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Lego Therapy Supplies

LEGO® THERAPY SOCIAL SKILLS GROUP HANDBOOK



This handbook contains information on the benefits of Lego® Therapy, activity resources and free printable templates.

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The LEGO® Therapy Handbook



This handbook has been created by the Wacky Warehouse to provide schools and childcare providers with the information and resources they need to use LEGO® Therapy successfully in a club setting.

The Wacky Warehouse is part of Elevate Training and Development LTD a Social Care and Educational Company. We are proud to be a business for good. You can purchase resources for children with in settings and at home in store at our shop The Gallery London, 132 Hither Green Lane, London SE13 6QA, online at www.thewackywarehouse.com and at www.elevateproducts.store.

This handbook is for you if you're a teacher, SENCO, childminder, a parent volunteer, or a parent of a child with social communication difficulties. It's also for you if you simply love LEGO® and have the suspicion that much-loved generation-bridging brick is far more powerful than we give it credit for.

Let's explore what LEGO® Therapy is: its foundations; its application in the classroom and the school environment, to transform learning, social communication, bonding and more.

LEGO® and the associated item and term 'Minifigure' are trademarks of the LEGO Group, which does not sponsor, authorize or endorse this resource.

What is LEGO® Therapy?

In short, LEGO® Therapy is a programme designed to aid, teach, and promote social communication. Therefore it's specifically aimed at those with Autism Spectrum Disorders (ASD) but in reality it brings huge benefit to every child in the classroom. This broad nature of LEGO® Therapy makes it useful on two levels. Firstly as a standalone programme for children with social communication difficulties aimed at improving their social communication. Secondly, as a broader learning tool used within classrooms to achieve far-reaching curriculum aims.

LEGO® Therapy Fundamentals

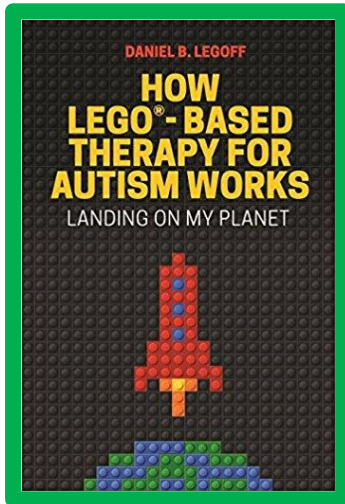


Think about the LEGO® brick for a moment. What does it encapsulate for you?

You're likely to think about fun and construction. You're likely to be as familiar with this toy from your own childhood as the current generation is. You're likely to think about structure and systems.

LEGO® Therapy harnesses this timeless love of LEGO® which, as any parent with a child with ASD will tell you, is often strong in such conditions, and uses it to access progress. It encompasses the high level of structure and predictability that draws many on the ASD spectrum, and uses it to help with aspects on behaviour and learning which may be a struggle for them. Predictability is a given with LEGO®, and it's this predictability and order which allows it to be used as a learning tool.

LEGO® Therapy Origins



LEGO®-based therapy was formulated by clinical neuropsychologist Daniel LeGoff as early as 2004 in the USA. You can find out more about its origins, scope and indeed how to set up LEGO®-based therapy groups in the book 'LEGO®-based Therapy' co-authored by LeGoff and Gina Gómez de la Cuesta, GW Krauss, and Simon Baron-Cohen. Further information can be found in his additional book 'How LEGO®-based Therapy for Autism Works: Landing on My Planet'.

LeGoff realised that children with social communication difficulties are more drawn to interaction when LEGO® is used as a medium of play. LeGoff and his associates have since gone on to [study the success of LEGO®-based therapy](#) and the results are fascinating and positive. As detailed in the study's abstract:

"Although both groups made significant gains on the two outcome measures, LEGO® participants improved significantly more than the comparison subjects."

As a therapy, LEGO® Therapy has its roots in clinical settings. However, its value is of enormous benefit in the school and classroom environment, as well as with childminders and at home. It can be used to access the curriculum and broader learning aims, as well as personal development of the child. In fact, school and childminding settings are a far more ideal environment for LEGO® Therapy than the clinic.

As educators and those with an interest in new and accessible ways to deliver the curriculum, it's worth finding out more.

How Does Playing With LEGO® Improve Social Communication?

