

**ONE BRICK
AT A TIME:
BUILDING
INCLUSIVE
CLASSROOMS**



GLSEN[®]



Introduction

GLSEN® and the LEGO Group are excited to share this activity guide. Through play, students grow and find their way. Instead of noting down rigid facts and figures, they hone ways of thinking, creating, working together, and testing ideas. All of these are skills they'll need to thrive throughout their lives.

About GLSEN

Our mission is to ensure that every member of every school community is valued and respected regardless of sexual orientation, gender identity or gender expression.

About Six Bricks

Six Bricks is a hands-on tool for learning. Through fun activities with sets of LEGO bricks in six bright colors, children can improve their memory, movement, creativity, and more. You can adapt activities and, of course, make your own activities to match the children's skills and interests.

Accessibility

Please be mindful that not all students may be able to participate in all of the activities. These activities can be adjusted to meet the unique access needs of each student. Please note that people with color blindness may have difficulty differentiating between colors. We suggest writing the color names on the LEGO® bricks if needed.

LGBTQ+ Inclusion

This resource is built with an LGBTQ+ inclusive framework, including gender-inclusive language. The activities connect and introduce LGBTQ+ acceptance, empathy, awareness, and teamwork through the 5 super skills to prevent bullying and discrimination, while encouraging inclusion.



About This Resource

The 5 Super Skills¹

Physical Skills

Running, jumping, learning a new sport: games make children physically and mentally strong. And, because physical play releases endorphins, research says these games are great mood-boosters, whatever your age. Physical play is more than just rough and tumble, though. Balancing blocks, planting flowers or making models from putty are all physical games that build fine motor skills, too.

Social Skills

There's a reason so many games are better with friends. When children work together to solve problems, they learn to flesh out ideas, listen to others, and even negotiate. Playing together builds empathy by helping children think about their teammates. And it's an essential skill for grown-up life, too. Being able to collaborate will help them do better at school and work, build friends for life, and get along with their families. It improves children's own mental health and wellbeing, too.

Emotional Skills

When children get lost in a game or project, it stretches their hearts as well as their minds. They learn to get along with others and spot when their playmates are feeling happy, sad, or frustrated. And, together, they learn to stick it out to solve trickier puzzles, remember lines for a play or realize they can't be the star of every make-believe game. Play is also practice for dealing with the unpredictable or uncertain. Children enjoy fun and cheers when they win, but also face their frustration when things don't go according to plan. It's exactly the practice they need to be level-headed in a crisis. Or to experiment their way to designing the next great innovation.

Cognitive Skills

When learning is playful, children get so immersed in creating strategies and solving problems, they'll want to stretch their brain cells. The joy of play gives them the incentive to develop complex reasoning skills, memory, and concentration — much more effectively than being told to sit still and reel off facts. Of course, since we don't know what the future holds, all that flexible thinking will help them adapt to whatever new careers and life challenges the grown-up world has to offer them.

Creative Skills

Creativity is how we tell the world about ourselves: we write, tell, perform, compose, and craft our stories. But it's also how we draw connections, make sense of abstract ideas, and test things out. Getting creative can be as simple as imagining a broom as a horse, or as complex as designing and decorating a parachute that lets you drop an egg from the roof without breaking it. Creative play puts children in charge of exploring ideas, relationships, spaces, and problems. It sparks confidence, as they learn to trust their natural curiosity. And if all that isn't enough, creativity is also one of the most highly prized skills at work — one that business leaders keep saying is only getting more important.

¹ Play Unlocks Essential Skills. <https://learningthroughplay.com/why-play/play-unlocks-essential-skills>.

ELEMENTARY SCHOOL ACTIVITIES

Tricky Tower

Activity Type: Individual, small group (3–4 students), or large group (5+ students)

Activity Length: 20–40 min

Materials: One set of LEGO® Six Bricks for each student

Purpose

This activity is designed to support students in practicing how to work through challenging situations and build problem solving skills.

Learning Outcomes

- Move fingers and hands with precision
- Persist in the face of difficulty
- Practice independently completing a task

Activity Set Up

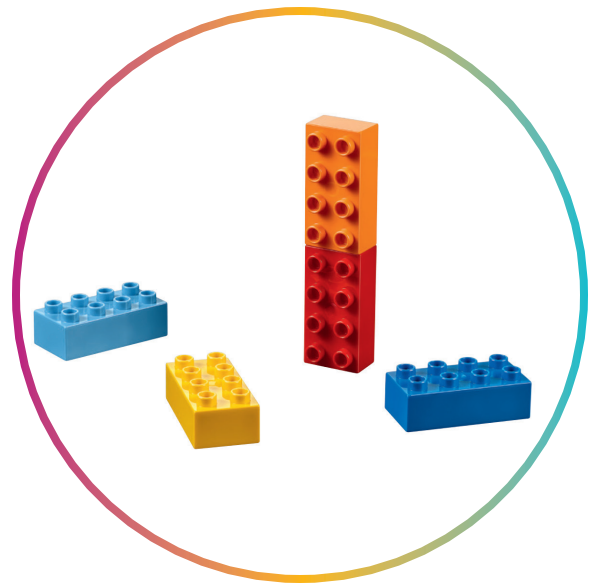
This activity can be done individually by having students conduct the activity at their desk, in small groups by pulling 3–4 desks together, or in a large group by having students sit in a large circle.

Instructions

- Hand out one LEGO Six Bricks set to each student.
- Students separate their bricks and lay them out in any order.
- Then, they balance all six of their LEGO bricks, short end to short end, building a tower.
- Tell students that while they are building their towers, you may give them instructions that will make things ‘tricky.’
- As students are completing their towers, encourage them to:
 - Try different ways to balance the LEGO bricks to create a tower without clicking the studs together.
 - Try using your left or right hand, only one or two fingers, or using a clothes peg to pick up bricks.
- Finish the activity by allowing students to restack their bricks while having a group discussion about the activity.

