



## Lego Therapy

### Who?

- Initially created to support Autistic young people
- Also appears to benefit young people developing a range of language and social communication skills

### What?

- An opportunity to build Lego creations with an adult and peer/s

### Why?

- Lego is often a motivating resource for our pupils  
Motivation = engagement = learning
- Opportunities to practise a range of skills in one activity including:  
asking questions, giving instructions, understanding and using different concepts, team work, problem solving, turn taking, shared enjoyment

### Consider...

- Which pupils to group together
- Lego or Duplo
- Visual supports e.g. communication boards, role descriptions, question prompts, group rules.
- What your aim/target is for each pupil



**Stage 1  
Communication**

- 1:1 with an adult
- Focus on: exploration, joint attention, categorisation and vocabulary e.g. colours, numbers, shape, size, prepositions, question words
- Activities include:  
Identifying Lego pieces by shape/colour/size and categorising them  
Following simple instructions (verbal or visual) to build a basic model  
Showing or talking about Lego creations

**Stage 2  
Collaboration**

- Introduce one peer, then two
- Continue developing Stage 1 skills
- Set group rules
- Practise working in the set roles
- Use visual prompts to support language

**Stage 3  
Connection**

- A group of peers building Lego
- No set rules, roles or instructions
- Focus on:  
Being pupil led, self-esteem, independence, resilience, sense of belonging, social skills with low demand

**Architect**



Looks at the instructions. Tells the supplier which Lego piece to select. Tells the builder where to place the Lego piece

**Supplier**



Has the Lego pieces. Listens to the architect. Gives the required Lego to the builder

**Builder**



Listens to the architect's instructions and puts the Lego pieces together

**The roles  
in Stage 2**