A child with an Autism Spectrum Disorder (ASD) can get as equally isolated in their play with LEGO® as in other situations, if we let them. However, the power of LEGO® as a therapy-medium is about using the LEGO® and the love of LEGO® as a bridge to having the confidence to develop skills they find harder such as social communication and social imagination. LEGO® Therapy is therefore structured and not simply a case of giving kids a bunch of bricks and letting them get on with it (although there are benefits to this as well).

In order to facilitate social communication development, the focus within LEGO® therapy is on empowering children to both make decisions and to take on collaborative roles. One child becomes the 'engineer' who oversees instructions and design, another becomes the 'supplier' responsible for understanding the engineer's requests and finding the bricks, and the third child is the 'builder' who is responsible for actually putting the bricks together. This team based approach requires development of various different social communication skills such as turn-taking, team work, and negotiation. The leader of the group is very much the facilitator and guide, helping them to navigate difficulties.

This approach allows for the formation and development of relationships which are often difficult for those with ASD. It's a talking point and a social engager. Children who are often difficult to engage in group settings are instead the ones able to shine and excel, boosting self-esteem. These children who often have a background of struggling to learn through play are now able to do what comes naturally to others.

It also opens up a group setting for children who have traditionally struggled with social skills groups. The power of the group for those on the Autistic Spectrum shouldn't be underestimated. [Temple Grandin](#), perhaps Autism's most famous name, has stated: "The one thing that benefitted me most was joining special interest groups. I found groups with shared interests like electronics and riding horses. This was my salvation! The kinds of people in these groups were like me."

What Does the Research Say?

The good news is that the importance of LEGO® as a tool for improving social communication skills isn't just anecdote. [Research](#) has shown that "significant gains can be made in social development through LEGO® play." In fact, the research demonstrates that the long-term outcomes for those children who participate in LEGO® Therapy improved "significantly more than the comparison children." The research looks at a broad range of social skills and typically autistic behaviour over a three year period, specifically looking at self-initiated social contact, duration of social interaction and reductions in 'stereo-typed' behaviours.

What Does LEGO® Therapy Look Like?



Whilst there are training opportunities around the country, and of course the LeGoff/Gomez book itself, you can start with small changes within your school or social setting simply by introducing LEGO® clubs. The same principles can be used within the classroom, or in a childminding setting, outside of a formal club if you prefer.

Section 2 of this handbook provides you with session plans for 5 sessions of LEGO® therapy provided in a club setting. Section 3 of this handbook provides useful resources such as free printable templates. Before we come on to this, please read section 1 carefully about how to structure a LEGO® club based on the principles of LEGO® therapy for social communication.

LEGO® THERAPY
PART 1: HOW TO
RUN A LEGO CLUB
FOR SOCIAL
COMMUNICATION
SKILLS



Running a LEGO® Club



A typical LEGO® Therapy session would last for one hour and be offered weekly. Sessions of this nature can be founded by SENCOs or childminders, and run by staff or volunteers who have a good understanding of the principles which are involved. Those running such groups are very much taking on the role of facilitator and guide. These sessions are focused on resolving difficulties, improving communication, engaging with other children, expression of feelings and developing problem-solving skills.

How long?	1 hour
How often?	1 x weekly
Who runs it?	SENCOs, teaching staff, TA's, childminders and parent volunteers. Known as the Club Leader.
Who attends?	Children from mid-upper KS1 onwards who require support with social communications skills. In multiples of 3.

LEGO® Resources

In the Resources section of this handbook you will find LEGO® Club templates which you can copy and use within your setting. This includes Role Cards, Rules, and Session Plans.

To begin a LEGO® Club you will need a good selection of resources including baseplates, bricks and instructions. Resources can be purchased from www.thewackywarehouse.com or through our Amazon store. Links to specific resources are provided at the end of this handbook.



