

SOCIAL-EMOTIONAL SKILLS

Social-Emotional Skills Development

Early social and emotional competence predicts school readiness and later success - good early environments help to build this competence. Cognitive, motor and language development will all be greatly affected by how a child feels about him / herself, and by how he / she can express emotions.

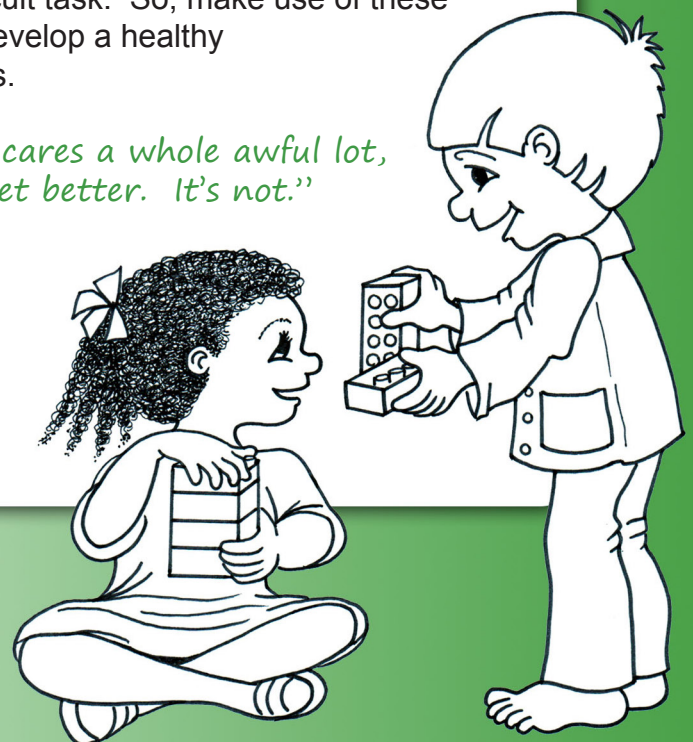
The 6 Bricks activities in this section aim to contribute to the child's:

- self-confidence; self-esteem; empathy; respect
- ability to develop meaningful and lasting friendships and relationships
- ability to experience, manage and express emotions
- ability to make choices; solve problems; develop plans
- development of social values - caring; honesty; responsibility; flexibility

The quality of the relationship that the teacher has with the children in his / her care has a great influence on the child's social-emotional development. Positive and nurturing early experiences will have a huge impact on the child going forward - engaged learners are curious and effective, focus attention, remember earlier experiences, gather information, solve problems and persist even when they are frustrated by a difficult task. So, make use of these DUPLO 6 Bricks activities to help you develop a healthy social-emotional outlook in your learners.

*"Unless someone like you cares a whole awful lot,
Nothing is going to get better. It's not."*

From Dr Seuss - "The Lorax"



EXPRESS YOUR FEELINGS



- Teacher assigns an emotion to each colour brick for the day.
- Children must remember these associations - e.g. red = anger; yellow = happiness; blue = sadness; orange = fear; green = confusion etc.
- Teacher holds up any one brick and the children have to show that expression or feeling in their body language.



CREEPY CATERPILLAR

- Children work in large groups (6 - 8) to build a long caterpillar.
- Think about the way a caterpillar moves - can you create that movement in the way you build your model?



- Q: Can you describe your caterpillar and tell the other groups something about your build?
- Q: Can you demonstrate how your caterpillar moves?
- Q: Where does it live? What does it eat?
- Q: How well did you communicate in your group in order to build a model together?
- Q: Did everybody in the group have a say in the building of the caterpillar?

Variations:

- Build a caterpillar using only 2 or 3 colours.
- Build a patterned caterpillar.
- Transform your caterpillar into a butterfly.

CROSS THE RIVER



- Children work in two groups of five, Team A and Team B.
- Each group of five stands behind a line, facing each other, "across the river".
- Both teams have to attempt to get to the other side of the "river", whilst balancing bricks on any part of their body.
- Whichever team can get their 30 bricks to the other side first, wins.
- The bricks have to be balanced on some part of the body, and may not be held.
- If a brick falls off, they have to go back behind the line and start again.
- Each team member has to move at least one brick across - cannot have one child moving all the bricks.



