin around?

SEE WHAT WE CAN DO!



- This whole class activity will need some space.
- Teacher gives 3 simple directions for children to carry out. E.g. Pick up two bricks, hold one in each hand, hop to the back of the classroom;
- Hold a brick under your chin, crawl to the end of the classroom, take the brick in your hand and skip back to your desk.
- Balance a brick on your back, whilst your partner "wheelbarrow walks" you across the room. Swop over.

Variations:

- Vary the tasks; make them interesting and amusing to encourage attentive listening and genuine enjoyment.
- Gradually increase number of assigned tasks.

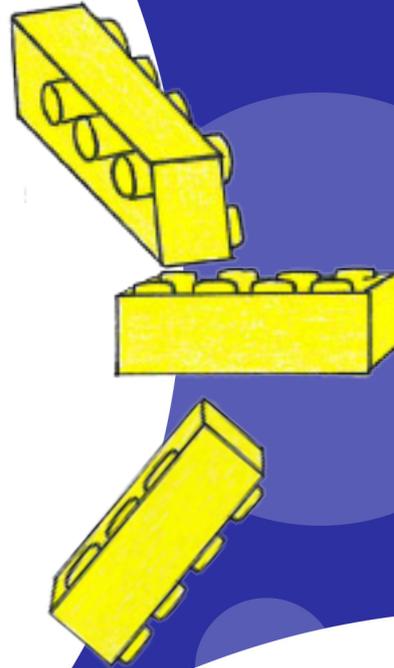
- Q: Can the children remember the sequence of the directions?
Q: Can they remember all the instructions?
Q: Can you cross your left hand over your right hand when you wheelbarrow walk your friend?



COLOUR CIRCLE



- Whole class activity. Each child selects one of their bricks (they can keep their colour selection secret) and places the brick into a non-transparent bag.
- Pass the bag around the class and each child draws out a colour brick and keeps it hidden.
- Put on some lively music and let the children move around the room to find their “colour friends” by matching up their colour brick with a friend who has the same colour brick.
- Hold hands with your “colour friends” and make a circle.
- Each group now creates a song / dance / poem / skit about something to do with the teaching theme.



COLOUR DANCE

- Children all have their 6 bricks randomly in front of them.
- Everyone closes their eyes and shuffles their bricks around.
- When the teacher indicates, each child picks up any brick and holds it up high.
- Open your eyes and look around.
- All those with the same colour quickly join together, build a model then do a colour dance around your model; sing a song about your model; add music to the dance.



COLOUR MATCH



- Children have their 6 bricks stacked in front of them.
- Teacher calls out a colour and an instruction, e.g. “Yellow, match!”
- When the children hear that, they must take their yellow brick from the stacked pile and run to find anything in the classroom that matches the colour.

Q: *Is it exactly the same colour? Is it lighter / darker / a different shade?*



COLOUR COUNT

- Children have their 6 bricks, loose on their desk. Shuffle them around.
- Teacher gives the following instructions:
- Close your eyes and pick up any brick.
- Hold it up; open your eyes.

Q: *Can you see anyone with the same colour as you?*

Q: *Run to your colour partner and stand together.*

Q: *How many red / yellow / green / blue / white / orange bricks are there?*

Q: *Of which colour is there the most / least / same?*

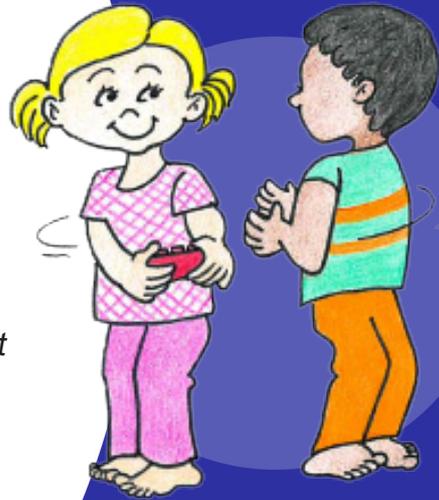
- Teacher instructs:
- All those with e.g. red bricks must sit on the floor. All those with yellow bricks run on the spot, etc.
- Bring your brick back to your desk. Repeat the activity and vary the instructions.