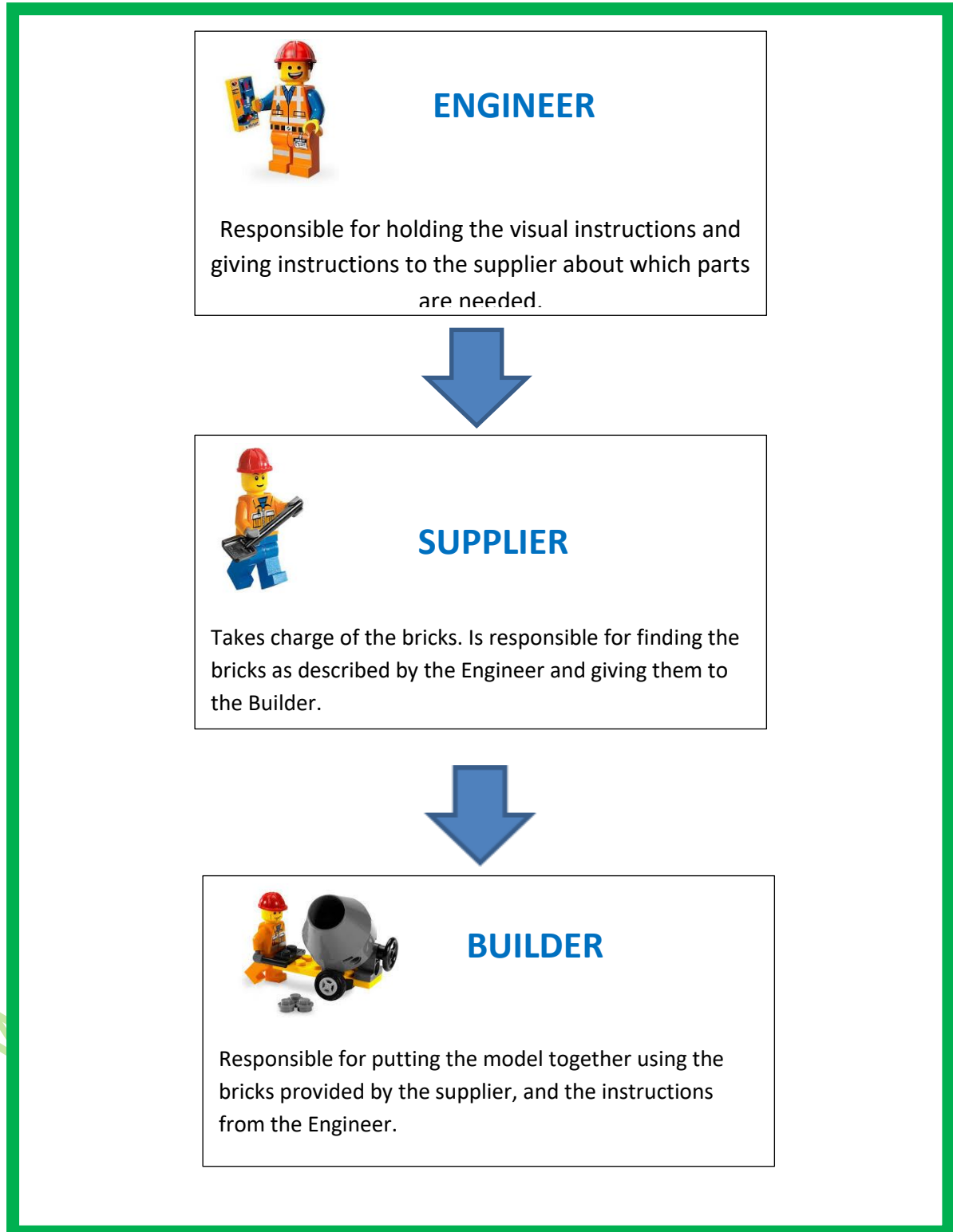
Appealing to those on the ASD spectrum, sessions are highly structured. Each child takes a turn at fulfilling a specific role:

- **Builder:** Responsible for physically putting the bricks together on the guidance and instruction of the Engineer.
- **Supplier:** Responsible for working out and finding the bricks needed according to size, colour and shape.
- **Engineer:** Responsible for overseeing the design and ensuring the instructions are followed.

Children typically work in groups of three, each taking on one of these roles. These roles are rotated from week to week, not usually within a session. The Club Leader assigns these roles at the beginning of the session taking care to ensure roles are rotated. Please see the Role Card printable templates in the Resources section of this handbook for you to copy and use. These can be laminated and given to the children, and displayed at the LEGO® Club so that they are clear on the scope of their role.

LEGO® Club Roles

As described above, each child in the multiple of three has a role: Builder, Supplier and Engineer. It can be useful to visualise these roles as a 'chain of command' as thus:



More About LEGO® Club Roles

It is important to clearly communicate that the Club Leader determines who fills each role but that everyone will get a turn in each role. At each session children should be reminded of the characteristics of the role they are playing using the Role Cards. These cards include useful phrases which they may find helpful when acting within that role.

The Club Leader has specific roles too. They should view themselves as a facilitator, enabling the children to fulfil their own assigned roles. In this way, the Club Leader can prompt problem-solving amongst the small group and keep the children on track with their assigned roles.