STEPPING STONES

- Children think of any number between one and six.
- They take that number of bricks from their 6 bricks and arrange them on the mat.
- Each child's arrangement of bricks should be one after the other, going across the river (mat) to the other side, like stepping stones.
- Children take turns to step from one arrangement to the other, calling out the number of bricks in each arrangement.
- Children should try to recognize how many bricks there are, without counting the bricks (number conservation).

Q: *Can you get to the other side of the river without falling in?*



BUILD THE PICTURE



- Work in groups of 4 - 6, with all the bricks randomly spread out.
- Choose one member to be the Leader.
- The Leaders from each group go to the Teacher who secretly gives them a name of an object / concept. (e.g. a tree / a giraffe / fire / happiness, etc.)
- The Leader runs back to the waiting group and bricks.
- The Leader must use any bricks to build that picture / concept for the group. (may not spell the word out)
- The group may not ask any questions, but may call out words of what they think the Leader is building
- The Leader can indicate when they have it right.
- Which group can be the first to figure it out?
- Choose another Leader and repeat the exercise with a different word.
- Carry on until each child in the group has had a turn to be the Leader.



THE GARDEN WALL

- Children work in large groups (8 - 10) with their 6 bricks combined.
- Build a garden wall that will separate your veggie patch from the rest of the garden.

- Q: *Is your wall strong?*
 Q: *Can you make your wall turn a corner?*
 Q: *Can you create steps which will lead up to the top of the wall and over to the other side?*

Variations:

- Build a wall with spaces.
- Build a patterned wall.

- Q: *Can you build a gate into your wall?*



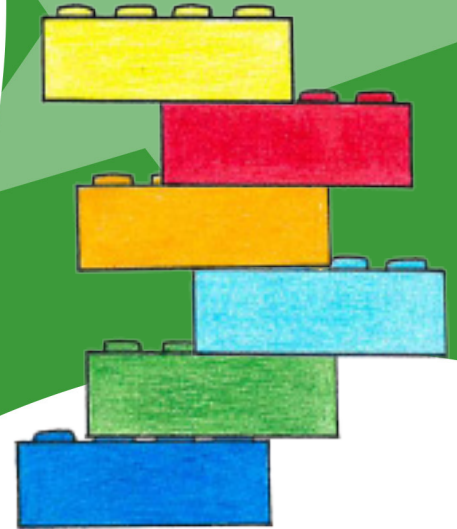
TOWERS OF STRENGTH



- Children work in large group (8 - 10) to build the tallest, strong tower that they can in 1 minute.
- They may not build one brick directly on top of the other - the children have to vary the ways in which bricks are added by clicking the bricks in different directions or using a different number of studs to attach bricks.
- Teacher says "Go!" and they work as a team to build.
- When teacher says "Hands off!" the groups stop building.
- Compare the towers - who has the tallest; smallest?
- Which one is the strongest? You can test by picking up the tower and tilting it to see which group's tower stays intact the longest.
- Try creating "an earthquake" by banging on the desks to see which tower lasts the longest.

Q: *How well did the team work together?*

Q: *How did they collaborate in order to build a successful model?*



Variations:

- Build a tower using only 1 / 2 / 3 colours.
- Build a tower which is patterned and then explain the pattern.
- Build a tower incorporating spaces.
- Compare shapes; heights; strengths of the different towers.



A GOOD FRIEND

- Children work in a group of 6 - 8 to build a friend.
- Discuss the qualities of a good friend before you start to build.
- Work together to decide how you will build the model.

Q: *What is your friend's name?*

Q: *Will your friend be tall / short; happy / sad?*

Q: *Does your friend play sports / enjoy reading / have interesting hobbies?*

- Each group takes a turn to describe their model and to tell the other groups what qualities of friendship they have built into their friend.



