

Build THE Change

supported by The LEGO Foundation



Designing Places for People

Course Pack for Educators



In partnership with

Gensler

A Note from the LEGO Group

Hi there,

In this document you'll find everything you need to run **Designing Places for People**, a [Build the Change](#) course from the LEGO Group and [Gensler](#), a global architecture firm committed to creating a better world with the power of design.

There are links to materials for five 45-minute Learning Through Play sessions where children create designs for places made for people, plus "Showcase Day," a show-and-tell event for sharing with the wider school/community. If you like, you can also [upload your student's ideas](#) to an online gallery on LEGO.com.

Students will explore how designers consider a range of different people and their different backgrounds, needs and interests when creating a public space.

They will learn about the importance of empathy to design, and how we all experience spaces and places in different ways. They will design built spaces around the needs and wants of a set of imaginary people and then reflect on how this user-centric approach to design make the spaces more usable for everyone. They will come up with imaginative ways to tackle real-world challenges which are relevant to their lives and their futures. Or as we say at the LEGO Group, they will "build the change."

The course is organized around the latest approaches to the design of built spaces from our friends at Gensler. An introductory session to the topic can be mixed and matched with sessions inviting children to design specific kinds of places – Museums, Schools, Train Stations, and Parks – and to reflect on how built spaces can best be designed to work for everyone.

At the LEGO Group, we are committed to becoming global leaders in [Learning through Play](#). This means equipping the builders of tomorrow with the knowledge and skills they need to become engaged and successful 21st century citizens – skills including creativity, design thinking, communication + collaboration, and the confidence to know that their voices and opinions matter.

This course directly impacts several areas identified in the UN's [Sustainable Development Goals](#) – the framework being used by schools around the world.

Learning through Play is at the heart of every session, with playful hands-on activities and challenges. They are designed to work with any creative materials you have available: LEGO® bricks are not required but can be used if you have some lying around 😊.

Thank you,

The LEGO Group
In partnership with
Gensler

Let's get started! →

Designing Places for People

What's in this Course Pack?

1. Lesson plans

Presentations to support five 45-minute Learning through Play sessions, plus a "Showcase Day" for children to share their creations with their school and/or the wider community.

- [1: Introduction: Designing Places for People](#)
- [2A: Let's Design... A Train Station for Everyone](#)
- [2B: Let's Design... A Park for Everyone](#)
- [2C: Let's Design... A Museum for Everyone](#)
- [2D: Let's Design... A School for Everyone](#)
- [Showcase Day: Sharing kids' voices](#)
- [Extension ideas: custom sessions and characters, mix and match challenges.](#)

KEY SKILLS
Creative problem solving & design thinking
Speaking & listening
Teamwork & collaboration
Project-based learning
STEM/STEAM
Empathy & Citizenship
User-centric Design

2. Printable materials

- [People + Place cards](#) – 18 unique characters with wants and needs for children to design for, plus 4 types of public spaces with ideas for things to design in each: Train Stations, Parks, Museums, and Schools.
- [Course journal](#) for students to record their thoughts and learnings across the sessions
- [Description cards](#) for children to display alongside their awesome creations.

3. Online Ideas Gallery

If you'd like, you can log in with a LEGOID account to upload photos and descriptions of children's creative ideas to public galleries on LEGO.com for the whole world to see.

4. More materials for educators

[Background](#) information on designing places for people from our friends at Gensler.

[Build the Change training videos](#) with more on the program, a short creative challenges to try for yourself, tips for running and facilitating sessions, creating your own, and more.

Tips for tailoring the sessions for [age/ability](#), alignment with local [curricula](#), and the UN's [sustainable development goals](#).

[Facilitation tips and tricks](#) for getting the best ideas out of kids.

5. More about us

[Gensler](#), [the LEGO Group and the LEGO Foundation](#), and the [Build the Change Program](#).