Club Leader Useful Phrases

- Did anyone notice a rule getting broken?
- We've identified a problem, how can we fix it?
- Are we sticking to our roles?
- That approach doesn't seem to be working, what else can we try?
- How could we work together better?
- We're getting frustrated. How can we sort this out?
- How can we phrase our instructions more clearly?



LEGO® Club Rules

LEGO® Therapy is structured and rules-based. The rules are clear and this facilitates the aims of the therapy. They can be customised, but nonetheless, rules should be apparent. Rules may include:

LEGO® CLUB SAMPLE RULES

- Structures must be built by the group, not the individual.
- If something gets broken, you fix it or request help fixing it.
- You ask for things, don't just take them.
- You use quiet calm indoor voices with no shouting.
- You use kind and polite words.
- Hands and feet are kept to yourself and no bricks go in the mouth!
- Everyone helps to tidy at the end.
- Listen to each other
- Ask before taking something from someone else.



In the resources section of this handbook you will find a blank template which you can use to write down your LEGO® Club rules. These should be laminated, communicated clearly to the children, and displayed at the Club for reference.

LEGO® Club Timetable and Structure

A LEGO® Club session should follow a similar format each session to allow both structure and familiarity.

A typical session will comprise discussion, role assignment, two projects and clearing up time. Usually one session will revolve around one 'theme' within which the two projects both fit. Typically the first project will be more structured (with set instructions) and the second project will be more freestyle. It is worth maintaining the roles for a whole session and changing them from one week to the next.

Sample Structure

Discussion (10 minutes): Reveal the theme and discuss the objectives.

Role Assigning (5 minutes): Assign groups. Assign roles (engineer, builder and supplier) reminding children that they will each get a turn in another session.

Project 1 (20 minutes): Children work on pre-designed projects following instructions. Club Leaders ensure children stay on task and stay within their defined roles, referring them back to the 'rules' where necessary. Adults will need to judge how much help and assistance is required but remember the goal is for the children to achieve the goal themselves.

Project 2 (20 minutes): Children work on freestyle projects within the same theme. The engineer conceives the design, perhaps with input from the builder and supplier. The supplier then selects and finds everything needed, whilst the builder is responsible for constructing the design.

Discussion (10 minutes): Children talk about what they've built, problems they encountered and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

LEGO® THERAPY

PART 2:

SESSION PLANS



LEGO® Club - Session 1

Theme: Transport



Resources Required:

- A small LEGO® set with instructions on a transport theme e.g. helicopter, plane, lorry or car. LEGO® CITY provide a good choice.
- A selection of generic bricks (including wheels) and baseplates.
- Prompt cards for Engineer, Supplier and Builder (see Section 3).
- Rules.
- Useful phrases poster (see Section 3).

Discussion (10 minutes): Explain what LEGO® Club is all about and how it will work. Explain how everyone gets a different role (Engineer, Supplier or Builder) and they remain in this role for the session. Explain they will get a turn being the different roles in following sessions. Explain what the roles do and that they will be assigned shortly. Explain and point out the LEGO® Club rules.

Reveal the transport theme. Explain that the mission is to make things that 'go'. Discuss the objectives.

Role Assigning (5 minutes): Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role. Give each child the appropriate prompt card.

Project 1 (20 minutes) – Make Your Transport:

Children work together to make the LEGO® Transport set provided to them. The Engineer will have the instructions. The Supplier is responsible for finding the bricks as described (or pointed out) by the Engineer. The Supplier gives the bricks to the Builder who puts them together.

Assistance and guidance is offered by the Club Leader according to the needs of the individual group.

Project 2 (20 minutes) – Design Your Own Racing Car and Make a Track:

Children work in a freestyle way (still within the roles of Engineer, Supplier and Builder) to create a racing car and track using generic bricks, wheels and base plates. The Engineer designs the racing car, drawing on input from the Supplier and Builder. The Supplier then hunts down the bricks needed and gives these to the Builder. The Builder constructs the design according to the Engineer's instructions.

Discussion (10 minutes): Children talk with the Club Leader about what they've built, problems they encountered and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

LEGO® Club - Session 2

Theme: Jungle



Resources Required:

- A small LEGO® set with instructions on a jungle theme e.g. LEGO® set 60157 'Jungle Starter Set'.
- A selection of generic bricks (including leaves and fronds) and a green or blue baseplate. Large quantities of brown, green and blue bricks are recommended.
- Children may enjoy having access to LEGO® animals such as monkeys and parrots.
- Prompt cards for Engineer, Supplier and Builder (see Section 3).
- Rules.
- Useful phrases poster (see Section 3).