TELL ME

- Children work in a team of 4; each member in the team has their 6 bricks.
- Teacher builds a main model of 6 bricks and hides it behind a screen.
- Each member of the team takes a turn to come up, look at the model for ten seconds, then return to the team and tell them about one part of the build.
- The members then build according to what they heard from this child.
- Then the next child in the team takes a turn to go and look at the model, again only for ten seconds.
- That child then relays information to the team, who build on accordingly. This process is repeated until each child has had a turn to explain a part of the build.
- The Teacher reveals the main model and children compare their builds to see who got the closest resemblance.



COLOURFUL CREATURES



- Children work in a group of 6; each child places their 6 bricks in the middle.
- Children take turns to spin a colour wheel - whatever colour is indicated, that is the colour brick the child must pick up.
- After each child has spun and picked up a colour brick, the group must work together to create a creature using those bricks.
- The group then invents a story about the creature they have built.
- Share your story with the other groups.

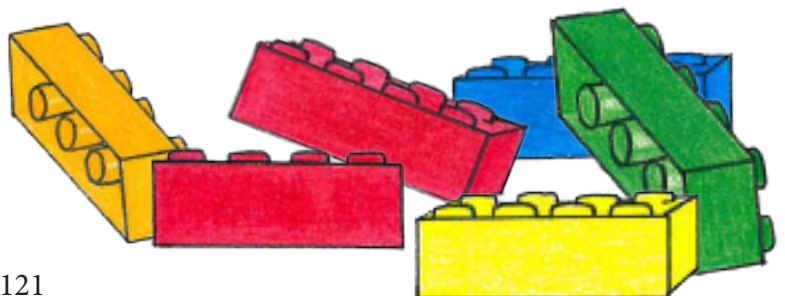
Variations:

- Children could spin for two colours at a time, or play two rounds of spinning and collecting the colours before they build the model.
- Children could be encouraged to come up with their own group ideas on how to play this game.



WHAT'S THE SECRET?

- Children work in a group of 6; each child places their 6 bricks in the middle.
- Children work together to build one big, secret model.
- Each group takes a turn to come up to the front of the class, to answer questions about their model, which is on display.
- The class may ask 10 / 20 questions to the group - these questions must have yes / no answers.
- E.g. Is it alive? Can it fly? Is it an animal? Can it swim? Etc.



BARTER THAT BRICK

- Children work in groups of 6 - 8.
- Each child piles all 6 bricks randomly into the middle, and children sit around the pile.
- Teacher calls out a number, e.g. "three".
- Children must close their eyes and pick up any 3 bricks and take them to their desk.
- They look at the 3 bricks they have, and figure out which bricks they need to swop / collect in order to get back their 6 bricks, one of each colour.
- Run back to the pile - swop / collect (one brick at a time) what they need and run back to their desk, stack up their bricks according to the way the teacher has arranged hers / his on the table.
- Children can also negotiate with their fellow group members to get the bricks they need.

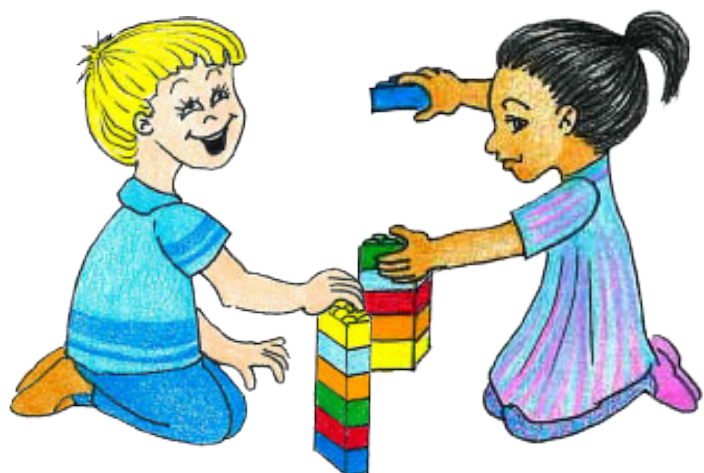


Q: Who can be first?