TORSO TWISTS



- Build your 6 bricks into a strong cube.
- Stand back to back with a partner and use 1 cube.
- When the teacher says “Go”, the child with the cube (in both hands) turns his / her torso to pass the brick to the partner behind, who then turns his / her torso to receive the brick.
- That child then turns to the other side to pass the brick back and the child receiving, twists to that side to collect the brick.



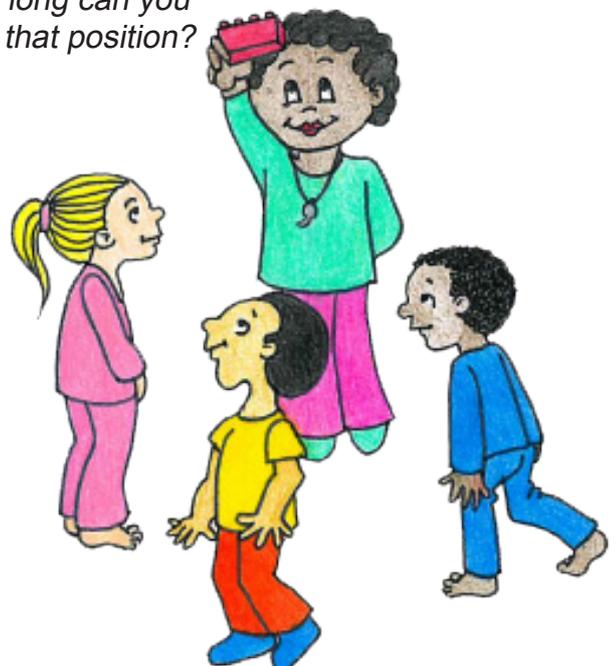
- Q: *How many times can you pass the brick without dropping it? (Allow a certain amount of time, and then stop. Check each pair's score.)*
- Q: *Who has the highest score? Lowest score? Same score?*
- Q: *Can you do it 50 x?*

- Repeat the exercise, sitting cross-legged. Only the torso may move.

TRAFFIC LIGHTS

- Children go outside to the play area.
- Teacher holds up a green brick - signal for children to move around.
- Teacher holds up a yellow brick - children walk / run on the spot.
- Teacher holds up red brick - children freeze in whatever position they are.

Q: *How long can you hold that position?*



BRAIN BOOST

- Children have their bricks on their tables.
- Teacher calls out instructions:
- Take your red brick, stand up. Throw it up and catch it 10 times; put it back; sit down and carry on with your work!
- Build a strong cube.

Q: *Can you throw it from your left hand to your right hand?*

Variations:

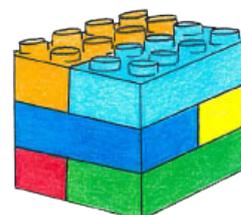
- Vary this activity and do at any time of the day when the children need a change / motivation to finish work.
- Stand up, balance a cube under your chin for ten seconds, then sit down and continue with your work.
- Pass the cube around your body five times; continue with your work.



WALK THE ROPE

- Use your 6 bricks to build a cube.
- Balance it on your head while you walk along a rope / line drawn by Teacher in the classroom / playground.

