



Coaches' Guide



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2012 Coaches' Guide

Junior *FIRST*[®] LEGO[®] League



...to create a world where science and technology are celebrated...where young people dream of becoming science and technology heroes... Dean Kamen, Founder, FIRST

About *FIRST*

FIRST[®] (For Inspiration and Recognition of Science and Technology) was founded by inventor Dean Kamen to inspire young people's interest and participation in science and technology. Based in Manchester, New Hampshire, USA, *FIRST* is a 501 (c) 3 not-for-profit public charity.

FIRST is a volunteer-driven organization built on partnerships with individuals, as well as businesses, educational institutions, and government. Some of the world's most respected companies provide funding, mentorship time and talent, volunteerism, equipment, and more to make *FIRST* a reality. As a team coach, you join over 60,000 committed and effective volunteers who are key to introducing over 130,000 youth to the joy of problem solving through engineering.

FIRST offers several programs to inspire and encourage youth:

- *FIRST* Robotics Competition (FRC) for 14- to 18-year-old students
- *FIRST* Tech Challenge (FTC), for 14- to 18-year-old students
- *FIRST* LEGO[®] League (FLL) for 9- to 14-year-old students
- Junior *FIRST* LEGO League (Jr.FLL) for 6- to 9-year-old students

FIRST also operates a research and development facility, *FIRST* Place, at its Manchester, New Hampshire, USA, headquarters.

Since 1992, FRC has challenged 14- to 18-year-old students working with professional mentors to solve an engineering design problem in an intense and competitive way. The program is life-changing, career-molding, and a lot of fun. FTC is an intermediate robotics competition that offers students the traditional challenge of FRC, but with a more accessible and affordable robotics kit.

In 1998, *FIRST* Founder Dean Kamen and the LEGO Group's Kjeld Kirk Kristiansen joined forces to create FLL, a powerful program that engages younger children in playful yet meaningful learning while helping them to discover the fun in science and technology through the *FIRST* experience. Since 1998, over 50 countries have hosted FLL tournaments. In 2004, *FIRST* saw a need for a program directed towards younger children. Jr.FLL is an extension of FLL for children ages 6- to 9-years.

The FLL Program relies on volunteers, called FLL Operational Partners, to run the program at many levels, from managing a region to coaching an individual team. These FLL Partners fundraise, run tournaments, hold workshops and demonstrations, market FLL locally, handle public relations, and recruit volunteers and FLL teams. FLL Partners in some cases support Jr.FLL teams in their area by hosting Jr.FLL Expos. Partners are parents, teachers, scientists, and everyday citizens. They are a tremendous resource for FLL teams. FLL would not exist without them. Our FLL Partners agree to maintain certain standards relative to tournaments, the Challenge, and overall program administration. At the same time, the resources of each FLL Partner vary from region to region. Some FLL Partners are affiliated with major corporations that support *FIRST*, Jr.FLL, and FLL. Others are associated with a non-profit that has a mission complementary to that of *FIRST*. Finally, some are individuals with a passion for our cause, operating out of their homes. The most important goal for all FLL Partners is to share the FLL program with as many individuals as possible. Many Partners also support the Jr.FLL Program in a variety of ways.

Jr.FLL Coaching Basics

Coaching a Jr.FLL team can be one of the most rewarding experiences of your life. Like any great reward, coaching involves a commitment of time and energy. But remember, the kids on your team really need you to give them guidance and provide structure, encouragement, and most of all, a fun experience. To succeed, the coach, team members, mentors, and parents must commit to the entire Challenge: researching, modeling, creating the *Show Me* poster, and working together as a team for the entire 6- to 8-week season.

The Jr.FLL program differs from other *FIRST* programs; it is not a competition. The program focuses on allowing children to learn, collaborate, and have fun. Each team requires at least one adult coach. (The coach must be at least 18 years of age or older.) Good coaches come from many walks of life and have included teachers, parents, engineers, scientists, college students, and scout leaders. Coaching requires no special skill—just patience, dedication, and a willingness to learn alongside the team. As a coach, you will direct the learning process, allowing the children to solve the Challenge without providing the solution yourself. *Coaches' Resources* can help rookie and veteran coaches alike get their teams started. Additionally, the Jr.FLL forum provides opportunities for veteran coaches to share tips and tricks.

As a coach, you also are responsible for honoring and communicating Jr.FLL core values to team members, team volunteers, and others affiliated with your team. All Jr.FLL teams are expected to abide by Jr.FLL rules and guidelines, as they exist now and as they may be set forth during the season. (More information about team rules, guidelines, policies, and procedures is provided later in this guide.) Any updates will be communicated to Jr.FLL coaches by email. Be sure to read the "Coach's Promise" and the core value information that follows so that you fully understand Jr.FLL and these responsibilities.