Discussion (10 minutes): Recap about the structure of the LEGO® Club. Recap on the different roles: Engineer, Supplier and Builder. Remind children they each get a turn fulfilling the different roles during different sessions. Remind the children of the LEGO® Club rules.

Reveal the jungle theme. Explain that the mission is to explore the jungle habitat and what it is that makes a jungle different from other habitats. Discuss the objectives.

Role Assigning (5 minutes): Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role and changing these from the previous session. Give each child the appropriate prompt card.

Project 1 (20 minutes) – Jungle Starters:

Children work together to make the LEGO® Jungle set provided to them (including making any minifigures from scratch). The Engineer will have the instructions. The Supplier is responsible for finding the bricks as described (or pointed out) by the Engineer. The Supplier gives the bricks to the Builder who puts them together.

Assistance and guidance is offered by the Club Leader according to the needs of the individual group.

Project 2 (20 minutes) – Create a Jungle River Scene:

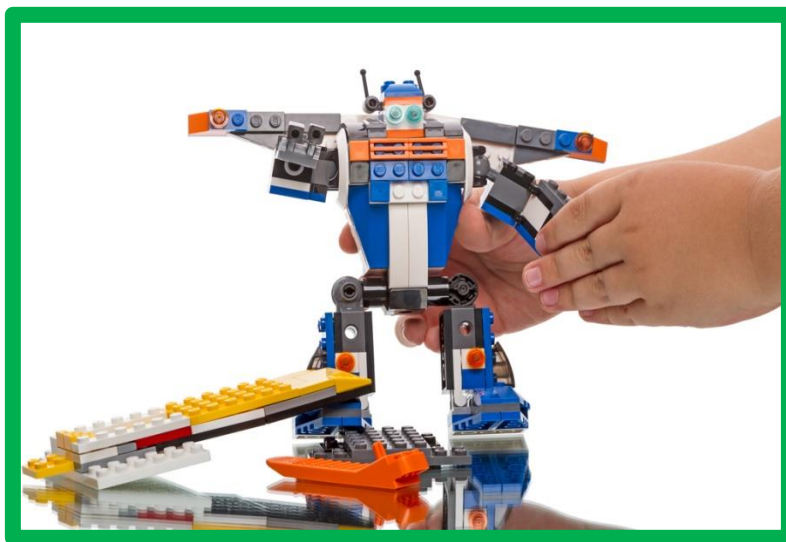
Children work in a freestyle way (still within the roles of Engineer, Supplier and Builder) to create a jungle river scene using generic bricks, leaves/fronds and base plates. The Engineer designs the scene, making sure a river runs through the overall scene. They will need to give thought to how you can construct trees from LEGO®. The Supplier and Builder can help. The Supplier then hunts down the bricks needed and gives these to the Builder. The Builder constructs the scene according to the Engineer's instructions.

Discussion (10 minutes): Children talk with the Club Leader about what they've built, problems they encountered and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

LEGO® Club - Session 3

Theme: Stories



Resources Required:

- A small LEGO® set with instructions for making a robot e.g. LEGO® set 31062 'Creator Robo Explorer' or 10402 'Fun Future Construction'.
- A selection of minifigures, generic bricks, and baseplates.
- A digital camera (and the ability to download the pictures).
- Prompt cards for Engineer, Supplier and Builder (see Section 3).
- Rules.
- Useful phrases poster (see Section 3).

Discussion (10 minutes): Recap about the structure of the LEGO® Club. Recap on the different roles: Engineer, Supplier and Builder. Remind children they each get a turn fulfilling the different roles during different sessions. Remind the children of the LEGO® Club rules.

Reveal the story theme focusing on their robot 'Rivet'. Give them the story starter:

Rivet the Robot lives on a planet and is lonely because no one else is on the planet. She wonders if – somewhere out there in the big wide world – there's another robot, just like her, searching for a friend. One day, a spaceship crashes near Rivet the Robot's house. What is going to happen next?

Explain that their task this session is to come up with a fantastic story focusing on Rivet.

Role Assigning (5 minutes): Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role and changing these from the previous session. Give each child the appropriate prompt card.