Introduction to Designing Places for People (~45 min)

Session introducing core concepts of the course: experiences, design, built spaces, their use, and the need for designers to take into account the wants/needs/preferences of others when designing a public place. Learners use creativity to explore and share ideas on how to design places for everyone – places everyone can enjoy and use.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt086bfc4f1ac5f3b5/BTC_DPFP_1_Intro.pdf

Speaker's Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt3d60d42b3e38ebcb/BTC_DPFP_1_Intro_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	The LEGO Group's Build the Change Program , encourages children everywhere to create and share ideas for the future.	Presentation PDF	1 min
Video: Introducing Build the Change	Choose one of 2 short videos to inspire children to Build the Change: 1. Are you ready to Build the Change? (1 min) for kids 8+, 1. Build the Change with Leo & Linda (2.5 min.) for younger children or others who like things slower and quieter.	Online video (link on slide)	2 min
Stage-setting	Slides explaining what we'll do in the session, and outlining the topic.		2 min
Group poll	"Show of hands" poll on children's attitude to the topic, they can compare this to answers from other sessions around the world.	Online poll (link on slide)	2 min
Reflection	A short discussion on what children think an "experience" is.		2 min
Warm Up activity	<i>It's Your Birthday!</i> A fun warm-up activity to get children thinking about what is needed to adapt an experience to a specific individual's needs, wants, and interests.		5 min
Awesome Words	Key vocabulary used in this session: <i>Design, Built Space, Use, Experience.</i>		3 min
Intro Video 1: Designing Places (2.5m)	Watch an animation about built spaces, their design, their use, and how designers must take the needs and wants of many kinds of people into account to make sure everyone can use built spaces, then reflect as a group.	Online video (link on slide)	4 min
Intro Video 2: Designing for People (2.5m)	Watch a second animation with more detail about design considerations to make sure everyone can get around the space, find their way, and have a good experience using it, then reflect as a group.	Online video (link on slide)	4 min
Time to create	Children look at the idea of an experience and catering to different tastes and needs by creating the perfect party for an individual/character of their choice from our set of character cards..	Creative materials Character cards PDF (optional)	10 min
Time to share	A chance for the class to share their thoughts, ideas and creations.		5 min
Time to quiz	A few quiz questions to check understanding of the session's content.	On slides OR try our Kahoot	3 min
Sum up	A quick round up of the session.		2 min

Let's Design...

A Train Station for Everyone (~45 min)

One of 4 'Let's Design...' sessions where children focus on a specific type of public place and ways to make sure as many people as possible can visit, use and enjoy it.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/bltaca27ea040fe85a0/BTC_DPPFP_2A_TrainStation.pdf

Speaker's Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/bltd7b887372a3c2ffb/BTC_DPPFP_2A_TrainStation_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	A brief welcome to this Build the Change session.	Session Presentation PDF (used throughout)	2 min
Stage-setting	A few slides introducing what we'll be doing in the session today – getting immersed in the topic, creating ideas, and sharing them.		2min
Optional Videos: Topic Intro Recap	<i>If desired, show the two videos introducing the topic again: Part 1: Designing Places and Part 2: Designing for People.</i>	Online video (link on slide)	5 min
Today's Topic	Introduce the topic: Designing train stations for everyone to use.		2 min
Group poll	A “show of hands” group poll asking them whether they think train stations are enjoyable and comfortable places to be.	Online poll (link on slide)	3 min
Briefing Video: Let's Design... a Train Station for Everyone (2.5 min)	A 2-minute animation introducing train stations – their use and the role design plays in making sure they work for everyone.	Online video (link on slide)	3 min
Spot It	A fun visual challenge for children to reflect as a group on what they've seen as they discuss design features of a real-life train station.	Station Photo (on slide)	2 min
Time to create	Children are challenged to pick character from several choices and design a train station based on the character's individual wants, needs, and interests.	Creative materials Character Cards PDF (optional) idea description cards PDF (optional)	20 min
Time to share	Ask the class to share what they have created.	Writing materials (optional)	5 min
Sum up	A quick round up of the session		1 min

Let's Design...

A Park for Everyone (~45 min)

One of 4 'Let's Design...' sessions where children focus on a specific type of public place and ways to make sure as many people as possible can visit, use and enjoy it.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/bltb55cb3337ef3f649/BTC_DPFP_2B_Park.pdf

Speaker's Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt9ca77bf765253818/BTC_DPFP_2B_Park_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	A brief welcome to this Build the Change session.	Session Presentation PDF (used throughout)	2 min
Stage-setting	A few slides introducing what we'll be doing in the session today – getting immersed in the topic, creating ideas, and sharing them.		2min
Optional Videos: Topic Intro Recap	If desired, show the two videos introducing the topic again: Part 1: Designing Places and Part 2: Designing for People .	Online video (link on slide)	5 min
Today's Topic	Introduce the topic: Designing train stations for everyone to use.		2 min
Group poll	A “show of hands” group poll asking them whether they think train stations are enjoyable and comfortable places to be.	Online poll (link on slide)	3 min
Briefing Video: Let's Design... a Park for Everyone (2.5 min)	A 2-minute animation introducing parks – their use and the role design plays in making sure they work for everyone.	Online video (link on slide)	3 min
Spot It	A fun visual challenge for children to reflect as a group on what they've seen as they discuss design features of a real-life park.	Park photo (on slide)	2 min
Time to create	Children are challenged to pick character from several choices and design a park based on the character's individual wants, needs, and interests.	Creative materials Character Cards (optional) idea description cards PDF (optional)	20 min
Time to share	Ask the class to share what they have created.	Writing materials (optional)	5 min
Sum up	A quick round up of the session		1 min

Let's Design...