- Q: *Can you bend down and up again without the cube falling off your head?*
- Q: *Can you balance the cube anywhere else on your body and walk on the rope / line?*

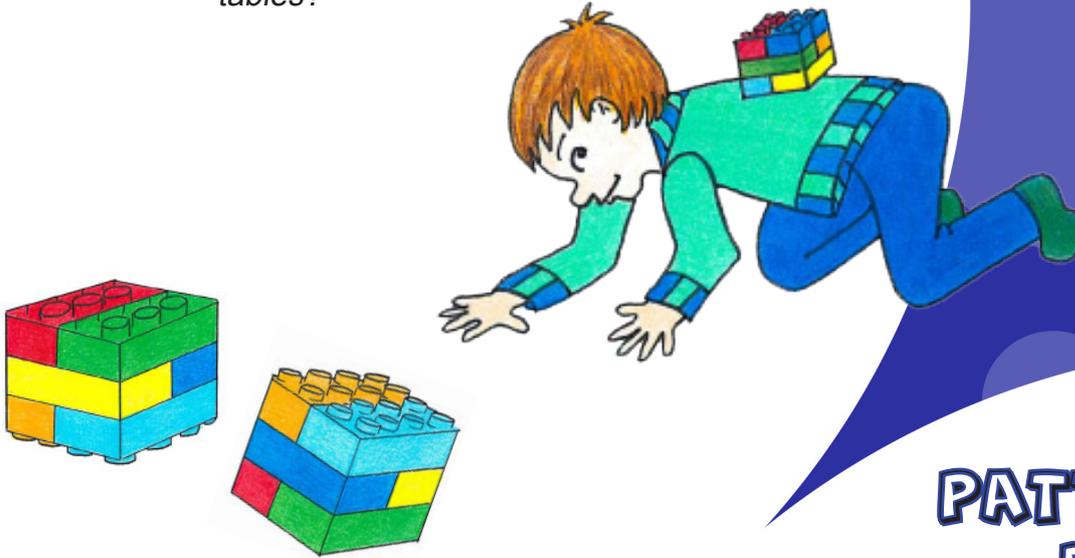


CREEPY CRAWL



- Build a cube with your six bricks.
- Balance it on your back while you crawl carefully around the carpet in the classroom.

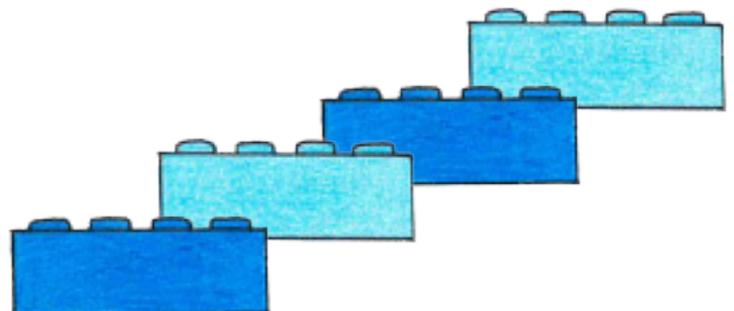
- Q: *Can you crawl under the desks / chairs while balancing the cube on your back?*
- Q: *Can you hold the cube anywhere else on your body while you crawl under the tables?*



PATTERN PERFECT

- Teacher builds a pattern using only 4 bricks.
- Children copy that pattern.

- Q: *Can you use your last 2 bricks to complete the pattern?*
- Q: *Can you explain your reasoning for completing it in that way?*



PERFECT PUZZLE



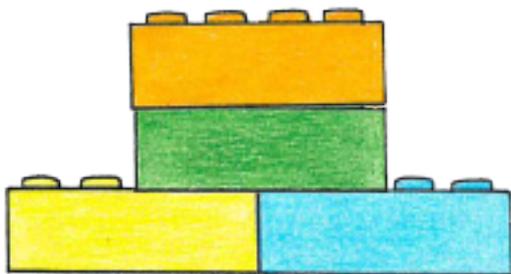
- Teacher builds a model with her 6 bricks and shows it briefly to the children.
- Teacher then secretly removes 2 of the bricks that went into the making of that model.
- Children look at the model again and try to figure out what is missing and where it belongs.
- Children copy the model and then complete it.

Q: Can you remember which bricks are missing?

Q: Can you complete the model so that it is the same as it was before Teacher removed 2 bricks?

Variations:

- Children can work in pairs to challenge each other.