Project 1 (20 minutes) – Rivet Gets Made:

Children work together to make the LEGO® robot set provided to them. The Engineer will have the instructions. The Supplier is responsible for finding the bricks as described (or pointed out) by the Engineer. The Supplier gives the bricks to the Builder who puts them together.

Assistance and guidance is offered by the Club Leader according to the needs of the individual group.

Project 2 (20 minutes) – Create a Comic Strip Story about Rivet:

Children work in a freestyle way (still within the roles of Engineer, Supplier and Builder) to formulate their own ending to Rivet's story. They then create the scene needed and take a series of photos of events happening within their scene. These can be compiled in to a comic strip.

The Engineer designs the scene, making sure it meets the story objectives. The Supplier and Builder can help. The Supplier then hunts down the bricks needed and gives these to the Builder. The Builder constructs the scene according to the Engineer's instructions. The Engineer is responsible for taking the photos. The builder is responsible for moving the scene around.

The Club Leader should be on hand to help as required.

Discussion (10 minutes): Children talk with the Club Leader about their Rivet story, problems they encountered as they made the comic strip and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

LEGO® Club - Session 4

Theme: Animals



Resources Required:

- A small LEGO® animal set with instructions e.g. LEGO® set 30285 'Creator Tiger' or set 30472 'Creator Parrot'.
- A selection of generic bricks, leaves/fronds and baseplates (with the colours to suit the habitat of the animal).
- Prompt cards for Engineer, Supplier and Builder (see Section 3).
- Rules.
- Useful phrases poster (see Section 3).

Discussion (10 minutes): Recap about the structure of the LEGO® Club. Recap on the different roles: Engineer, Supplier and Builder. Remind children they each get a turn fulfilling the different roles during different sessions. Remind the children of the LEGO® Club rules.

Reveal the Animals theme. In this session the children will be creating their own 'pet' animal and its home/habitat. This is about fuelling discussion about different animals and what they need to thrive.

Role Assigning (5 minutes): Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role and changing these from the previous sessions. Give each child the appropriate prompt card.

Project 1 (20 minutes) – Make the Animal:

Children work together to make the LEGO® animal from the set provided to them. The Engineer will have the instructions. The Supplier is responsible for finding the bricks as described (or pointed out) by the Engineer. The Supplier gives the bricks to the Builder who puts them together.

Assistance and guidance is offered by the Club Leader according to the needs of the individual group.

Project 2 (20 minutes) – Make Your Animal’s Home:

Children work in a freestyle way (still within the roles of Engineer, Supplier and Builder) to create a LEGO® home for their newly created animal. They need to think about what that particular animal likes or needs. For example, a rabbit may want a hutch, drinking water and food bowl. A tiger may like a rock, a shady tree and a river.

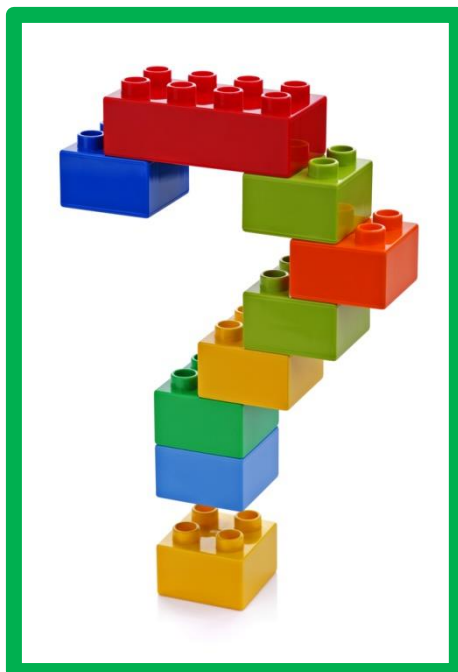
The Engineer designs the animal’s home, making sure it meets the objectives. The Supplier and Builder can help and give ideas. The Supplier then hunts down the bricks and other items needed and gives these to the Builder. The Builder constructs the home for their animal according to the Engineer’s instructions and places the animal within it.

Discussion (10 minutes): Children talk with the Club Leader about their animal and what they have discovered. They discuss the problems they encountered and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

LEGO® Club - Session 5

Theme: Solve It!



Resources Required:

- A small LEGO® set with instructions e.g. LEGO® CITY or any small set.
- A selection of minifigures, generic bricks, and baseplates.
- Some lengths of string approximately 2-3 metres long.
- Scissors, paper, glue, elastic bands and sellotape.
- A blindfold.
- Prompt cards for Engineer, Supplier and Builder (see Section 3).
- Rules.
- Useful phrases poster (see Section 3).

