

Self-Guided School Field Trips



TEACHER GUIDE – LEVEL 2

GRADES 3-5

STUDENT SHEETS INCLUDED



Welcome to LEGOLAND®

LEGOLAND® Florida's Field Trips Program connects learning and fun together like LEGO® bricks!

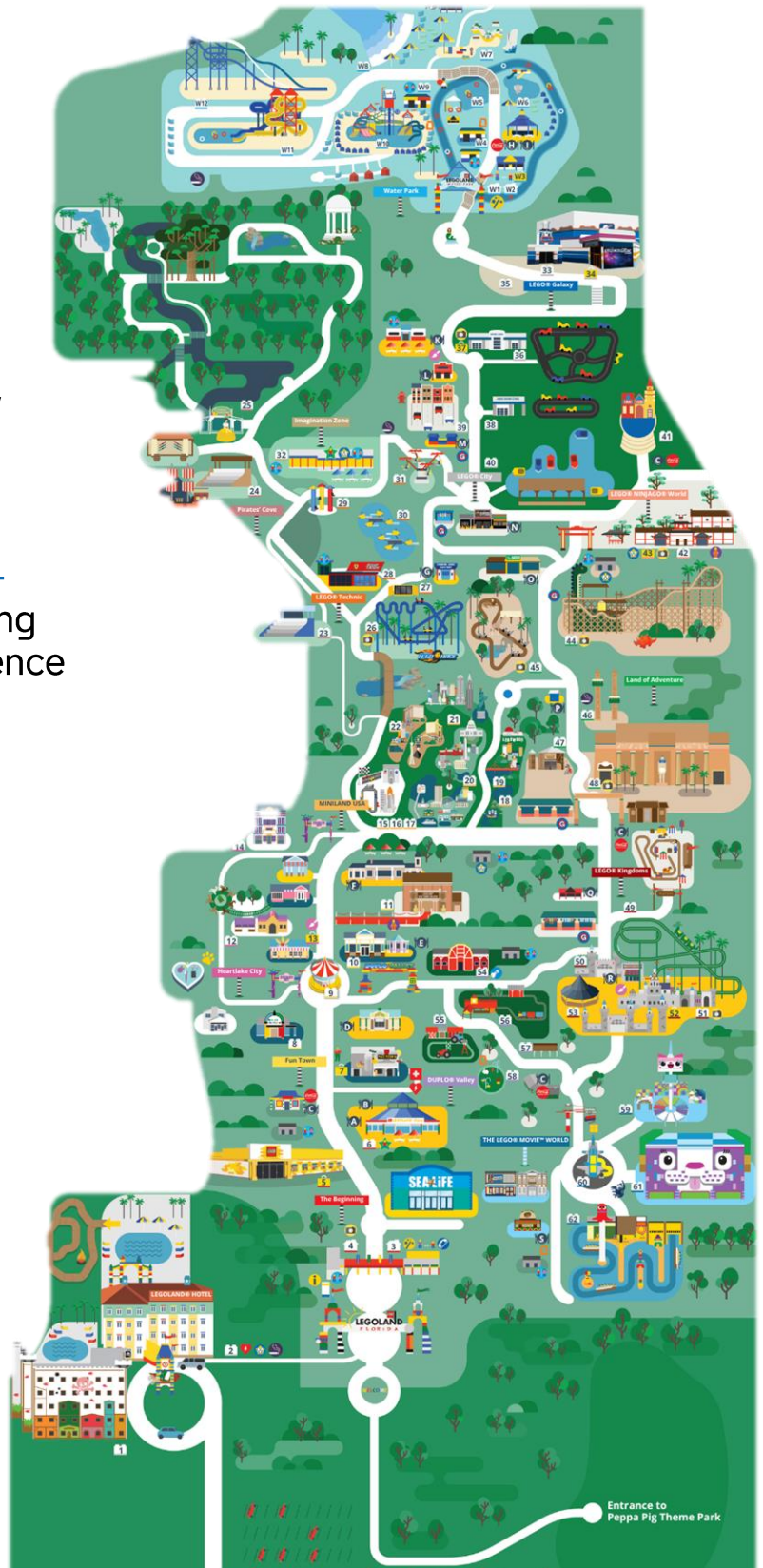
Welcome, Teachers! Your class adventure starts here.

Our self-guided school visits allow students to explore, discover, and create in an engaging environment filled with hands-on activities. The guide is designed to add fun, focused, and interactive learning during your Field Trip.

This guide includes **Florida curriculum-based challenges and activities** covering Mathematics, English, History, and Science for 3 attractions, including:

- 1. LEGO® Ferrari Build & Race:** Design and test your way to the finish line!
- 2. MINILAND USA:** Marvel at LEGO landmarks while learning about geography.
- 3. SAFARI TREK:** Lions, tigers and elephants, oh my! Can you spot your favorite LEGO® animals on this safari ride?

The attractions can be visited in any order. To make the most of your visit, we recommend dividing your class into smaller groups, each led by an adult chaperone.



LEGO® Ferrari Build & Race

This hands-on experience supports creativity, problem-solving, collaboration, and early engineering concepts through experimentation and iterative learning.

Students will design and build their own LEGO® Ferrari race cars, testing and refining them on three tracks to see how different design choices affect speed and performance. They can also digitally customize their cars before racing in the virtual race zone for a chance to set the fastest lap at the legendary Pista di Fiorano.



Challenge

Have students build their cars and race them against their peers' creations. Ask them to observe which cars perform the best and identify the design features that may contribute to speed. Then, have students mark on their worksheet which listed features helped the cars go faster. Encourage them to compare results and discuss how different design choices impacted performance.