Guiding questions

1. How did you balance your LEGO bricks? (in turn, let some of the children explain what they did)
2. If you have to try a new way of balancing the LEGO bricks, what would you do?
3. How does it feel to keep going, even when things get tricky?



Identity Tower (LGBTQ+)

Activity Type: Pairs or small group (3–4 students)

Activity Length: 20–40 min

Materials: One set of LEGO® Six Bricks for each student, a large sheet of paper, chalkboard or whiteboard

Purpose

This activity will encourage students to reflect on their own identity in a supportive and affirming environment.

Learning Outcomes

- Practice choosing words, adjectives and identity terms that describe them
- Learn the importance of respecting people’s identity terms and descriptive words
- Contribute to a classroom culture that celebrates diversity

Activity Set Up

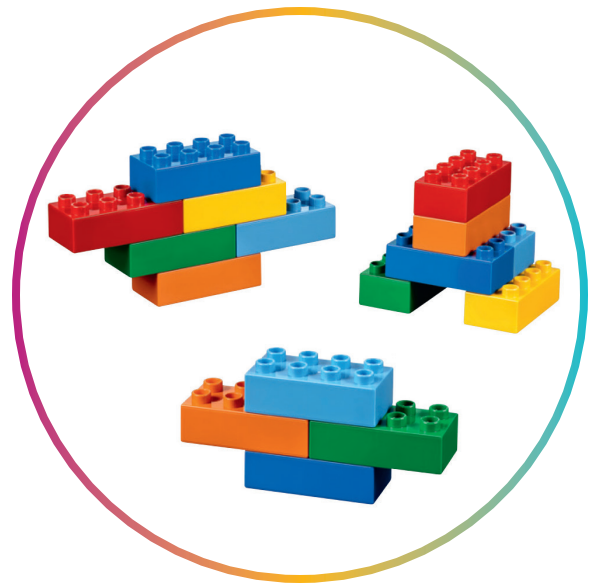
This activity can be done in pairs or in small groups of 3–4 students. Allow groups to find a space in the classroom to work together.

Instructions

- Give a LEGO Six Bricks set to each student.
- Explain that we all have an identity. Our identities are what make us who we are, are special and should be celebrated.
- Write out the parts of identity that will be included in this activity on the large sheet of paper/whiteboard/chalkboard:
 - Name / Nickname
 - Gender
 - Race/Culture
 - Hobbies
 - Values (an important idea that you hold in your heart: e.g. kindness, joy, love, etc.)
 - Family
- Instruct students to use six LEGO Six Bricks as a tool to build a tower that represents themselves.
- Ask students to assign parts of their identity to the LEGO bricks they feel each color represents.
- Inform students that they can build their tower any way they want to. They will use the tower to represent parts of their identity.
- Students will assign the colors to what they associate the above aspects of identities to and explain why.
 - Be sure to explain that there are many more identities than our list of 6.
- Encourage students to build their towers, and then to share what their tower means to their partner or small group.
- Finish the activity by having a large group discussion using the guiding questions.

Guiding Questions

1. What do you like most about getting to see other people's towers?
2. How would you feel if someone tried to change your tower?
3. Did you learn anything new about anyone?
4. If you could add anything else to your tower, what would it be?



Building Bridges (LGBTQ+)

Activity Type: Pairs or small group (3–4 students)

Activity Length: 30–40 min

Materials: One set of LEGO® Six Bricks for each student, a sheet of paper, and markers, pens, or crayons

Purpose

This activity will connect students to GLSEN's Solidarity Week and will introduce the concepts of allyship and teamwork. Students will also learn about, and practice consent and community agreements.

Learning Outcomes

- Practice working together
- Build effective communication skills
- Learn tactile skill utilization

Activity Set Up

This activity can be done in pairs by assigning students to one another and allowing them to find a place to work together, or in small groups by organizing students into groups of 3–4.

Instructions

- Organize students into pairs or groups of 3–4 and give each student a LEGO Six Bricks set.
- Ask students to collaboratively discuss a problem they encounter, and decide on something they want to overcome together (e.g. Bullying).
- Have students write the thing they want to focus on in the middle of their paper.
- They then place the paper in the middle of the space and take turns using their bricks to build a bridge from one side of the paper to the other.
- Remind students that they can only build the bridge if everyone participates.
- Encourage students to get up and move around the classroom, looking at the other bridges that have been built. Alternatively, you can ask students to share about their problem and their bridge with the rest of the class.
- Finish the activity by guiding a full class discussion.

Guiding Questions

1. How did it feel to work together to finish the bridge?
2. Imagine your bridge is made of anything, what would your bridge be made of? (e.g. kind words)
3. Is it important to have lots of different ways of solving a problem?



Present for my Pal

Activity Type: Pairs

Activity Length: 30–40 min

Materials: One set of LEGO® Six Bricks for each student, paper, writing utensil, chalkboard/whiteboard/large sheet of paper

Purpose

This activity will help students build relationships and communicate with kindness. Students will practice learning and utilizing pronouns through active listening and affirming creativity.

Learning Outcomes

- Learn how to ask for and use pronouns
- Build tactical skills building
- Practice sharing
- Build connections between pronouns and identity
- Practice intentional inclusion

Activity Set Up

This activity can be done in pairs by assigning two students to one another.

