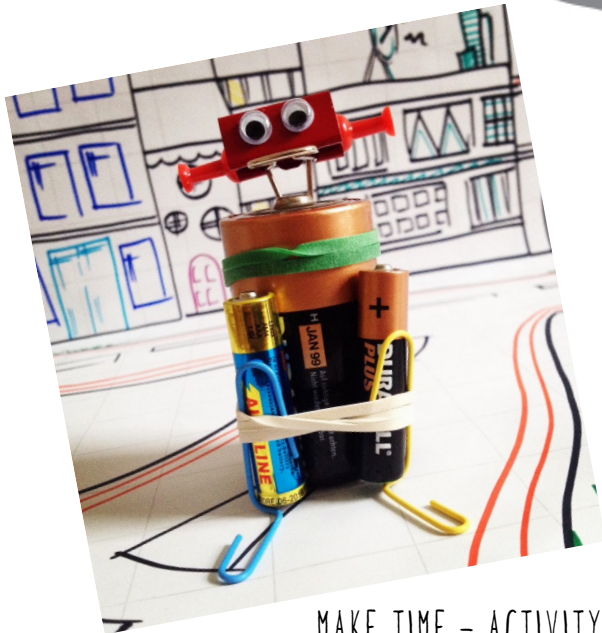


Ready Steady Go-bots



MAKE TIME – ACTIVITY GUIDELINE

This practical activity is written to help a child to develop the following skills...

- Hand-eye coordination
- Problem-solving
- Experimentation

MATERIALS...

Old batteries (not leaking or damaged, wiped clean before the activity)

Stationery (paper clips, bulldog clips, rubber bands, string, Blue Tack, wire, elastic bands, lollipop sticks)

Googly eyes

Mini LED-torches – an optional extra

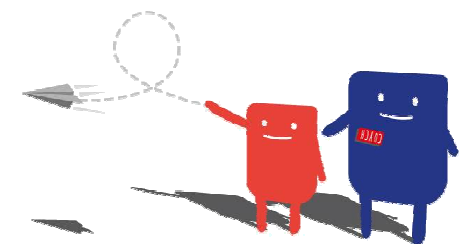
1. **PLAN:** Looking at all the junk materials available, sketch out how you will combine them together to create the shape of a robot. Is it built like a human or a machine? How does it move around? What is its purpose?
2. **DO:** Now try to build your junk robot! We would recommend not using glue, so that both you and the child have to problem-solve through this junk-making activity.
3. **REVIEW:** This might be where you use our ready-steady-go coach approach to help the child to apply their practical thinking and learning to any challenges that they are facing at the moment.

If you would like to find out more about the TLG Early Intervention programme, please contact us on...

T: 0845 508 3242

W: www.tlg.org.uk

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Ready Steady Go-bots



MY TIME — COACHING FOCUS

The TLG Early Intervention programme helps volunteer coaches to support pupils who, for a wide variety of reasons, might be struggling in school. This activity is designed to be used as part of a 1:1 coaching session. We would recommend that you and the child that you are coaching each make a Go-bot, and that as you experiment with the junk materials, you talk the child through the following questions and reflections, listening carefully to them as they explore their feelings and reactions.

1. READY — OPENING QUESTIONS

- Who is your favourite robot? (Wall-E, R2-D2, Bender, the Tin Man from the Wizard of Oz)
- If you could design a robot to help with everyday life, what would it do?
- If the robot had emotions, would it be better or worse at its job? Why?

2. STEADY — COACHING THEME

“Emotions are feelings that can help us to understand when a situation or relationship is going well, or warn us about areas that may need some attention.”

The coach creates time to talk together about how emotions can be helpful. They then remind the child of times when they have described an emotional situation e.g. “It sounds like your friend has said something that has hurt you. Well done for talking to me about it. This feeling can help you to understand that something is not quite right between you both. Can you tell me more about what that could be?”

3. GO — TAKEAWAY QUESTIONS

- What feelings do you like? What feelings do you dislike?
- How could your favourite feelings help you to make good decisions this week?

* STOP — CHILD’S CHOICE

If at any point the child draws the conversation to a close, let them know how proud you are of their sharing so far and then move on in the conversation with them.