Back at School

Have students review the data from the Build and Race activity to identify which design features made cars faster. Ask them to determine the five most important features and list them. Then, have students create a visual design of a car that incorporates these key elements.



Curriculum Standards Addressed

- *Decompose problems into smaller parts to design, implement, and review solutions effectively, using step-by-step algorithms and models to guide their work. (SC.3.PE.3.3, SC.4.PE.3.2)*
- *Conduct research to answer a question, organize information about the topic and use multiple valid sources. (ELA.4.C.4.1)*
- *Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience. (ELD.K12.ELL.SC.1)*



Create your own LEGO car and race your car on the ramp. Ready. Set. GO!

Challenge

Build cars and then race them on the ramp. Tick which design features makes your car go faster:

- | | | |
|---------------------------------------|-----------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Big wheels | <input type="checkbox"/> Tall body | <input type="checkbox"/> Windshield |
| <input type="checkbox"/> Small wheels | <input type="checkbox"/> Wide body | <input type="checkbox"/> No windshield |
| <input type="checkbox"/> Long body | <input type="checkbox"/> Thin body | <input type="checkbox"/> Heavy car |
| <input type="checkbox"/> Short body | <input type="checkbox"/> Dark colored bricks | <input type="checkbox"/> Light car |
| <input type="checkbox"/> Low body | <input type="checkbox"/> Light colored bricks | |



Back at School

Review your test data and write 3-5 sentences of what was most important to achieve the fastest race car:

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Draw the race car featuring the 5 most important design elements:

MINILAND USA



Challenge

Have students explore the different miniature cities and identify where specific activities and locations can be found, such as sports venues, transportation hubs, and historical sites. Ask them to locate and mark each of the key items or locations on their worksheet. The correct answers are listed below:

- **Sporting Event:** Daytona International Speedway, Wrestling (Las Vegas)
- **Museum:** Glazer Kid's Museum (Tampa), Madame Tussauds (Orlando & Hollywood), Guggenheim (New York City), Flagler Museum (Florida)
- **Park:** Bok Tower Gardens (FL), Central Park (New York City)
- **Bridge:** Bay Bridge (San Francisco), Arlington Memorial (Washington DC), Seven Mile Bridge (Key West)
- **Beach:** Panama City, Miami, St. Augustine, Key West, Daytona



More Info:

Daytona International Speedway: Constructed out of nearly 300,000 LEGO® bricks, feel the rush as you experience the "World Center of Racing" at 1/20 scale.

Las Vegas Strip: Features replicas of famous hotels and landmarks with a miniature glimpse into the vibrant city.

Washington, D.C.: National Mall models including the U.S. Capitol, Washington Monument, and the Smithsonian Castle, all meticulously crafted to capture the essence of the nation's capital.

New York City: This section includes representations of Manhattan, featuring Central Park, Times Square, and the Empire State Building reflecting the city's dynamic skyline.

Back at School

Have students choose 1 landmark and write a persuasive paragraph asking them to explain why the landmark is significant, considering questions like:

What makes the landmark culturally or historically important? Why might a building be created to honor important moments in history? How does Miniland USA reflect cultural diversity and different cultural groups? How does a landmark represent people in the community?

Curriculum Standards Addressed

- *Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). (SS.3.G-SS.5.G)*
- *Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. (SS.3.G.1.1)*
- *Identify and compare physical and cultural features of Florida regions. (SS.4.G.1.1-1.2, SS.4.G.2.1)*
- *Use maps, photographs, and other geographic representations to identify and locate physical and human features. (SS.3.G.1.2)*
- *Interpret current and historical information using a variety of geographic tools. (SS.5.G.1.1)*

Land of Adventure: SAFARI TREK

Climb aboard a safari cruiser and see how many animals you can identify on your adventure.

Please note: Children under 44" may only ride with a supervising companion at least 14 years old.



Challenge

Have students track animals during the safari, observing and recording the “wildlife” they encounter. Remind them to carefully note their findings to use in the follow-up activity back at school



Back at School

Word search answers:

A	F	Z	G	M	S	K	N	T
E	L	E	P	H	A	N	T	L
X	K	B	L	C	F	S	I	V
P	S	R	U	Y	A	Z	F	A
L	T	A	M	Q	R	T	D	O
O	Q	F	X	L	I	O	N	C
R	Z	V	K	T	P	K	R	P
E	A	M	J	U	N	G	L	E

Curriculum Standards

- Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. (ELA.V.1.3)
- Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. (ELA.3.C.1.4)





Land of Adventure: SAFARI TREK

Can you spot your favorite LEGO® animals on this safari ride?

Challenge

Write about the animals and plants you spotted on your safari, sharing interesting facts and what you discovered.

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Back at School

Use the definitions of the words to find them in the word search below.

A	F	Z	G	M	S	K	N	T
E	L	E	P	H	A	N	T	L
X	K	B	L	C	F	S	I	V
P	S	R	U	Y	A	Z	F	A
L	T	A	M	Q	R	T	D	O
O	Q	F	X	L	I	O	N	C
R	Z	V	K	T	P	K	R	P
E	A	M	J	U	N	G	L	E

Word List

E_____: Travel through an unfamiliar place to learn more about it.

L___: A large, powerful wild cat with a muscular body, a loud roar, native to parts of Africa and India.

J_____: A dense, tropical forest filled with thick vegetation, tall trees, and a wide variety of plants and animals.

S_____: A journey or expedition, usually in Africa, to observe or hunt wild animals in their natural habitat.

Z_____: A horse-like animal whose black and white stripes are unique to each one.

E_____: A large mammal with thick gray skin, a long trunk, tusks made of ivory, and large ears, known for its intelligence and social behavior.