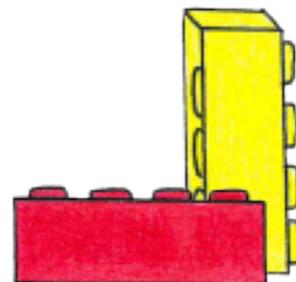


WHERE IS IT?

- Teacher builds a model.
- Children copy the model.
- Discuss which brick is in front / behind / in the middle / underneath / on top etc.

Q: Is the orange brick in front or behind the light blue, etc.

See examples of models on this link:
[www.handsontech.co.za/6 Bricks.html](http://www.handsontech.co.za/6%20Bricks.html)



COLOUR SORT



- Teacher places one of each colour brick in a space in the classroom.
- The children have to sort and place their bricks into those colour areas as quickly as they can.

Q: *Can you get rid of all your bricks before Teacher rings the bell to stop?*

Q: *How many of each colour brick is there?*

- Now see how quickly you can get your 6 bricks, one of each colour, back again.

Q: *Who can be the first to get back to their seats, with their 6 bricks stacked / cubed / in any order / according to the order given by Teacher.*



TACTILE BUILD

- Work with a partner.
- Child No. 1 builds any model with his / her 6 bricks.
- Give the model to child No. 2 who must close his / her eyes (don't peep!) and feel the model with his / her fingers.
- Child No. 2 then attempts to build that model (disregarding the colours) after having felt it.
- Swop roles and repeat the exercise.

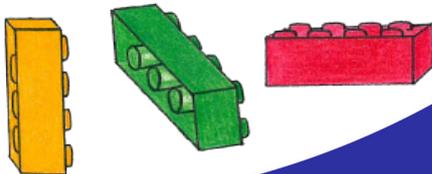


BUILD IT UP!

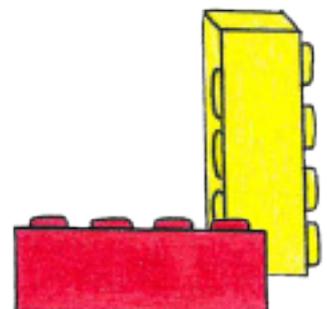
- Work individually.
- Build a tower, without using the clutch power.
- Alternate - stack the bricks studs to studs; hollow side to hollow side.
- Place a brick vertically, then place one on top of the short side, but horizontally and with the studs down ... etc.
- Investigate how many different ways you could stack your bricks, without using the clutch power.
- Now work with a partner and try out your ideas - see how high you can go.
- Try this activity in threes and have a competition to see which group of three can build the highest tower, using these different building rules. You could also add a time limit to make the game more challenging.
- You could come up with your own ideas for rules for this activity.



MEMORY CHALLENGE



- Work in pairs.
- One partner begins the game by using 3 bricks. He / She places the bricks in any order and in any spatial configuration.
- The other partner looks at the order and tries to remember. After about 10 seconds that child must close their eyes.
- The partner now moves or changes 1 / 2 / 3 of the bricks.
- The other partner opens their eyes and tries to place the bricks back in the correct order or position.
- Swop over and try to trick your partner.



BUILD THE SOUND PATTERN



- The children work with a partner, each has their 6 bricks ready.
- Teacher plays a sound pattern, e.g. clap, clap, click.
- The partners agree on a way to illustrate that sound pattern with the bricks.
- The partners take turns to sound a pattern for each other to build with the bricks.
- Have some fun creating different sound patterns for each other to build.
- Work with another couple to create patterns for each other in groups of four.



DEPTH PERCEPTION

- Children work individually initially then in pairs. This activity aims at developing depth perception as well as near-far eye movement.
- Show the picture of a model and the children must build it using the bricks.

Variations:

- Position the bricks horizontally and vertically.
- Teacher builds a model which is then placed in one position and viewed from one point. Children then copy this model.

See examples of mode pictures on this link:
[www.handsontech.co.za/6 Bricks.html](http://www.handsontech.co.za/6%20Bricks.html)