Instructions

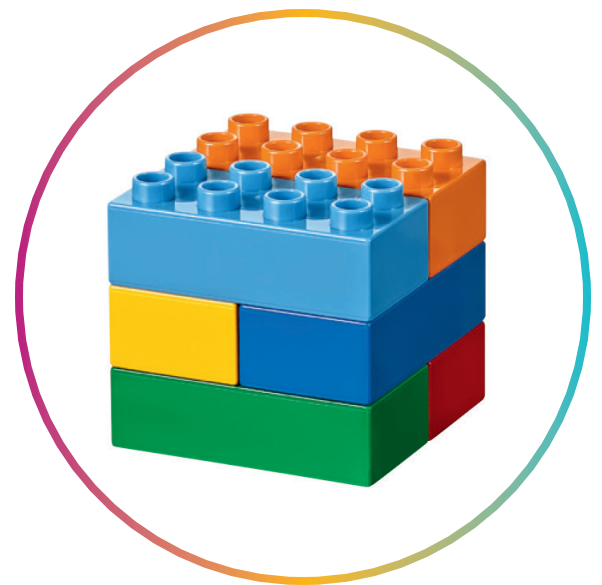
- Give each student a LEGO Six Bricks set.
- Ensure that each student also has a writing utensil and a piece of paper.
- Write the following questions on the chalkboard/whiteboard/large sheet of paper:
 1. What is your name?
 2. What are your pronouns?
 - If needed, explain that pronouns are ways we can talk about another person when not using their name, like “she, he, they”
 3. What is your favorite color?
 4. What is your favorite animal?
- Instruct students to ask each other the questions written on the board/large paper.
- Students may take notes on each other’s answers using their paper and writing utensils.
- Ask students to then build a gift for their pal, using the answers to the questions and the LEGO Six Bricks sets to make something they think their pal would like.
- Once they have completed constructing their gifts, bring two pairs of students together to make a group of four.
- Write the following prompt on the chalkboard/whiteboard/large sheet of paper:
 1. This is my pal (Name). (Pronoun) likes the color (color). (Pronoun) favorite animal is (animal), so I made (pronoun) this (describe gift).
 2. Example: This is my friend Jamond. He likes the color blue. His favorite animal is a frog, so I made him this frog house with a blue door.

ELEMENTARY SCHOOL ACTIVITIES

- Instruct students to tell each other about the gifts they have made for their pal using the following prompt.
- Finish the activity by allowing students 10 minutes to play with each other and their gifts. You can also finish the activity by leading a class discussion.

Guiding Questions

1. What did you like most about building a gift for your pal?
2. What did you like most about receiving a gift from your pal?
3. Did you learn anything new about your pal?



Memory Build (with LGBTQ+ Story)

Activity Type: Individual

Activity Length: 30–40 min

Materials: One set of LEGO® Six Bricks for each student

Purpose

This activity will normalize creating safe spaces for all students by listening to LGBTQ+ inclusive stories while utilizing LEGO bricks as a tool for building memory.

Learning Outcomes

- Practice memory and listening skills
- Practice independently completing a task
- Utilize communication skills
- Normalize LGBTQ+ themes in the classroom contributing to a classroom culture that celebrates diversity

Activity Set Up

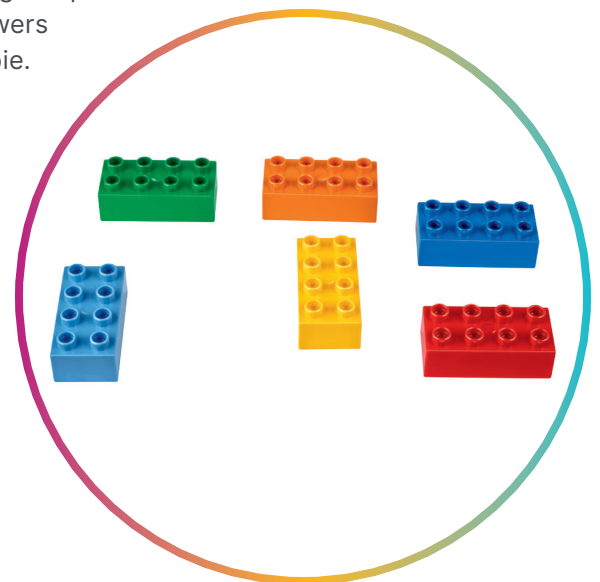
Teacher or leader of the activity will read one of the stories below allowing the students to listen and use their LEGO bricks to help them remember the details of the story. (In story 2, the prefix Mx. is pronounced “mix” and is a gender inclusive honorific).

Instructions

- Students are told one of the following stories, they use their six LEGO bricks as a memory tool to help them repeat the story accurately. The story is told twice; students are allowed to use their bricks while the story is being told.
 - Story 1: My friend Mina wears a yellow jacket and has light blue hair and a dark blue backpack. They get dropped off at school in a red car by their two moms who have orange and green hair.
 - Story 2: Blue’s favorite teacher’s name is Mx. Green. In their class they have an orange carpet they sit on when the class writes in their yellow notebooks with dark blue pens.
 - Story 3: My neighbor, Ramesh lives in a red house with his two grandpas. They drove their dark blue car to bring me bright yellow sunflowers with green leaves. To thank them I made them a sweet potato pie. They loved it!
- After the students are given a minute or two to set up their LEGO bricks. Invite a student to repeat the story and share how their LEGO bricks helped them memorize it.
- Finish the activity by inviting other students to share how their LEGO bricks were used.

Guiding Questions

1. Was it helpful to have a memory aid?
2. What did you like best about the story?
3. If you could make up your own story, who would be in it?



GLSEN's Garden of Kindness

Activity Type: Individual

Activity Length: 30–40 min

Materials: One set of LEGO® Six Bricks for each student along with a piece of paper and a writing utensil

Purpose

This activity provides an opportunity for students to work collaboratively to identify and commit to kindness instead of name calling.

