1 THE LEGO LEARNING METHOD

Break big tasks into small pieces.
Build step by step.

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THE STEPS

1 Read the question. What is it asking?	
2 Find the base. What do I already know?	
3 Build in sections. What are the key parts I need?	
4 Check my work. Does it make sense?	
5 Finish and review. What did I learn?	

PRACTICE

Use the space below to try the LEGO Method with a real question or task.

Question or Task: _____

My Steps:

1. _____
2. _____
3. _____
4. _____
5. _____

What did I learn? _____

REMEMBER:
Small steps. Clear focus. Check as you go. You've got this!

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2 BRAIN SPEEDOMETER

Check your brain speed.
Find your level. Choose what helps.

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8 - 10

TOO FAST

Rushing, mistakes,
impulsive,
likely to regret.

SIGNS I AM TOO FAST:

1. _____
2. _____
3. _____

4 - 7

MOVING FAST

Getting things
done, but watch
your speed.

SIGNS I AM IN THE MIDDLE:

1. _____
2. _____
3. _____

1 - 3

JUST RIGHT

Calm, focused,
thinking clearly.

SIGNS I AM IN THE GREEN ZONE:

1. _____
2. _____
3. _____

TO SLOW DOWN, I CAN:

- ☐ Take a breath
- ☐ Write it down
- ☐ Check my work
- ☐ Ask for help
- ☐ Take a movement break
- ☐ _____

What helps me get back to a “just right” speed?

_____

_____

3 HYPERFOCUS JUMP START

Use your interests to start your focus.
Turn tasks into challenges.

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WHAT MAKES IT EASY TO FOCUS?

What about things like LEGO, games, or other activities helps you focus?

_____

_____

_____

HOW CAN I USE THAT FOR SCHOOL?

ENGLISH CHALLENGE IDEAS

My ideas:

_____

_____

_____

_____

MATH CHALLENGE IDEAS

My ideas:

_____

_____

_____

_____

MY MISSION PLAN

Choose a task. Turn it into a mission.

Task I will turn into a mission: _____

My mission goal: _____

How I will do it (my challenge): _____

My reward / break: _____

REMEMBER

Small goals. Clear steps. Progress you can see.
Missions make boring tasks more exciting!

4 ASKING FOR HELP

Asking questions shows you want to learn.
It’s a strength, not a weakness.

USEFUL PHRASES

Try these or make your own.

EXAMPLES

I want to do this properly but I’m not quite getting it yet. Can you explain it in a simpler way?

Could you show me the first step? Once I see that, I’ll probably understand the rest.

I think I understand, but can you check if I’m on the right track?

Can you give me an example?

MY OWN PHRASES

1. _____

2. _____

WHEN I WILL USE THEM

I can use these phrases when:

- _____
- _____
- _____

ROLE-PLAY PRACTICE

Let’s practice! Use the space below to role-play a conversation.
Write or act out what you might say and what the other person might say.

YOU (What you could say)	THE OTHER PERSON (Possible response)

REMEMBER

- ☐ Asking for help helps me learn.
- ☐ It shows I care about doing my best.
- ☐ I can always ask for a simpler explanation.

AFTER PRACTICE:

How did that feel?

_____

_____

5 STOP • THINK • CHOOSE

Good choices start with a pause.
Use this before you act.

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STOP

1 STOP

Pause. Take a breath.
What is happening right now?

2 THINK

What are my choices?
What could happen if I choose ea

3 CHOOSE

What is the smartest choice?
What will I do?

REFLECTION

What happened?
What did I learn?

I CAN:

- ☐ Stop and take a breath
- ☐ Think about my choices
- ☐ Choose what is best for me
- ☐ I will keep practicing!

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