What is your definition of a toy?
__________________________________________________________________________________

What are the uses of toys? What are their roles?
__________________________________________________________________________________
__________________________________________________________________________________

What are different types of toys?
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________

Who plays with toys?
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________
➢ ___________________________________________ ➢ _________________________________

Drawing is like a game. Draw a castle in the box below.
A toy is an object whose main function is to permit game. Many objects are made to serve as toys but some which are produced for other goals can also be used as toys. A child can pick up an object in his home and throw it, pretending it is a plane or an animal can play with a pin cone, hunt it or throw it in the air.

The origins of toys is prehistoric: dolls represented children, animals, and soldiers as well as representations of tools used by adults were easy to find in archeological sites.

Toys, and games in general, are important for learning about the world around us. Children use toys and game to discover their own identity, help their bodies to grow, learn the causes and effects of an action, explore relationships and practice skills which they will need in their adult life.

Toys are more than just entertainment and the way they are used influence deeply many aspects of life (From Wikipedia).

With what toys did you play...

Before 5 y.o.
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Between 5 and 10 y.o.
___________________________________________________________________________________

Nowadays?
___________________________________________________________________________________
___________________________________________________________________________________

What are the types of toys with which we can learn skills related to careers in building?
___________________________________________________________________________________

What does this type of toy teach us?
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
The Greek philosopher Plato wrote that a future architect must play with building games from infancy. A construction game is a collection of pieces which can be brought together to create models. The most popular models are cars, spaceships, and houses. The objects which are constructed are sometimes used as toys once finished but generally, the goal is to construct things by oneself.

The most ancient, and probably the most known construction toys are a simple set of wooden blocks which are often painted in bright colors and given to babies and small children. The construction kits such as Legos or Lincoln Logs are designed for slightly older children and were very popular in the last century. The construction kits attract children and adults who love to work with their hands, puzzles, and have imagination (from Wikipedia).

Now draw the front of a castle from a dozen of wooden blocks in the box below.
Task:

In a team of 3, design and construct blocks of different shapes according to compulsory criteria to be assembled into a castle by a child.

Specifications:

- 2 planks 2” x 4” x 8”
- Minimum size: 2”
- Maximum size: 6”
- Certain pieces must have battlements of 1” of width
- The assembly of all the pieces must:
  - Create a symmetrical castle
  - A central courtyard
  - At least one entry door
  - Have between 40 and 50 pieces
  - Be safe for children aged 2+ y.o.
  - Be painted and varnished.
- It must have at least 2 pieces which form an isosceles rectangle triangle and 2 pieces which forms are a non-isosceles rectangle triangle.
- Forms such as spheres and cylinders are forbidden.

In your words, what is the goal of the task?
What does symmetrical mean?

What as a rectangle triangle?
Draw one.

What is an isosceles triangle?
Draw one.

What is an isosceles rectangle triangle?
Draw one.

What is a non-isosceles rectangle triangle?
Draw one.
What does it mean ‘to be safe’ for children aged 2+ y.o.? Name properties which the final look of the toy must have.

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________

You must now get into team of 3 students. Choose your partners wisely and with care. For each member of your team, fill in the table below.

<table>
<thead>
<tr>
<th>Team members</th>
<th>Why did you choose him/her?</th>
<th>What does this person bring to your team?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With the help of computer research, you will be able to study block toys which exists so you may be inspired.

What are characteristics of a block kits which you have observed during your research?

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
Explain the strategy you will use to distribute the tasks.

- Painting and varnishing are done at the very end.
- All the students must work on the building of the castle.

Here are examples:

- List of tasks
- One side at a time
- Piece by piece
- Task distribution (measure, cut, sand)
- One side per member of the team
# Assessment grid for team members

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Assessment + Signature</th>
<th>Date</th>
<th>Assessment + Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>Is absent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Participates actively in the team. Shares opinions and ideas about the project. Is always focused on the task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Participate in the team. Rarely, is not focused on the task to perform. Doesn’t always share ideas or opinions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Is not useless to the team. Doesn’t bring elements which can help the team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Must often be told what to do. Is sometimes a nuisance to the team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Doesn’t contribute to the task. Is busy doing something else than what should do. Is a nuisance to the team.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* If need be you can also put + or -.  

---

**Catherine Patry-Sauvé, @2015**
Assessment grids

Scientific and Technological Experimentation (STE)

<table>
<thead>
<tr>
<th>CD1 - Find solutions to problems</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of the competency</td>
<td></td>
</tr>
<tr>
<td>The student represents adequately the situation.</td>
<td></td>
</tr>
<tr>
<td>The student designs a protocol line with the situation.</td>
<td></td>
</tr>
<tr>
<td>The student applies adequately his protocol.</td>
<td></td>
</tr>
<tr>
<td>The student adequate conclusions, explanations or solutions.</td>
<td></td>
</tr>
<tr>
<td>Overall assessment</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>CD1 – Solve a problem-situation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of the competency</td>
<td></td>
</tr>
<tr>
<td>Manifests, by writing, his understanding of the problem-situation.</td>
<td></td>
</tr>
<tr>
<td>Mobilises appropriate mathematical knowledge for the problem-situation.</td>
<td></td>
</tr>
<tr>
<td>Designs an appropriate solution for the problem-situation.</td>
<td></td>
</tr>
<tr>
<td>Overall assessment</td>
<td></td>
</tr>
</tbody>
</table>