

Remix the Ride

It's time to help get an unfinished ride ready for the amusement park!

 30-45 min.

 Beginner

 Grades 1-2

 Hybrid



Teacher Support

Key objectives

Students will:

- Practice giving and receiving feedback
- Develop communication skills as they articulate their ideas for rebuilding and remixing an amusement park ride
- Brainstorm to generate ideas for completing an amusement park ride

Things you will need

- LEGO® Education Personal Learning Kit Essential (1 per student)
- Lesson Presentation (see Additional Resources)
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Additional resources

[Lesson Presentation](#)

Overview

- This lesson uses the LEGO® Education Personal Learning Kit Essential. If you don't have access to this kit, you can use found materials or other LEGO bricks.
- In this lesson, your students will use LEGO bricks to build an amusement park ride. Then, they'll create, test, and iterate using more bricks to complete it.
- A visual Lesson Presentation is provided in the Additional Resources section of this lesson. Use this presentation to pace your lesson and guide your students through each of the 5Es.

Prepare

- Review the visual Lesson Presentation provided in the Additional Resources section
- Consider the best time to teach this lesson. Here are some suggestions:

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 - As an introductory lesson to kick off the Amazing Amusement Park: Engineering a Fun Day Out unit.
 - Before or after the Classic Carousel or Snack Stand lesson to introduce or reinforce the process of creating and testing prototypes.
 - Before The Most Amazing Amusement Park lesson to help lay the foundation for the open-ended project
 - If necessary, pre-teach these related vocabulary words: brainstorm, build, challenge, and prototype.
 - Distribute the Personal Learning Kits in accordance with your school's distribution policy.
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Engage

(Whole Class, 10 Minutes)

- Facilitate a quick discussion with your students about how to communicate their ideas and provide feedback.
- Talk about how they can provide constructive feedback about something that they like or don't like.
- Here's a sample conversation starter to spark inspiration:
 - Let's pretend you just went on a brand-new ride at an amusement park. The ride designer, the person who designed the ride, asks what you think of the ride. You want to tell them things that would be helpful.
 - What are some of the things you could say? How can you give specific examples of what you liked or didn't like?
 - It's important to be clear when giving feedback. You can use sentences like these:
 - I'm really impressed with...
 - I'd like to know more about...
 - I had a different idea...
- Let's pretend the other way around. Pretend you're the ride designer and you want feedback from someone who just went on your ride. What types of questions do you think you should ask?
 - You could ask questions like these:
 - What do you think about...?
 - How do you think I could improve my ride?
 - Is there anything else you'd like to tell me?
- Introduce your students to the story's main character, Sofie, and follow along in the Visual Presentation slide deck as you read the following story.
 - SLIDE 3
 - Sofie found an unfinished ride at the amusement park.
 - SLIDE 4
 - She thinks she can be a ride designer and finish the ride.
 - SLIDE 5
 - Build the unfinished ride for Sofie

Explore

(Individual Students, 15 minutes)

- Ask your students to open their Personal Learning Kits and explore the bricks.
 - There aren't any building instructions for this lesson. Instead, you should have your students copy the model on the screen .
 - Ask your students to hold their models up to the screen or raise their hand when they've finished building.
 - Show Slide 6, and assign the challenge.
 - SLIDE 6
 - Your challenge is to finish the ride for Sofie.
 - Allow your students some time to finish their rides using the bricks available to them.
 - Explain that they can use the Inspiration Images on the screen for inspiration, but they aren't limited to these ideas
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Explain

(Whole Class, 10 Minutes)

- Once your students have finished building, have them take turns sharing their models with the class.
- Model effective feedback for your students, and encourage them to give feedback to their peers.
- Remind them to use eye contact and a friendly tone of voice, to focus on specific examples when giving feedback, and to reflect on how they can improve their models based on the feedback they receive.
- Encourage your students to use statements like these when giving feedback:
 - I'm really impressed with...
 - I'd like to know more about...
 - I had the same idea...
 - I had a different idea...
 - I suggest...

Elaborate

(Whole Class, 5 Minutes)

- Ask your students to brainstorm how they'd improve or modify their amusement park rides based on the feedback they've received.
 - Ask questions like these:
 - What would you like to add to your ride?
 - What would change about your ride?
 - What would take away?
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Evaluate

(Whole Class, 5 Minutes)

- Ask your students to raise a colored brick to self-evaluate their confidence level.
- Red brick: I think I can give and receive feedback with my friends.
- Yellow brick: I can give and receive feedback with my friends.
- Green brick: I can give and receive feedback with my friends, and I can help a friend do it too!