A Museum for Everyone (~45 min)

One of 4 'Let's Design...' sessions where children focus on a specific type of public place and ways to make sure as many people as possible can visit, use and enjoy it.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt47cc7562c22ca00b/BTC_DPFP_2C_Museum.pdf

Speaker's Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt86c125f3b6e8e326/BTC_DPFP_2C_Museum_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	A brief welcome to this Build the Change session.	Session Presentation PDF (used throughout)	2 min
Stage-setting	A few slides introducing what we'll be doing in the session today – getting immersed in the topic, creating ideas, and sharing them.		2min
Optional Videos: Topic Intro Recap	If desired, show the two videos introducing the topic again: Part 1: Designing Places and Part 2: Designing for People .	Online video (link on slide)	5 min
Today's Topic	Introduce the topic: Designing museums for everyone to use.		2 min
Group poll	A “show of hands” group poll asking them whether they think museums are enjoyable and comfortable places to be.	Online poll (link on slide)	3 min
Briefing Video: Let's Design... a Museum for Everyone (2.5 min)	A 2-minute animation introducing museums – their use and the role design plays in making sure they work for everyone.	Online video (link on slide)	3 min
Spot It	A fun visual challenge for children to reflect as a group on what they've seen as they discuss design features of two real-life museums.	Museum photos (on slide)	2 min
Time to create	Children are challenged to pick character from several choices and design a museum based on the character's individual wants, needs, and interests.	Creative materials Character Cards (optional) idea description cards PDF (optional)	20 min
Time to share	Ask the class to share what they have created.	Writing materials (optional)	5 min
Sum up	A quick round up of the session		1 min

Let's Design...

A School for Everyone (~45 min)

One of 4 'Let's Design...' sessions where children focus on a specific type of public place and ways to make sure as many people as possible can visit, use and enjoy it.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/bltf37ff5519b0080c8/BTC_DPFP_2D_School.pdf

Speaker's Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt6b4078a9c26271ba/BTC_DPFP_2D_School_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	A brief welcome to this Build the Change session.	Session Presentation PDF (used throughout)	2 min
Stage-setting	A few slides introducing what we'll be doing in the session today – getting immersed in the topic, creating ideas, and sharing them.		2min
Optional Videos: Topic Intro Recap	If desired, show the two videos introducing the topic again: Part 1: Designing Places and Part 2: Designing for People .	Online video (link on slide)	5 min
Today's Topic	Introduce the topic: Designing schools for everyone to use.		2 min
Group poll	A “show of hands” group poll asking them whether they think the ways schools are designed makes a difference to how people learn.	Online poll (link on slide)	3 min
Briefing Video: Let's Design... a School for Everyone (2.5 min)	A 2-minute animation introducing schools – their use and the role design plays in making sure they work for everyone.	Online video (link on slide)	3 min
Spot It	A fun visual challenge for children to reflect as a group on what they've seen as they discuss design features of two real-life schools.	Museum photos (on slide)	2 min
Time to create	Children are challenged to pick character from several choices and design a school based on the character's individual wants, needs, and interests.	Creative materials Character Cards (optional) idea description cards PDF (optional)	20 min
Time to share	Ask the class to share what they have created.	Writing materials (optional)	5 min
Sum up	A quick round up of the session		1 min

Sharing the ideas...

Showcase Day (event, 60 min+)

We would encourage you to find time to celebrate and showcase the children’s awesome ideas after the sessions with a “showcase day” event.

Since the Build the Change program is about amplifying children’s voices, for maximum impact we suggest inviting special guests from the local community to see and discuss the children’s ideas.

These should be people who are in some way involved with making decisions at any scale that impact our people and planet. They can attend in person or online.