Discussion (10 minutes): Recap about the structure of the LEGO® Club. Recap on the different roles: Engineer, Supplier and Builder. Remind children they each get a turn fulfilling the different roles during different sessions. Remind the children of the LEGO® Club rules.

Reveal the Solve It! theme. This week is all about rising to the challenge of difficult and sticky situations. They are going to have to put on their thinking caps and work well as a team to solve the problems ahead of them.

Role Assigning (5 minutes): Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role and changing these from the previous sessions. Give each child the appropriate prompt card.

Project 1 (20 minutes) – Blind Building:

Children work together to make the small LEGO® set provided to them. The difference this time is that the Builder is blindfolded. The Engineer will have the instructions. The Supplier is responsible for finding the bricks as described (or pointed out) by the Engineer. The Supplier gives the bricks to the Builder who puts them together. The Engineer will need to carefully explain **how** the Builder is to construct the kit, ideally keeping their own hands at bay.

Assistance and guidance is offered by the Club Leader according to the needs of the individual group.

Project 2 (20 minutes) – Minifigure Transport:

Children work in a freestyle way (still within the roles of Engineer, Supplier and Builder) to solve the problem of transporting a minifigure from one side of the room to the other without someone carrying it. They could use pulleys, slides, a catapult or an invention of their own.

The Engineer designs the invention, making sure it meets the objectives. The Supplier and Builder can help and give ideas. The Supplier then hunts down the bricks and other items needed and gives these to the Builder. The Builder constructs the invention according to the Engineer's instructions.

Finally the group should test their invention ensuring everyone gets a turn.

The Club Leader should be on hand to help as required.

Discussion (10 minutes): Children talk with the Club Leader about their invention and the blind build. They discuss the problems they encountered and how things could be changed or improved.

Tidy-Up Time (5 minutes): All children help to clear up.

Further LEGO® Club Session Ideas

Theme Idea	Activity Suggestions
Buildings	<ul style="list-style-type: none"> • Design a castle • Make a house • Make a shelter for an animal • Recreate your classroom or bedroom
Space	<ul style="list-style-type: none"> • Make a space ship or rocket • Design a space station • Create an alien scene
Structures	<ul style="list-style-type: none"> • Build a bridge • Make something to drop an egg without it smashing • Pressure testing structures • Make a tall tower • Make a LEGO® zipline for a minifigure
Roads and directions	<ul style="list-style-type: none"> • Make a marble run • Create a road system • Invent a LEGO® board game • Play 'Battleships' using LEGO® • Make a balloon powered LEGO® car
Earth	<ul style="list-style-type: none"> • Make a LEGO® volcano using bicarbonate of soda • Make four different trees representing the four different seasons • Design a building to withstand an earthquake
Boats and water worlds	<ul style="list-style-type: none"> • Make a boat which floats • Make a sailing boat • Try to sink a LEGO® brick
Communication	<ul style="list-style-type: none"> • Make a LEGO® animation • Mirror models (where one model is outside the room and only one person may look at it relaying instructions back to the Builder)
Literacy	<ul style="list-style-type: none"> • Build letters or names • Create instructions for a LEGO® design • Create a minifigure (and use as a character prompt for writing)
Living things	<ul style="list-style-type: none"> • Make a plant pot out of LEGO® and plant a seed • Make a bird feeder
Weighing and measuring	<ul style="list-style-type: none"> • Design scales for weighing small objects • Figure out how to measure the sizes of different things using nothing except LEGO®

LEGO® THERAPY

PART 3:

**RESOURCES
INCLUDING FREE
PRINTABLE
TEMPLATES**



Free LEGO® Club Role Cards



THE ENGINEER

My job is to:

- Look at the instructions.
- Tell the Supplier what bricks they need.
- Tell the Builder what to do.
- Design models in freestyle activities.

Things I might say include:

- Please can you be quiet whilst I look at the instructions?
- You need to find a brick which is...
- I don't think that's what we need. We need...
- The instructions show that we need to...

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THE SUPPLIER

My job is to:

- Listen to the Engineer about what bricks we need.
- Find the bricks.
- Give the bricks to the Builder.

Things I might say include:

- Please can you tell me which brick to get next?
- Here is the brick you need.
- I can't find what we need, is this brick ok instead?
- I'm not sure what you mean, please can you explain differently?