Learning Outcomes

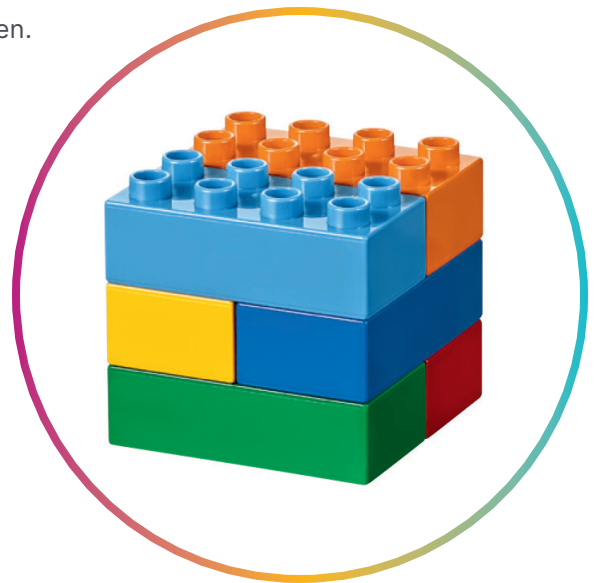
- Practice creativity
- Build communication skills
- Explain abstract ideas
- Build a safer classroom culture

Activity Set Up

The prompt is reviewed as a larger group and students are given time to complete their contributions individually.

Instructions

- Begin the activity by discussing kindness as a way to end name-calling and bullying in schools using the following questions:
 1. How does name-calling and bullying make you feel?
 2. Do you like it when other students are mean to you?
 3. Are you mean to other students?
 4. What would it look like if everyone were kind to everyone else?
 5. Would there still be name-calling or bullying?
 6. How can we make this happen?
- Students may write down their answers to the questions.
- Students use LEGO bricks to build an object for the kindness garden.
- Students will name their object with a word related to kindness, something they want to see grow (words like giving, hugs, sharing).
- Students will share their object and answer the following questions:
 1. How does it contribute to the Garden of Kindness?
 2. What does it need to grow?
- Once a student has shared their object, have the students place it in the Garden Of Kindness.
- Finish the activity by inviting students to visit the garden during their free time.
- Take a photo and leave the garden on display for the day.



True Colors (LGBTQ+)

Activity Type: Individual

Activity Length: 30–40 min

Materials: One set of LEGO® Six Bricks for each student, a piece of paper and a writing utensil for each student, chalkboard/whiteboard/large piece of paper

Purpose

This activity provides students with knowledge about the history of the LGBTQ+ flag as well as an opportunity to reflect on their own identity and values.

Learning Outcomes

- Learn about LGBTQ+ history
- Practice creativity
- Build communication skills
- Explain abstract ideas
- Practice choosing words, adjectives and identity terms that describe them

Activity Set Up

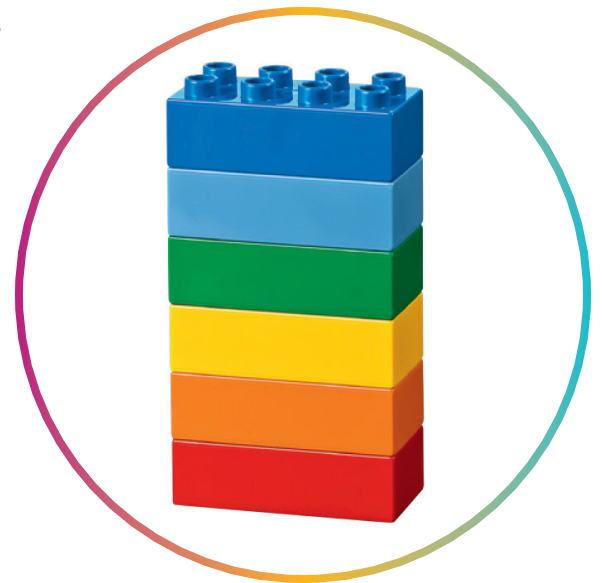
Write the meanings of colors of the rainbow flag on whiteboard/chalkboard/large piece of paper. Review the history of the rainbow pride flag. Explain what each of the colors represent and then offer space for the students to create their own and write down the meaning of it to share out later.

Instructions

- Ask students to share what they know about rainbows.
- Explain that different cultures have different ways of understanding what rainbows mean.
- The rainbow flag was created as a symbol for the LGBTQ+ community by **Gilbert Baker, an openly gay man and drag queen**.
- Review the meanings of the colors of the rainbow flag.
 - Red = Life, Orange = Health, Yellow = Sunlight, Green = Nature, Light Blue = Magic/Art, Blue = Peace
- Students can create their own “flag” out of the six LEGO bricks and assign their own meanings.
- Students share with a partner or with the large group what their flag represents and how it relates to them.
- Finish the activity by having a full group discussion using the guiding questions.

Guiding Questions

1. What do your colors represent?
2. Why are those things important to you?
3. Did anyone build the same flag as you or have similar meanings?



Back to Back

Activity Type: Pairs

Activity Length: 20–30 min

Materials: Two sets of LEGO® Six bricks per student

Purpose

This activity will engage students in building a safe, affirming and respectful classroom culture through creative teamwork while encouraging conversations about consent.

Learning Outcomes

- Practice asking for consent and respecting boundaries
- Build effective communication skills
- Practice using adjectives and giving directions

Activity Set Up

Before setting students up in pairs use the following guiding questions to have a conversation about consent, boundaries and teamwork.