Session Presentation PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/bltd363f553a51f3a5c/BTC_DPFP_3_Showcase_Day.pdf

Speaker’s Notes PDF

http://www.LEGO.com/cdn/cs/sustainability/assets/blt957dec1ae368619/BTC_DPFP_3_ShowcaseDay_notes.pdf

SECTION	CONTENT	MATERIALS	TIMING
Opening	Introduce the children to what is happening for the session and that you have a very special guest here to hear about their ideas (if you’ve invited one).	Showcase Day PDF presentation	5 min
Guest introduction	Give time to the guest(s) to introduce themselves and take questions from the children.		15 min
Showcase time	Time for the children to showcase their ideas in whichever format best suits your class. It might be a presentation per group. It might be an expo/exhibition style walk around with the guest.		35 min+
Sum up and next steps	Recap on what you have covered and achieved over the course. Massive high fives!!!!		5 min

■ Presentation
 ■ Group discussion
 ■ Hands-on
 ■ Poll (Online)
 ■ Quiz

Inviting special guests

Feel free to use our [email template](#) to invite local decision makers to the Showcase Day.

Examples of the kinds of people and groups you might reach out to include:

- Local town officials or community leaders
- Local mayor
- School directors/principals/heads
- Heads of relevant topics at the school
- People working in architecture and built environment design

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Extension ideas

Custom Sessions

Feel free to create your own sessions, focusing on other kinds of public built spaces, like:

- Restaurant
- Hotel
- Library
- Stadium
- Theater
- Hairdressers

...or anything else you think might inspire your children!

Key things to think about are

- Clearly defining the **use** of the built space.
- Coming up with some “design ideas,” so features or areas of the space to design e.g. for a restaurant, the kitchen, the dining area, the entrance, the space around the building, etc.

Mixing and matching

There are 18 characters and 4 kinds of places in our printable cards, feel free to set challenges by letting kids pick their favorite character and places, or asking them to design places for 2 or more of the characters.

Creating more characters

Feel free to let children come up with their own characters, or make cards looking at their own wants and needs.

The basic format is that each character needs a name, an age, and an occupation (just being a kid counts 😊) plus ~3 wants / needs – things they love, any special needs, etc.

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Printable Materials

Course Journal

Download Printable PDF:

http://www.lego.com/cdn/cs/sustainability/assets/blt96e794c1370f0de8/DPF_P_BTC_Course_Journal.pdf

Encourage your learners to print this blank book for recording their reflections and learnings throughout the course.



People and Places Cards

Download Printable PDF:

http://www.lego.com/cdn/cs/sustainability/assets/bltb0153159ab030e5b/DPFP_People_and_Places_cards.pdf

A set of 18 printable cards with the 18 characters used in this course, listing their individual wants, needs, and interests. There are also 4 larger cards representing the four “places” used as examples in sessions: Train Station, Park, Museum, School.

These are not required for the sessions but can be printed to give children more choices to design for.



Idea Description Cards

Download Printable PDF:

http://www.LEGO.com/cdn/cs/sustainability/assets/blt05a1a38185a2557e/BtC_Idea_description_card.pdf

These can be printed and placed next to learners’ creations for when they are being displayed, during a [Showcase Day](#), for example.



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Uploading Children's Ideas

Don't forget to upload your kids' creations to our [Designing Places for People gallery](#) on LEGO.com!

Just scan the QR code above with a phone camera to get started or use this URL:
<https://www.lego.com/sustainability/buildthechange/challenges/dpfp/upload>

Once they're moderated, the ideas will appear here:
<https://www.lego.com/sustainability/buildthechange/challenges/dpfp/gallery>

Scanning the "Uploader" QR code with your phone camera will bring up a webpage where you can photograph your children's builds, add a short description and upload them to our galleries on LEGO.com.



Scan to upload ideas

**Designing Places
for People:**
Ideas for
spaces which
are accessible,
comfortable,
and welcoming
for everyone.



NOTE: You'll need to create and/or sign in with a [LEGO ID Account](#) so we can contact you with any queries about your submission.

We can't wait to see what your learners come up with, but please be aware that images may be rejected by our moderation system, especially if they contain personally identifying information, e.g.

- Faces and/or people in the image.
- Information about the creator beyond first name and age – e.g. last names, names of schools or geographic areas, etc.
- Email addresses, phone numbers, etc.

Images may also be rejected if they are rotated, very blurry, or contain inappropriate content.

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Gensler

Background for educators

Designing for Everyone (1 of 2)

About this course

In this course, your students will explore how to approach designing for everyone. Students will create imaginative solutions to these real-world challenges and share their ideas with others.

The course is organised around understanding how spaces are designed and made, and how in their designing and making it is possible to consider all the different ways people experience places, and in doing so create spaces and places that can be enjoyed by as many people as possible.

