



EduTrend Contents

G4C · BUILDING AND CONSTRUCTION GAMES · HIGH SCHOOL

Construction Game Leaders

Plan, rehearse and evaluate a building games session for children aged 4 to 10

Ages 14–18

Level: Advanced

75 minutes

Teams of 3–4 · up to 24

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Construction Game Leaders

Teams plan a 15-minute session for children aged 4 to 10 using games such as Cup Tower Challenge and A Home for Teddy. Plans set safe heights, treat collapses as information, use questions such as “What made it fall?” instead of rescuing builds, and photograph work before tidying. Teams rehearse with peers and critique plans. Real sessions need staff approval and supervision.

Learning outcomes

By the end of the session students can:

- plan an age-appropriate building session;
- set safe rules;
- use questions instead of rescuing;
- evaluate a plan with evidence.

KEY WORDS

lead · safe height · question · photo
· rehearse · evaluate

CURRICULUM LINKS

Design and technology. Leadership and volunteering programmes.

1

WARM UP

Hands and ideas ready

2

EXPLAIN

One challenge, clear rules

3

BUILD

Try, test, rebuild

4

TEST

What happens?

5

TALK

Why did it stand or fall?

6

TIDY

Photo, then clear up

Materials (whole class)

- Session plan template
- Material kits
- Inclusion and safety checklist
- Worksheets 1, 2 and 3

Before the session

- Print templates and checklists.
- Form teams.
- Brief on safeguarding.
- Arrange rehearsal space.

SAFETY

Keep builds low and floors clear. Sessions with children need staff approval and supervision.

ACTIVITY 05 · SESSION PLAN

Step by step

A collapse is information; questions teach more than rescues.

Time	What happens	Say or ask
0–10 min Warm up	Recall building games.	<i>“What do children learn when towers fall?”</i>
10–35 min Plan	Draft a 15-minute session.	<i>“What is your safe height rule?”</i>
35–60 min Rehearse	Run with peers acting as children.	<i>“Did you rescue or question?”</i>
60–75 min Evaluate	Checklist critique and revision.	<i>“What will you change?”</i>

CHALLENGE CARD (print or copy onto the board)

Produce a safe, inclusive 15-minute building session plan and improve it after rehearsal.

ACTIVITY 05 · FACILITATOR NOTES

The building game know-how in brief

Building teaches shape, size, symmetry and stability through play.

Photographing builds lets children tidy up without feeling their work has disappeared.

Common ideas to listen for

- “Leaders should fix wobbly builds.” Questions help more.
- “Competition motivates everyone.” Shared goals can work better.
- “Leaders handle every problem.” Concerns go to supervising staff.

Adapting the activity

Support

Provide a partly completed plan and kit list.

Stretch

Adapt the plan for two age groups, 4–6 and 8–10.

WORKSHEET 1

Session plan

Name: _____

Class: _____ Date: _____

Plan your 15 minutes.

Plan

Time	Activity	Leader

WORKSHEET 2

Inclusion and safety checklist

Tick and note evidence.

Checklist

Check	Evidence
Safe height rule	
Falls are fine	
Questions not rescues	
Photo then tidy	

WORKSHEET 3

Evaluation

Reflect after rehearsal.

Our strengths and next steps are...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Plans age-appropriately	Sets safe rules	Evaluates with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Construction Game Leaders is a sample activity from the EduTrend Contents G4C Building and Construction Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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