MOOD INDICATOR

- The 6 bricks should be placed on the children's desk and readily available at all times.
- At the beginning of each day the teacher can ask the children to show their mood or how they are feeling by placing the coloured brick on top of their pile that best describes how they are feeling.
- A few children can be chosen each day to verbalise their feelings.



WHAT CAN IT BE?

- Children work in a group of 6, with all the bricks piled in the middle.
- The first child spins a colour / throws a colour dice and then a number dice.
- That child takes the number and colour shown in bricks and begins a build.
- The model is then passed to the next child in the group, who takes a turn to throw the dice and adds to the build.
- Continue until everyone has had a turn to build.

Q: Did everyone have a turn?

Q: Did you listen to your friend's ideas?

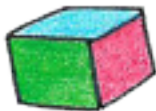
- The last person in the group should explain what has been built.
- He / She could tell a story / poem about the model.

Variations:

- At the end of the build, the whole group could decide on what the model should be.
- Children can work together to create the story around the model.
- This can develop into a creative writing / drawing / painting session.



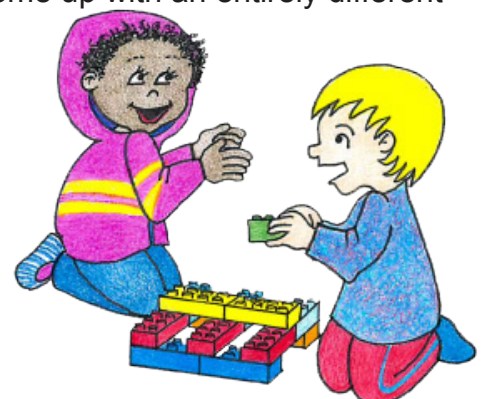
HELP THE HIKERS



- Children work in a group of 6, with all the bricks piled in the middle.
- Teacher presents the children with a problem: Two friends are out hiking in rough terrain.
- They reach a river which they need to cross, but the bridge is broken.

Q: Can you use your bricks to build something to help them get across the river? (You need to span a gap of about 30cm.)

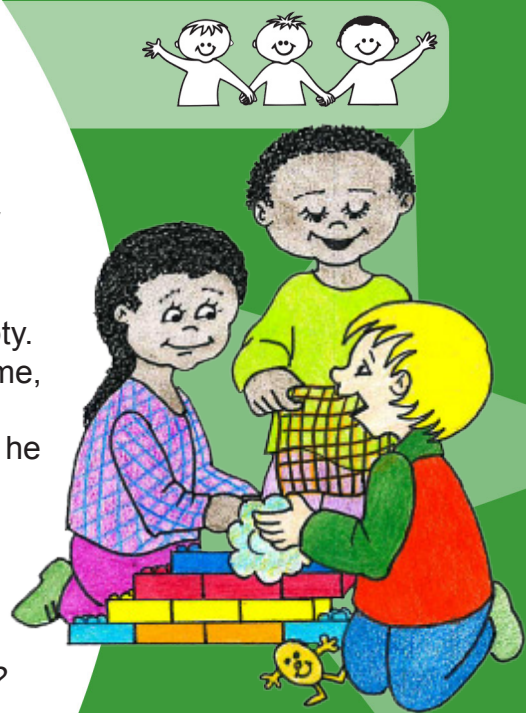
- All six children need to work together to plan how they are going to use their bricks to solve the problem. (It does not have to be a bridge that they build - they might come up with an entirely different and creative idea!)



SAVE THE EGG!

- Children work in a group of 6, with all the bricks piled in the middle.
- Children will need a few extra bits of material for this exercise: wool, netting, cotton wool, paper, material scraps etc.
- Use your bricks to build a wall for Humpty Dumpty.
- When Humpty fell off the wall in the nursery rhyme, he broke. You need to re-build the wall, with a safety precaution built in, so that if Humpty falls, he will not break.

- Q: *Did you all work together to plan a solution?*
- Q: *Did everyone in the group have a chance to contribute an idea and to build something?*



BUILD A BOX



- Children work in a group of 6, with all the bricks piled in the middle.
- As a group, you need to design and build a “desk caddy” to hold a pencil, a ruler, a pair of scissors, and some crayons.
- Children may only use their combined bricks to build this model.