The sessions focus on **four types of public places as examples of how designing for everyone can improve enjoyment for all:**

- A. Train stations
- B. Parks
- C. Museums
- D. Schools

What is Design?

Design is the conscious and intuitive effort to impose meaningful order, as Victor Papanek, a pioneer of design, describes. As humans we design the world around us and the things within it, anything and everything, our clothes, cars, furniture, toys, all the way up to buildings and cities.

At its most simple, to design something means to make a detailed plan for something and then carry it out. Designers decide things like what that "something" will look like, how it's made, how it will work, and what it is going to be used for. It can be anything: a bus timetable, your lesson plan, the ingredients of your lunch have all been 'designed', that is they have been thought about in advance, planned and then executed.

Because it is such a big topic design is broken down into different types of design, helping us to understand what is needed depending on what it is, what is it made of, how big it is, or where it will end up. Engineers design bridges, for example, and must think about how they will support cars and trains, how they will be safe and keep from falling down. Toy designers design toys, thinking about what kids enjoy doing, what colors they like, how to keep them engaged, and how to make experiences for them which are fun and rewarding.

For this course we are focused on the design of places and spaces, which includes a whole range of design types: architecture, engineering, furniture design, and lighting design to name a few. The course focuses on "designing for everyone:" how we can design spaces and places for as many people as possible, taking into account all the ways in which people are different.

More on design:

<https://www.theicod.org/en/professional-design/what-is-design/what-is-design>

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Gensler

Background for educators

Designing for Everyone (2 of 2)

Designing For Everyone

Designing for everyone means being mindful of all the ways that different people experience things based on their individual wants and needs, so it is important to have 'a people centered', or 'user centered' approach to designs. Gensler have defined a series of categories to help understand the various ways that people are different from each other in the context of designing built spaces:

- **Mobility** (Mobility devices like wheelchairs, endurance)
- **Sensory and Communication** (Vision, hearing, speech)
- **Lived Experiences** (Culture, language, race, age, personal sensitivities)
- **Wellbeing** (Pregnancy, allergies, temporary disabilities)
- **All Bodies** (Physical size, limb differences, abilities and other differences)
- **Neurodiversity** (differences in attention, learning and cognition)

Taken all together these categories create Inclusive Design, design that is focused on allowing as many people to take part as possible in the use of the space or place.

Design as Empathy

User centered design requires being able to imagine what it is like to be someone different and to think about their needs and preferences. An underlining theme throughout the course is a focus on developing empathy, to broaden one's own view of the world, but also to help design it better for everyone.

More on this topic:

What is Human Centered Design?

<https://www.designcouncil.org.uk/our-resources/seven-tenets-of-human-centred-design/>

Embedding Inclusive Design

<https://www.gensler.com/blog/why-embedding-inclusive-design-is-critical>

People and places in the course

The course has been designed to showcase a wide variety of types of place and space, each with a particular use. The four chosen include ones that children maybe more or less familiar with – schools, parks, museums, and train stations – but hopefully something everyone will find interesting and/or relatable. Feel free to create your own sessions to get children creating other kinds of public places with specific uses, like restaurants, bus stations, stadiums, theaters, etc.

The Minifigure characters who appear in the presentations and on [the printable cards](#) are designed to encourage creative thinking about what the space needs to function well for as many people as possible. Their preferences, needs and differences give young people a jumping off point to imagine ways in which built spaces can be transformed.

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Videos for educators

The Build the Change Academy

Training: Build the Change basics

Links below for educators, volunteers, and others running Build the Change sessions in classrooms, museums, libraries, and at events around the world.

- [Program Overview](#)
- [Learning through Play Basics](#)
- [Facilitation Tips and Tricks](#)
- [Running Classroom Sessions](#)
- [Creating your own Lessons](#)



More videos also available on our [YouTube Playlist](#).

Build the Change Mini-experiences

The best way to understand the Build the Change experience is... to experience it 😊. Try these creative activities about tackling real-world challenges for yourself.

- [Playful Cities](#)
- [Sea Turtles and Climate Change](#)



The Build the Change Program

Short film highlighting participation in our LEGO Group Learning through Play program in 2023. Feel free to share with children to give them a sense of international scale, or to help explain the program to your administrators, your community, or anyone else.

- [LEGO Build The Change 2023: Building a More Creative Tomorrow](#)



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Fitting into Curricula

The Build the Change team recognize fully that you, the educator, are the expert on what is relevant for your class in the context of your local curriculum. We also know how important it is that activities you choose have an outcome that builds towards your national curriculum objectives.