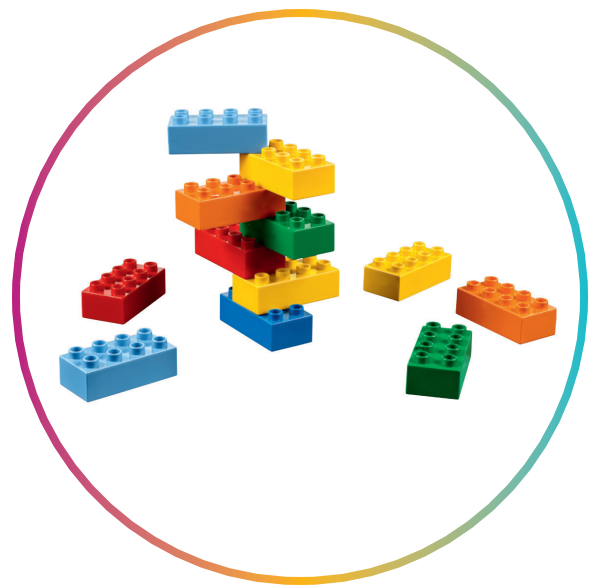
1. What do you like most about teamwork?
2. Why is it important to ask someone before you touch them?
3. How can you make sure that everyone on the team can participate?

Instructions

- Organize students into pairs and give each student 2 sets of LEGO Six Bricks each.
- Inform students that they are going to be doing this activity back to back.
- Instruct students to ask one another if it is okay to stand or sit back to back with their backs touching. If their partner says yes, ask students to shout 'READY' and sit or stand back to back. Let students know that if their partner does not want to be touched that is okay! Invite them to decide on an alternative together. Example: sitting near each other facing opposite directions.
- When all students are sitting or standing back to back, let them know that they are going to take turns building a LEGO creation. It can be anything they want using their bricks. Have students decide who in their pair is going to go first.
- The first student will build their creation and use descriptive words to share what they are doing.
- Once the first student's creation is complete, instruct them to describe what it looks like to their partner.
- The second student will then attempt to create what their partner described WITHOUT looking or asking questions.
- When the second student completes the creation, have the pairs count to three together — then turn around and show each other what they made.
- Repeat the activity with the second student now making and describing their creation.
- Finish the activity by encouraging students to have a discussion with their partner about how they did recreating one another's LEGO creations.
- You may also have a full class discussion using the following guiding questions.

Guiding Questions

1. What was fun about trying to match your tower to your partner?
2. Was it hard to find describing words to use?
3. Did you do a good job asking for consent before touching?



Loving Myself (LGBTQ+)

Activity Type: Individual, small group (3–4 students) or large group (5+ students)

Activity Length: 10–15 minutes

Materials: One set of LEGO® Six Bricks per student

Purpose

This activity will engage students in conversations about self care and community support (encouraging each other to complete their agreed-upon task).

Learning Outcomes

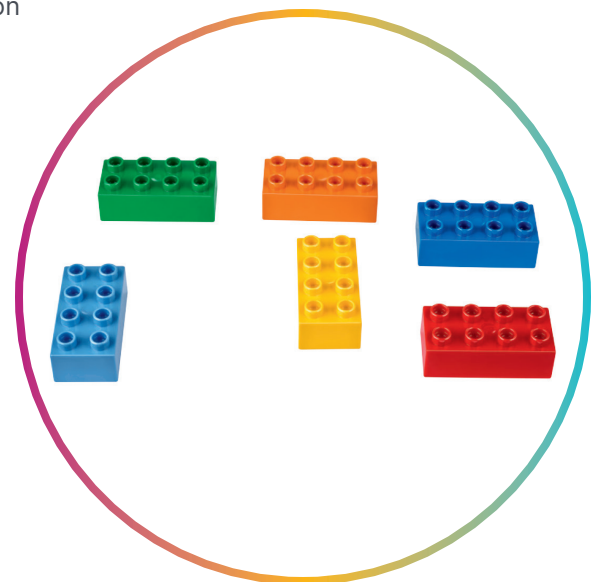
- Think critically about self care
- Come up with self-care activities
- Engage with abstract ideas
- Offer support to peers through positive communication
- Accomplish tasks

Activity Set Up

Write the meanings of colors of the rainbow flag on whiteboard/chalkboard/large piece of paper/poster board.

Instructions

- Review the color meanings of the LGBTQ+ rainbow flag that are represented in the six LEGO Bricks colors.
 - Red = Life, Orange = Health, Yellow = Sunlight, Green = Nature, Light Blue = Magic/Art, Blue = Peace
- Review the meaning of self-care. Self care is the practice of taking action to maintain or improve your own health and happiness.
- Invite students to brainstorm different self-care activities and create a list on the board.
- Students then pick a color and agree to do something related to the word it represents as a form of self care.
 - i.e.: Green = Nature, so a student might plan to take deep breaths during outside time.
- Invite students to leave the LEGO brick with the color they chose on their desks for the remainder of the day.
- Finish the activity by returning to the bricks and asking students what they did for their self care choice and how it made them feel.
 - If they were unable to complete their task, ask if they did anything else for self care that might align with a different color brick.



MIDDLE/HIGH SCHOOL ACTIVITIES

LEGO® Quilt

Activity Type: Large group (5+ students)

Activity Length: 30–60 minutes

Materials: One set of LEGO® Six Bricks per student

Purpose

This activity will use LEGO bricks for a collaborative quilt-making activity that will introduce the AIDS Memorial Quilt and start conversations about community-building through art.