- Q: *Did you all have a turn to give your ideas?*
- Q: *Did you plan first?*
- Q: *Do you have a colour scheme or pattern?*
- Q: *Does your caddy hold all the stationery it needs to?*
- Q: *Can you come up with an idea of a name for your model?*

Variations:

- Children can be tasked with building various other models in order to practise their social skills by working in groups.
- Some ideas: Build a tissue box cover; a box to hold your pencil sharpenings; a box to hold your lunch; an attractive container to hold some sweets / biscuits etc.



LET'S GO FISHING!



- Children work in a group of 4, with all the bricks piled in the middle.
- You will need some colourful paper, scissors, kokis and paper clips; wool and magnets.
- Work with a partner in your group of 4 - each pair should build a secret fishing rod.
- Add some wool and a magnet to the end of your fishing rod.
- Each child in the group draws, decorates and cuts out a fish for the "pond".
- Now test your fishing rods - how many fish can you catch?



AQUARIUM

- Children work in a group of 4, with all the bricks piled in the middle.
- You will need some colourful paper, scissors, kokis, wool, clear paper.
- Make some fish and plants out of paper.
- Use your combined bricks to build an aquarium.
- Cover one side with clear paper so that you can see through into the box.
- Arrange your fish in the aquarium.
- Put your aquariums on display on your desk - each group can walk around and enjoy looking at each other's aquariums.



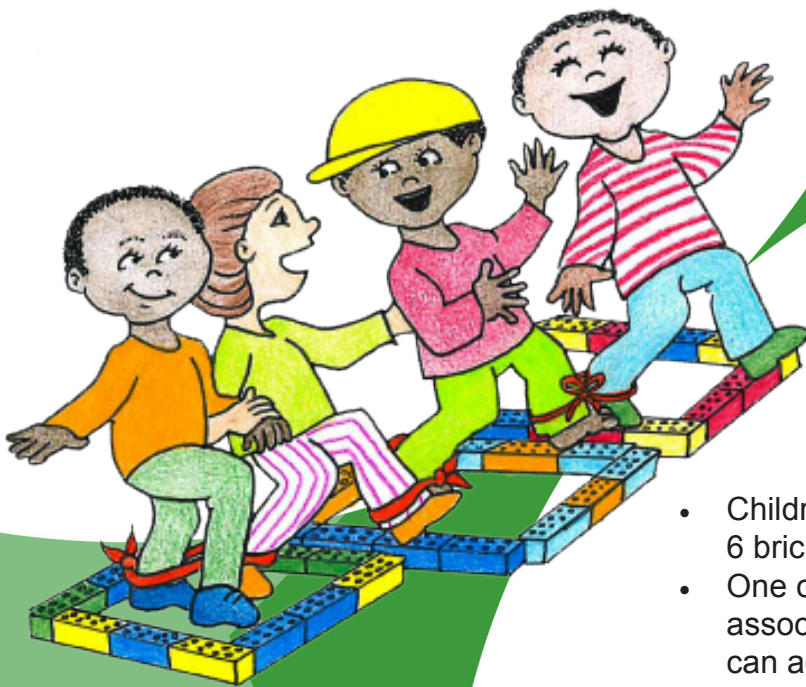
SEVEN-LEGGED CHALLENGE



- Children work in teams of 6.
- Build three squares with your bricks - big enough to place feet inside.
- The 6 children in the team tie their legs together.
- Now they work as one creature with seven legs to move from one square to the other!
- Teacher marks the starting and ending points with a rope / masking tape.

Q: Which team can get to the end first?

Q: Did you work out a way to co-operate in order to be successful?



MIMES

- Children work in teams of 6, each child has their 6 bricks in front of them.
- One child starts by picking up any brick and associating that colour to something which they can act or mime out for the group.
- Example: A child picks out yellow and associates it to the sun. He / She then mimes a movement that will indicate the word "sun" to the group.

