LEGO Foundation
The LEGO idea is what our family enterprises are built on. It started with the LEGO name coming from LEg GOdt (Play Well) and developed into the LEGO System in Play.

Our family believes that LEGO play is one of the best ways to play and learn.

With the LEGO bricks, we can build anything we can possibly imagine as if they were glued and yet they can easily be taken apart and reconfigured into a new idea. When we do this, we are not only creating, but also evaluating, reflecting and recreating to achieve new possibilities. We learn through play in a self-motivated and fun way.
Play matters
Our aim is to:

re-define play
and re-imagine learning

We are dedicated to building a future where learning through play empowers children to become creative, engaged, lifelong learners.
Open minds to develop BUY-IN

Build and share EVIDENCE to show value

Identify and support PROGRAMMES that demonstrate results
We collaborate with some of the most respected academics and experts in the field of child development from around the world.
The power of play in lifelong learning

Playful experiences in the early years, allows you to acquire...

...the critical skills for learning throughout a lifetime.

From the early indicators of...
attention
self-control
spatial understanding
motivation and confidence
problem-solving and reflection
perspective-taking and collaboration
imagination and symbolic representation

...to a successful adulthood
Education
Innovation
Health
Job
Learning Through Play

LtP experience

1. Enjoyable and Internal Motivation
2. Meaningful and Relevant
3. Actively Engaged
4. Imaginative and Experimental
5. Encourage Sharing and Relatedness

Holistic skills

1. Physical
2. Social
3. Emotional
4. Creative
5. Cognitive

Culture and pedagogy

Across different settings, age, activities, materials etc.
Building activity

Build a duck.
What just happened!
A holistic approach to children’s learning.

COGNITIVE
Concentration, problem-solving and flexible thinking, by learning to solve complex tasks and building effective strategies to find solutions.

EMOTIONAL
Building confidence, self-control and reflection through inner motivation, when setting goals, knowing own limits, practicing, failing and succeeding.

SOCIAL
Collaborate, communicate and understand other people’s perspectives through sharing ideas, negotiate rules and build empathy.

CREATIVE
Coming up with ideas, expressing them and transforming them into reality, by creating associations, symbolizing and representing ideas and providing meaningful experiences for others.

PHYSICAL
Being physical active, understanding movement and space, through practice of sensory-motor skills, spatial understanding and an active and healthy body.
Infants who were more motorically mature and who explored more actively at 5 months and 4 years of age achieved higher academic levels as 11 and 14-year-olds (N=374). (Bornstein et al. 2013)

 Applies equally to girls and boys and was independent of children’s behavioral adjustment and social competence; mothers’ supportive caregiving, verbal intelligence, education, and parenting knowledge; and the material home environment.
Spatial abilities and future careers

Spatial abilities in grade school has significant consequences for your career 11 years later. (Verdine et al., 2014)

(Ansari et al., 2003; Cheng & Mix, 2012; Gunderson, Ramirez, Beilock, & Levine, 2012; Hegarty & Kozhevnikov, 1999; Rasmussen & Bisanz, 2005)
Longitudinal impact of social competence

Children who are more likely to “share”, “be helpful”, “listen” and “resolve problems” in kindergarten, are also more likely to obtain higher education and hold full-time jobs nearly two decades later (N=753). (Jones, Greenberg & Crowley 2015)

Early social skills (e.g., cooperation, empathy, sharing) assessed by parents, teachers, and peers when children were 8 yrs old significantly predicted achievement averaged across multiple academic areas at age 13 (N=294). (Caprara et al. 2000)

Most important, children’s ability to relate to peers at age 4 may help later academic performance at age 11, regardless of executive functioning skills (N=944) (e.g., Sabol & Pianta, 2012).
Exploration and reading

Working memory and cognitive flexibility are significant predictors of reading and early literacy. (Abreu et.al. 2014)

Cognitive flexibility crucial for early reading comprehension. (Cole et.al. 2014)

No advantage to learn to read from age 5. When children reach age 11, there were no difference between the reading ability of the children who started reading at age 5 and at 7. On the contrary, the ones starting at age 7, seemed to have slightly better reading comprehension. (N=287) (Suggata et.al. 2012)
Regulating and understanding emotions

**Self-efficacy**: our beliefs about what we can manage, and how we persist in the face of challenges. People’s accomplishments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills. *(Pajares, 2002)*

**Recognize own emotions** in oneself and others and verbalize them, as well as control own emotional expression, is a key explanatory factor for the mastery of attention. *(von Salisch, Hänel & Denham 2015)*
Creativity

Working memory and inhibitory control significantly predict creativity.
(Benedict et.al. 2007)

98% of us are creative geniuses, at the age of 3. At 25, less than 2%.
(Land & Jarmin, 1992)

Pretend play (imaginative play) predicts divergent thinking over a 4-year period.
(Ross, Robins & Christiano 1999)

Openness to experience, along with intellect, predicts creative achievement across the arts and sciences.
(Kaufman et.al. 2015)

Green = attention network
Red = imagination network (default)
### Play for lifelong learning

#### AGE: 1 4 8 12 16 20 24 28 32

**Physical**
- Balance
- Movement
- Exploration
- Higher academic skills
- Higher intellectual skills

**Social**
- Sharing ideas and things
- Being helpful & Listen to others
- Relate to Peers / Seek feedback
- Handling and Negotiating conflicts
- Higher Education
- Maintaining full-time jobs

**Cognitive**
- Self-control / Sustained attention
- Self-efficacy
- Confidence
- Perseverance
- Independent with An internal locus of control
- Memory and information processing
- Goal-setting
- Academic, social and community success

**Creative**
- Being open to new experiences
- Imagination
- Divergent thinking (getting ideas)
- Adaptive functioning (coping)
- Achievement in Arts & Science

**Emotional**
- Positive & stimulating
- Executive functioning and emotional regulation

Let`s Play !