Learning Objectives

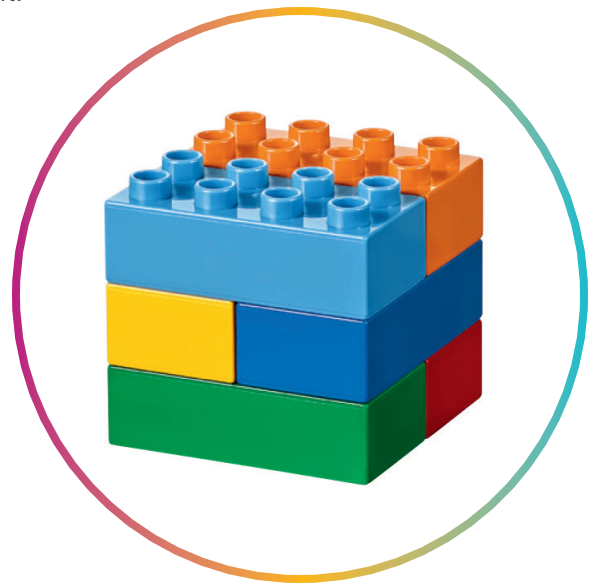
- Deepen understanding of LGBTQ+ movements
- Practice community building
- Strengthen communication skills

Activity Set Up

Use this activity to introduce the **AIDS Memorial Quilt**, in which people made tens of thousands of individual quilt panels, and then joined them together to resist the erasure of queer people who had died as a result of the AIDS epidemic. Discuss how the quilt was a source of community, healing, visibility, and empowerment during a time of communal struggle due to lack of governmental support.

Instructions

- Ask each student to arrange all six of their LEGO bricks into a modified cube. The top layer of the cube should only cover nine studs; the offset will allow the cubes to be joined together. (See image)
 - Have a conversation about what each student would want their bricks (quilt blocks) to represent.
 - How are the colors of the bricks helping to create that representation?
- Ask each student what they like about the unique arrangement of their bricks; point out that each arrangement is different (though there may be some coincidental repeats).
- Ask the students to then take their quilt blocks and join them together so they resemble a quilt; it does not have to be a square or rectangular quilt. Students should have the freedom to choose any design or shape.
 - Ask the students what values or ideas they're weaving in as they create the quilt.
- Finish the activity by leaving their quilt on display.
- You may also write down the values and ideas that students identified in their quilt and put them up around the classroom.



Tricky Tower (Advanced)

Activity Type: Small group (3–4 students)

Activity Length: 20–60 minutes

Materials: One set of LEGO® Six Bricks per student, pencils

Purpose

This activity is designed to support students in practicing how to work through challenging situations in a safe and affirming environment.

Learning Objectives

- Strengthen problem solving skills.
- Practice working collaboratively to solve a problem.
- Practice effective communication and listening.
- Engage in creative experimentation.

Activity Set Up

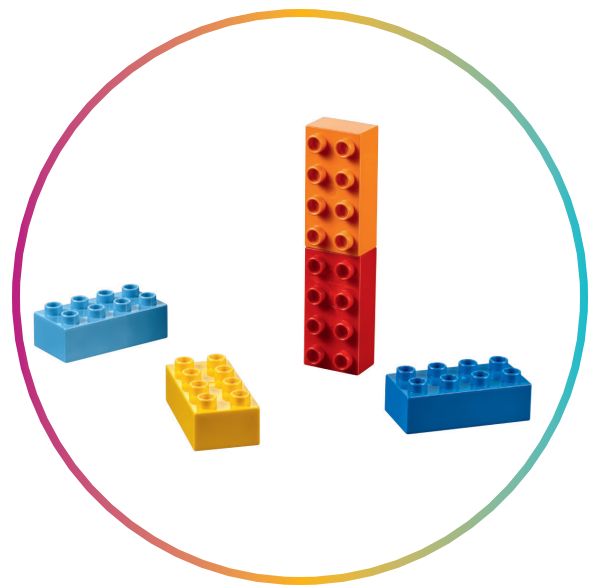
Clear space on three surfaces for this activity. Randomly assign students numbers from 1 to 3, and have them divide into 3 groups based on their numbers.

Instructions

- Group 1 will use their dominant hand to manipulate the bricks.
- Group 2 will use their non-dominant hand to manipulate the bricks.
- Group 3 will use a pencil to manipulate the bricks.
- Give the students five minutes to work together in their groups to balance as many LEGO Six Bricks as possible, short-end to short-end, in a tower.
 - Students should have one hand behind their back, and the other should be used to manipulate the bricks.
- When five minutes have elapsed, ask the following questions:
 1. How many bricks were you able to stack?
 2. What strategies worked?
 3. What made it difficult?
 4. Did your tower fall over often? What did you do when your tower fell over?
- If time allows, repeat the activity and have groups rotate their instructions; example: Group 1 will now use a pencil, Group 3 will use their dominant hand, Group 2 will use their non dominant hand.
- Use this activity to start a conversation about privilege and marginalization.
 - The students who used their dominant hand had an advantage over the students who used their non-dominant hand or the tool.
 - Privilege = an unearned advantage (Group 1 did not have to do or prove anything to get the easiest set of rules); Marginalization = Unfair disadvantage (Group 3 had to do the same thing as group 1, but was given the most difficult rules).
- Finish the activity by having a class discussion using the following guiding questions.

Guiding Questions

1. Would the activity have been easier if everyone could have worked together and combined skills to build the tower?
2. Why is it important to be inclusive of marginalized people?
3. How can we use our privilege to support those who are marginalized?
4. How are marginalized people



Solidarity Bridge

Activity Type: Large group (5+ students)

Activity Length: 20–25 minutes

Materials: One half set of LEGO® Six Bricks per student

Purpose

This bridge-building activity will highlight the importance of solidarity and collaboration across differences.