While curricula vary from country to country and state to state, this Build the Change course offers a number of **cross-cutting skills and knowledge areas** that form part of many national and regional curricula for the **7-12 year old age range**:

SKILLS	KNOWLEDGE
Creative problem solving & design thinking	Art & Design
Speaking, literacy & comprehension	Architecture
Teamwork & collaboration	Spoken language/vocabulary
Project-based learning	Citizenship
STEM/STEAM	
Empathy	

SKILL AREAS

Creative Problem Solving & Design Thinking

The LEGO Group see creativity as one of the core skills needed to start children on a journey of lifelong learning, and Build the Change sessions are designed to develop this – each session begins with a brief initial immersion in a real-world topic followed quickly by hands-on creation and sharing of original ideas.

Examining the world around them through a range of lenses and perspectives, children are tasked with generating ideas that will make a positive impact on the environment and their society. They are encouraged to take their ideas and make them a reality, connecting the dots between great ideas and impact using creativity. The aim is to build confidence and understanding that their voices matter as part of their global and local society.

The sessions encourage children to explore the world around them and some of the challenges that society faces, thinking critically on how we might address them. Using a *Learning through Play* approach, and by setting up a space where children feel safe to test and iterate, problem solving as a skill is nurtured and has a heavy presence throughout.

The courses give students a platform on which to experiment with and prototype their ideas, helping them build an understanding of how real-world problems can be addressed. The design thinking flow also helps students draw the links between multiple disciplines and creativity. Technological aspects of the course also nurture the ability to move seamlessly between analogue and digital tools.

Speaking, Literacy & Comprehension

The lessons are designed to give children opportunities to develop their speaking, literacy & comprehension skills as they create, present, and discuss ideas. Chances to present and share well-structured reflections and narratives on their creations to the broader group are built into the “Time to Reflect” moments within the sessions.

We also take a novel engineering approach in some of the sessions, giving the children the opportunity to

find the challenges they wish to address within scenarios that we present to them.

Much of the content is scenario- and situation-based, giving opportunities to communicate big, visionary and future-facing ideas, and allowing space to develop articulation skills.

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Fitting into Curricula

Teamwork & Collaboration

Build the Change is designed to give the educator freedom on whether children work individually or as groups, or both at different points in the sessions. The activities encourage children to work together, to listen to others' ideas, to find solutions and work together to present them to others. There are opportunities to delegate specific roles to members of each group or to open it up to a team discussion and empower the children to decide.

Empathy

The Build the Change approach gives opportunities to look at the world from other perspectives, to put yourself in other people's shoes, and to listen to the needs of others. Through this, empathy is built, collaboration and negotiation skills are strengthened, and compassion is nurtured. These are skills and attributes that will help children contribute to healthier and more collaborative communities in the future.

KNOWLEDGE AREAS

Art & Design

This course gives the students an introduction to key criteria when designing places and spaces that consider the many physical and cognitive needs of people. This user-centric design approach links well with aspects of art & design curricula for 11–12 year-olds around the world.

Through the various challenges we give the children, they can explore design solutions that range from making spaces as comfortable as possible for people to making spaces as sustainable as possible for the environment, in a way that also of course benefits people.

Architecture

Being a course about built spaces and how people experience those spaces, architecture naturally features quite heavily.

Children learn about how the structure, aesthetics and layout of buildings can determine a person's experience of that place. They are then given the tools to express how they would design a place if they were the architect in charge.

Citizenship

A key objective of Build the Change is to build advocacy, civic engagement and self-efficacy in the children who take part. Children should leave the sessions feeling their ideas are valued and have the power to inspire, influence and impact the planet and everything on it.

The discussion session specifically gives students the opportunity to think and speak critically on environmental and social issues and to look at facts and evidence when forming their opinions.

Language

In addition to outcomes described under the speaking and listening skills sections above, language skills are developed through the acquisition of new vocabulary, adapting language to different contexts, and imaginative writing.

The materials are available in English, Spanish, and Danish (with more to come) so also have the potential for use as part of foreign language practice.

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Fitting into Curricula

The Sustainable Development Goals



The United Nation’s Sustainable Development Goals (SDGs) are used by an increasing numbers of schools as a recognized framework to address and speak about real-world people and planet challenges. The SDGs help create a common language across not only governments and policy makers but also education authorities and the broader public. We have listed the main touchpoints that the course has across the 17 goals firstly focusing on the three core goals followed by those which are discussed in the course but not necessarily impacted directly.