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THE BUILDER

My job is to:

- Take the bricks from the Supplier.
- Listen to the Engineer.
- Build the model.

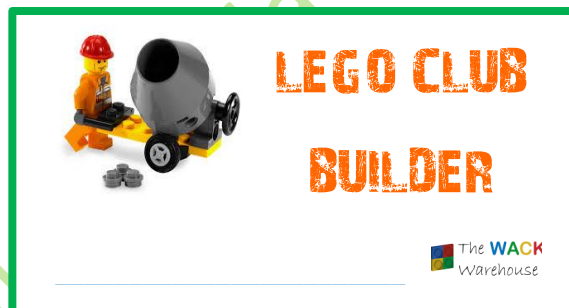
Things I might say include:

- Please can you pass me the bricks I need?
- Where should I put this piece?
- I'm not sure what you mean, please can you tell me again.
- This isn't working, can we do something differently?

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Free LEGO® Club Badge Templates





LEGO CLUB

RULES

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



LEGO® Club Plan

Session Date: _____


Session Number: _____

Theme	
Resources Needed	
Discussion (10 minutes) Recap rules and roles. Reveal theme and discuss ideas.	
Role Assigning (5 minutes)	Assign the roles: Engineer, Supplier and Builder making sure you make a note of who is filling which role and changing these from the previous sessions. Give each child the appropriate prompt card.
Project 1 (20 minutes) Structured activity e.g. building a defined set from instructions.	
Project 2 (20 minutes) Freestyle activity.	
Discussion (10 minutes) Discuss problems, changes and improvements.	
Tidy-Up Time (5 minutes)	All children help to tidy away.




USEFUL PHRASES


JUST COPY




I can't find what I'm looking for, please can you help me?




That way doesn't seem to be working. What else can we try?




I think we could do this differently.




Please can you repeat what you want me to do?




This isn't working how I want. I feel frustrated.



I think we're doing a great job!



Thank you! We make a great team!



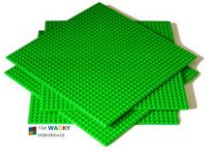
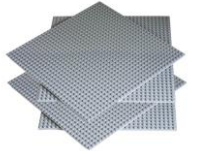


What would work better than what we are doing now?



LEGO® CLUB RESOURCES


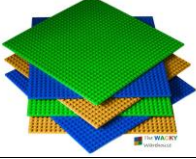
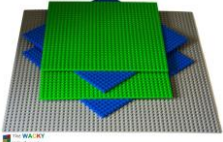

Often LEGO® clubs have minimal difficulty sourcing generic bricks and small LEGO® sets to get their club up and running. Together with the printable resources above you should have most of what you need to get started. Sourcing affordable baseplates is often harder yet makes a LEGO® club run more smoothly. Children find it easier to build if they have the right baseplate, in an appropriate colour, size and format for their project.

We recommend the following baseplate bundles and individual items for your LEGO® club:

Image	Name	Link
	4 pack green baseplates	For Amazon purchase options click here .
	4 pack grey premium double-sided boards	For Amazon purchase options click here .
	Large green roll-up base mat in green	For Amazon purchase options click here .
	Extra-large roll-up base mat in pink	For Amazon purchase options click here .



LEGO® CLUB RESOURCES CONTINUED

Image	Name	Link
	Blue large block building base plate (suitable for Duplo)	For Amazon purchase options click here .
	6 large sand baseplates	For Amazon purchase options click here .
	Bundle of 5 baseplates: 1 large grey, 2 medium blue, 2 medium green.	For Amazon purchase options click here .
	4 pack of medium base plates in pink and purple	For Amazon purchase options click here .

You can purchase resources for children with in settings and at home in store at our shop The Gallery London, 132 Hither Green Lane, London SE13 6QA, online at www.thewackywarehouse.com and www.elevateproducts.store, and through our Amazon stores.



EARLY YEARS AND EDUCATIONAL PRODUCTS AND RESOURCES

Elevate Training and Development LTD provide a broad spectrum of educational products and resources including:

- Childminding Resources
- Sensory Products
- EYFS Starting School Resources and Training

Some products you may be interested in include:

Image	Name	Link
	Emit The Multicoloured Lion and Erica Get Ready To Go To Big School Series	You can purchase online here .
	Nursery School Transition Pack	You can purchase via Amazon here .
	Childminding School Transition Pack	You can purchase via Amazon here .
	Non Toxic Washable Glue for nursery and school	You can purchase via Amazon here .

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