Activity Set Up

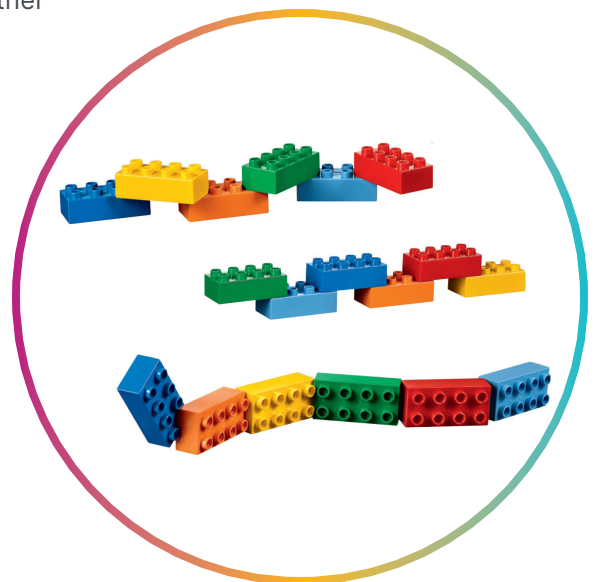
Ask each student to choose three bricks from their set of six and set aside the other three, then have the students spread around the room holding the three bricks they chose.

Instructions

- Tell each student to find someone with the three colors they are missing from their set of bricks, and work with them to build a piece of a bridge.
 - For smaller classes, students may need to find someone with just one different color.
- Instruct students to work together to combine all of their bridge pieces to form a full, stable bridge.
 - Students may utilize the LEGO bricks they set aside from the beginning of the activity to aid in the construction of the bridge.
- Once the bridge is formed, ask students:
 1. What strategies did you use to find the person with the set of bricks you needed?
 2. What was the process of collaboratively building the bridge like?
 3. How did you utilize the components you constructed with your original partner in the final product?
 4. Do you think your differences helped to create a stronger bridge in the end?
- Finish the activity by having a large group discussion using the following prompts.

Guiding Questions

1. How can different marginalized groups form solidarity with each other to resist intersecting systems of oppression?
2. How can allies with privilege build bridges to help marginalized people navigate institutional oppression?
3. When you build a bridge, you have to anticipate the needs of the eventual users of the bridge. What kinds of conversations should we be having in order to assess each other's needs without making incorrect or biased assumptions?



Memory Build (LGBTQ+)

Activity Type: Individual, small group (3–4 students) or large group (5+ students)

Activity Length: 10–30 minutes

Materials: One set of LEGO® Six Bricks per student. (If using small groups, print out one story per group)

Purpose

This activity will introduce students to important moments in LGBTQ+ history through a memorization activity.

Learning Objectives

- Learn about LGBTQ+ History
- Practice strategies to enhance memorization
- Engage in creative learning
- Participate in building an LGBTQ+ inclusive environment

Activity Set Up

If using this activity for individuals or large group, select a student to read the stories for this activity. If using small groups, have students select someone to be the ‘storyteller’ and read the stories aloud.

Instructions

- Read each of the following stories, and ask the students to assemble their LEGO Six Bricks however they see fit to help them remember the details of the stories.
- Once the story has been read out loud twice, ask students to use their construction to help them repeat the story back to the large group or the small group.
- Have students take turns until each one has recounted a story (small group) or until several students have recounted a story (large group).
- Ask students to share how their bricks helped them remember the story.
 - Story 1 (Example): My friend Mina wears a yellow jacket and has light blue hair and a dark blue backpack. They get dropped off at school in a red car by their two moms who have orange and green hair.
 - Story 2: The Stonewall Uprising began in the early hours of June 28, 1969 when New York City police raided the Stonewall Inn, a gay club located in New York City. In response to the raid, members of the queer and trans community, including activists Marsha P. Johnson and Sylvia Rivera, engaged in six days of protests outside of the bar. The Stonewall Riots served as a catalyst for the gay rights movement in the United States and around the world.
 - The movement for marriage equality in the United States began in the 1990s, with a number of state and federal challenges against legislation that prohibited same-sex marriage. On June 26, 2015, the landmark 5-4 Supreme Court decision in Obergefell v. Hodges legalized marriage equality in all 50 states.
- Finish the activity by using the guiding questions; Alternatively, you may use this activity to begin a larger conversation about LGBTQ+ history and the LGBTQ+ rights movement.



MIDDLE/HIGH SCHOOL ACTIVITIES

Guiding Questions

1. Was it helpful to have the LEGO bricks as a memory aid?
2. Did you learn anything new?
3. What would you like to learn more about?



True Colors (Advanced)

Activity Type: Small group (3–4 students) or large group (5+ students)

Activity Length: 20–60 minutes, depending on allotted discussion time

Materials: One set of LEGO® Six Bricks per student, images of different pride flags (suggested)

Purpose

This activity will show students why and how rainbows are connected to the LGBTQ+ community. Students will think about their own identities and create their own flag.

Learning Objectives

- Build communication skills
- Explain abstract ideas
- Practice choosing words, adjectives and identity terms that describe them

Activity Set Up

Each student should have their LEGO Six Bricks easily accessible. If possible, display images of different pride flags for the class. The instructions below are a starting point; feel free to explore additional identities and flags.