Core Goals and Targets Impacted



The course aims to encourage children to consider the diverse needs of people such as those in neurominorities addressing **target 3**.



This course aims to provide free sustainability education resources for as many children as possible, directly addressing **target 4.7**.



The course aims to encourage children to consider the diverse needs of all people, irrespective of, for example, race, disability, ethnicity, age or gender addressing **target 10**.

Other Goals Discussed



The course also touches on the sustainable development goals **7, and 11**: highlighting the importance of finding cleaner and smarter solutions in how we design spaces for planet and people.

For more information on the SDGs, please visit <http://sdgs.un.org/goals>

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Catering to Age and Ability

The presentations in this course were designed primarily with **7-12 year olds** in mind.

To adapt them, educators may wish to...

- Alter spoken scripts to suit younger children.
- Create more in-depth presentations for older children using our [background materials and resources](#).
- Spend longer on creations with older children, e.g. splitting design, building, and presentation of ideas into multiple sessions.

The core experience of creating one's own solution to a real-world problem, however, scales naturally to take account of age and ability – because learners are constructing their own learning experiences, most challenges work across all age groups.

A challenge like **“invent something to clean the air”** for example, will be interpreted and executed very differently depending on whether the learner is four (a flying broom) or forty (an autonomous fleet of modified multi-rotor drones fitted with the latest carbon-dioxide absorbing technology).



Most importantly, both learners will have had a highly joyful and personal experience of Learning through Play as they understand and respond to the problem at the level which they are able.

The next page looks at some examples of how tasks can be adapted for more support through to more challenge – scaling up and down.

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Examples of Scaling Up and Down

We have tried to design the sessions to be low-entry but offering high ceilings, allowing the children to take their exploration wherever they want. The area where differences in ability will be most evident, and different styles of facilitation needed, is during the **Time to Create** section in most of the sessions. Children are encouraged to explore individually or as a small group, with the emphasis on a child-led experience. We realize that not every child works well with this level of open-endedness and have made a few suggestions on how more support might be provided as well as how more challenge might be added for those children who require it.

Let's look at the biggest questions or tasks first:

...design a birthday party for a character of your choice

If more support is needed

- Work with the child to help them picture what a birthday party is for them. Help them internalize the challenge. The warm-up activity earlier on in the presentation will have encouraged this but they might need a little more prompting at an individual rather than group level.
- Talk with them about the concept of experiences – what kinds of experience have they had. How did the experiences make them feel? What emotions should someone feel at their own birthday party?
- Treat the challenge like a story, using their name and the Minifigure character names. Get them to close their eyes and picture what the absolute must-haves for a birthday party are, then prompt them to think about what they would include in the birthday experience -- if absolutely anything were possible!

If more challenge is needed

- To add a level of complexity, try adding a design requirement or two. For example, the party has to happen underwater, or the party has to be designed to be as sustainable as possible.

...design a school for everyone

If more support is needed

- Talk with them about what they have learned so far when it comes to designing schools. Ask them why schools might not work for everyone? What are the barriers for some people both physically and cognitively?
- Focusing on one of the Minifigure characters, use the storytelling approach to walk through that character's day at school, from arriving in the morning, until leaving in the evening. They can be as detailed or high-level as they are comfortable with.

If more challenge is needed

- To add more challenge, you could ask them to choose 2-3 different people and design somewhere that works for all of them, incorporating their various needs and interests.
- You could ask them to design the school in an environment that they might be less familiar with – a rainforest or space for example.

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Getting the Best Ideas from Kids

Facilitation Tips and Tricks (1/2)

Watch our [“Facilitation Tips and Tricks”](#) video on YouTube.

General

You are educators so we are super aware that you are likely to know this already, but in the spirit of sharing, here are a few workshop facilitation techniques we use in the LEGO Group:

- Encourage reflection.
- Ensure that the tone is kept light, hopeful and fun (it is easy to go gloomy when talking about topics like climate change or why some public places don't work for everyone).
- If the question feels too big and general for them, try to bring it back to something they can relate to, something local perhaps.

We need your help in conveying the energy behind some of the statements that aim to empower and motivate children. Imagine it's the most important

Creative Sections

We all know what it is like to be stuck on first steps when given an open-ended creative exercise: frozen, no ideas in sight, panic starting to set in.

We also know that it is normal to feel this way: here are some tips to spark that first step into creativity overload and thaw that idea freeze.

- Go back over key points from earlier that session. Do any jump out to the student? Expand on those.
- Give your own wacky ideas (the sillier the better) on what you would do. This helps relax the student and reminds them that anything is possible. It's important that the students don't feel the constraints on creativity that we often do as adults.
- If there are creative materials in front of the student, tell them to let their hands do the thinking. Get them to start putting objects together randomly. Is anything appearing? Any shapes? Does it remind them of anything?

thing you've ever said to them. Then times it by a million.

In the immersion material, we have tried to give enough information about the topics without making it too prescriptive for the children. We hope that children can will their own issues to address from what we present to them, for a sense of ownership and increased motivation to come up with solutions.

Once the students are creating their ideas, spend a moment with each group or individual to ensure they are giving thoughts to the following:

- Is it a new idea? If not, what can you add to make it even cooler and more unique?
- What are the causes and effects in their idea?
- Remind them of the challenge at hand. Everyone loves to build a space rocket swimming pool dinosaur machine, but is it going to help the planet? Maybe... hold that thought ;)

When it comes to sharing their creation encourage them to use a simple structure:

- What is their creation?
- How does it help nature, community or business? (or all three)
- Encourage students to be big picture thinkers by asking them 'connecting' questions - how does this idea connect to that? What will happen to this if we do that? How does this improvement help that person or group? This helps them see how changes to one part of their build can affect the whole.

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Getting the Best Ideas from Kids

Facilitation Tips and Tricks (2/2)

Group Work

Build the Change is perfect for working in groups, but we would recommend no more than 4 children per group. This is simply to ensure everyone gets to input and play an important role.

Depending on the students, it might be worth delegating roles. For example, some of the roles that have worked in the past include:

- a project manager (to lead the group)
- a communicator
- a writer (to capture the story – almost like a journalist)
- a designer
- an architect/engineer

This list is far from exhaustive on the roles within a creative design project, so feel free to come up with completely different ones based on your students.

Speaking Moments

At the LEGO Group, we love building microphones out of LEGO bricks and handing them to those whose turn it is to speak. It works wonders and adds a bit of fun.

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More from... **Gensler**

Creating a Better World Through the Power of Design

<https://www.gensler.com/>

At Gensler, the value of our work stems from its positive impact on the human experience.

We are a dynamic and collaborative design firm uniting creativity, research, and innovation to solve complex problems for our clients.

Our work challenges conventional ideas about architecture and the built environment. We aren't just designing buildings - we are reimagining cities, places and spaces that make a difference in people's lives.

Founded in 1965, Gensler has built a team of 6,000 professionals who partner with clients in over 100 countries each year. Everything we do is guided by our mission: to create a better world through the power of design.

Designing For People

As the world's foremost design firm, Gensler unites creativity, imagination, and innovation to cultivate human connection and drive positive change in the built environment.

We believe in making a positive impact, no matter how small the design challenge, and that each project we undertake has the potential to improve the wellbeing of individuals, influencing how they live, work, and interact in our communities.



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More from...

The LEGO Group and the LEGO Foundation

Our Commitment to Learning Through Play

The LEGO Group and the LEGO Foundation are committed to becoming a global force for learning through play. We aim to redefine play and reimagine learning with hands-on learning experiences like Build the Change, where children are actively engaged through a meaningful and enjoyable experience, testing and trying out things with others. Success for us is seeing more and more children around the world become creative, engaged, and life-long learners.

Educators can use Learning through Play to support students' depth of knowledge and understanding, with the application of this knowledge into practical skills and nurturing a lifelong motivation to learn new things.

On the [LEGO Foundation website](#), you can find more information and access the LEGO Foundation knowledge base.

Our Commitment to Sustainability

We're playing our part in building a sustainable future and creating a brighter world for our children to inherit. We're joining forces with children and parents, educators, our employees, partners, charities and experts to have a lasting impact and inspire the children of today to become the builders of tomorrow.

We are proud of the journey we are on and recognize that there is much more to do and learn. We will continue to do everything we can to achieve our ambitions.

On our [sustainability website](#) you can find more information about our initiatives, ambitions and progress.

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What is *Build The Change*?

Build the Change is the LEGO Group's flagship sustainability education program. Deceptively simple and effective, it has been tested with kids at events around the world for over a decade.

<https://www.lego.com/buildthechange>
[#LEGOBuildTheChange](#)



1. IMMERSE

Learn about a real-world planet and people challenge.

2. CREATE

your own brilliant solution.

3. SHARE

it with others.



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