Instructions

- Go over different LGBTQ+ flags and the meanings that each color represents. There are tons of other pride flags out there, so teachers can research others and pick a few (preferably with images) to share with the class; some examples are below.
 - The **original rainbow flag** was designed by Gilbert Baker in 1976. The colors were hot pink (sexuality), orange (healing), green (nature), blue (serenity), red (fire), yellow (sunlight), turquoise (magic), and violet (spirit). The pink and turquoise were dropped due to the difficulty of producing the colors, so we now have the six-color pride flag we know today.
 - The **progress pride flag** includes the six stripes of the rainbow flag, as well as a triangle that contains the white, pink, and blue stripes of the transgender flag, and black and brown stripes to represent the inclusion of LGBTQ+ people of color in the community.
 - The **bisexual pride flag** includes a pink stripe to represent attraction to people of the same gender identity, a purple stripe to represent attraction to people of multiple gender identities, and a blue stripe to represent attraction to people of a different gender identity.
 - According to its creator, Morgan Carpenter, the **intersex pride flag** “is comprised of a golden yellow field, with a purple circle emblem. The colors and circle don’t just avoid referencing gender stereotypes, like the colors pink and blue, they seek to completely avoid use of symbols that have anything to do with gender at all. Instead, the circle is unbroken and un-ornamented, symbolizing wholeness and completeness, and our potentialities. We are still fighting for bodily autonomy and genital integrity, and this symbolizes the right to be who and how we want to be”.
- Ask students to assign their own meanings to each of their bricks and construct their own pride flags.
- Invite students to share their designs with the class or with a partner, and ask them to explain why they chose their design.

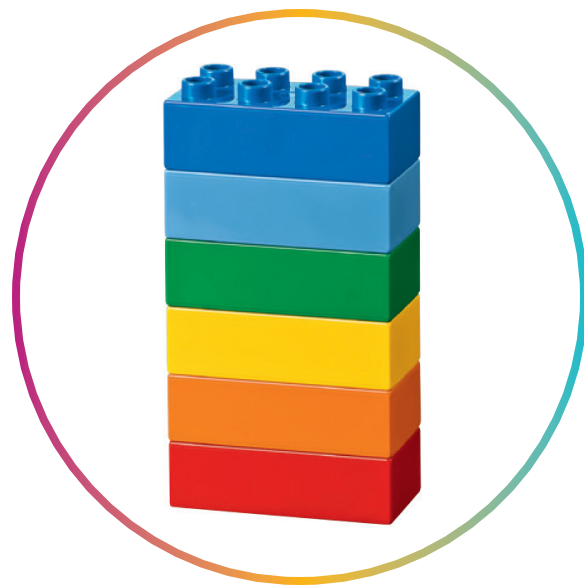


MIDDLE/HIGH SCHOOL ACTIVITIES

- Extension option:
 - As a group, work together to design a class pride flag, based on the values that individual students prioritized in their designs. You can make the flag from multiple sets of LEGO Six Bricks, or design it on paper.
- Finish the activity by allowing students to display their pride flags in the classroom. You may also close the activity by having a discussion using the guiding questions.

Guiding Questions

1. Why is it important to have something like a pride flag?
2. Did you learn anything new?
3. How did it feel to be able to create your own pride flag?
4. What can we do to ensure that everyone's identity is respected and people are celebrated for who they are?



Can You Copy? (Advanced)

Activity Type: Small group (3–4 students)

Activity Length: 5–20 minutes

Materials: One set of LEGO® Six Bricks per student

Purpose

This fun brick arrangement activity will help students build memory and spatial skills.

Learning Objectives

- Practice active listening
- Practice making observations
- Learn strategies to enhance memorization

Activity Set Up

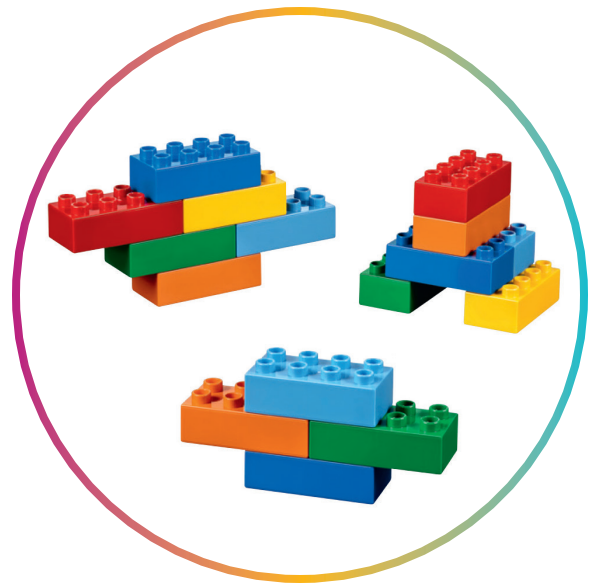
Elect a leader for the activity, who will create arrangements of bricks for participants to copy.

Instructions

- Allow students to select a leader for the first round.
- Instruct the leader to take all six bricks and place them into any arrangement. Describing their actions as they do. Inform the leader that they will have 3 minutes to complete their arrangement.
- Encourage students to watch closely as the leader creates their arrangement.
- Without touching their own bricks, students look at the arrangement for one minute to try to memorize the arrangement of the bricks.
 - During this time, the leader can rotate the model so students can see it from all sides.
- After the minute is up, the leader hides the model and asks students to build it from memory, using their own bricks.
- Once students are finished, the leader brings back the model and asks students to compare their arrangements with the original.
- You may repeat the activity several times, selecting a different leader each time.
- Finish the activity by having a group discussion using the guiding questions.

Guiding Questions

- What strategies did you use to remember the arrangement?
- What would have made remembering the arrangement even easier?
- How did it feel to work together to recreate the arrangement?
- What could you do to build a stronger team?





Further Resources

[Talk and Take Action: An Educator’s Guide to Combating LGBTQ Discrimination](#)

[GLSEN GSA Resources](#)

[GLSEN Educator Resources](#)

[GLSEN Trans Action Kit](#)

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