Coach's Promise

- 1) The kids come first. Jr.FLL is about the kids having fun and becoming excited about science and technology. Everything my team does starts and ends with that principle.
- 2) The kids do the work. This is their opportunity to learn and grow. The kids on my team do all of the research, problem solving, and building. Adults can help them find the answers, but cannot give them the answers or make the decisions.
- 3) My team is comprised of **six** or fewer members, all team members participate on only one official registered Jr.FLL team, and all team members are **no older than 9 on January 1, 2012**, the year the Super SeniorsSM Jr.FLL Challenge was released.
- 4) I am responsible for reading and relaying all aspects of Jr.FLL guidelines and rules to my team, other coaches, volunteers, and parents. (Jr.FLL will communicate with your team using the primary email address you provided.)
- 5) I will encourage my team members, other coaches, volunteers, and team supporters to develop and practice a set of Jr.FLL Values that reflect *FIRST's* goal to change culture in a positive way by inspiring others through our team's actions and words.

Jr.FLL Core Values

Jr.FLL is a child-centered program which aims to give kids a unique and stimulating experience. *FIRST* encourages young people to learn the value of teamwork and to respect everyone's ideas and contributions to the team. Jr.FLL values are about appreciating our differences and learning what those differences add to our lives. Jr.FLL succeeds most fully when team members bring these values back to their communities.

We ask that everyone associated with every Jr.FLL team understand and honor these core values.

- We are a team.
- We do the work. Our coaches and mentors help us learn, but we find the answers ourselves.
- We share our experiences and discoveries with others.
- We are helpful, kind, and show respect when we work, play, and share. We call this Gracious Professionalism®.
- We are all winners.
- We have fun.

Gracious Professionalism

Dr. Woodie Flowers, National Advisor for *FIRST*, speaks about gracious professionalism in this way.

The *FIRST* spirit encourages doing high-quality, well-informed work in a manner that leaves everyone feeling valued. Gracious professionalism seems to be a good descriptor for part of the ethos of *FIRST*. It is part of what makes *FIRST* different and wonderful. Gracious professionalism can and should mean different things to each of us. It is possible however, to outline some of its meanings:

- Gracious attitudes and behaviors are win-win.
- Gracious folks respect others and let that respect show in their actions.
- Gracious professionals make a valued contribution in a manner pleasing to others and to themselves as they possess special knowledge and are trusted by society to use that knowledge responsibly.

In the long run, gracious professionalism is part of pursuing a meaningful life. One can add to society and enjoy the satisfaction of knowing that you have acted with integrity and sensitivity. That's good stuff!

Building Your Team

A Jr.FLL team consists of up to six members (ages 6- to 9-years) and at least one adult coach/mentor. Kids come to the team from many different avenues: schools, after-school programs, home-schooling groups, Girl Scouts, Boy Scouts, Girls Inc., Boys & Girls Clubs, YWCA, YMCA, Big Brothers-Big Sisters, religious groups, and neighborhood groups.

Encourage mentorship from FLL, FTC, and FRC team members; family members; practicing professionals; and school or community volunteers who support the Jr.FLL team. Their cooperation and support are invaluable. They can help with fundraising, logistics, team building, mentoring, or opening their homes for a team meeting and sharing their experience. Each volunteer has something to contribute. Perhaps a parent could coordinate the materials and resources the team needs throughout the season. A local engineer might find how-to guides and expert resources on the Jr.FLL Challenge topic for your team or help with brainstorming. An older sibling might help with team-building activities. Additionally, some parents may be interested in helping to coordinate an event for their team and possibly invite local teams to participate.

The Coach

As coach, you are responsible for mentoring your team through the season's Jr.FLL Challenge, as well as for planning and scheduling meetings, visits, and trips. You are the liaison between team members, mentors, parents, and volunteers. It is important that you inform kids and parents about what is expected of them in terms of their commitment to the team.

There are as many ways to coach a Jr.FLL team as there are teams. Jr.FLL encourages fresh thinking. Let your team celebrate its own style. Do what makes sense for you and the young people you are working with. With that said, here are some guidelines to consider.

- In Jr.FLL, kids make all critical decisions in the building and project development processes. If you find yourself pushing a solution, you are doing your team a disservice. Remember, you want your team to think for themselves—and you don't want to suppress any revolutionary ideas.
- A mutual foundation of trust and respect is critical for a supportive learning environment. Everyone's voice must be heard, and all ideas should be listened to with a patient and open mind.
- Encourage your team to experiment; allow them to explore options.
- As much as you might enjoy building, remember that the kids on the team must design and build the model—not you or any other adult.
- When a coach or mentor does the work, it sends the kids a strong message—you are not capable.

Does this mean you should stand idly by while your team struggles with the challenge? Absolutely not!

You must be involved, but your role is to mentor and encourage the young ones to do the thinking. Instead of directing your team to "add a pulley here using rubber bands and a wheel," ask questions. Present options (ranging from practical to the wildly absurd) to start the brainstorming process—allow your team to find the solution. One useful method is to reply to a question with another carefully considered question that encourages team members to use their knowledge of science and hypothesize logical outcomes:

- What would happen if . . .
- And then . . .
- How will that work?

Coaches differ in the amount of instruction they give their teams. Some give very little; others give much more. A successful Jr.FLL coach controls the process, not the content. Coaches facilitate, help the team complete its work, and improve the way it works together.

Kids become problem solvers by solving problems themselves! We understand that adults can be just as passionate about Jr.FLL as kids, but adults must always remember: **THE KIDS COME FIRST.**

The Team

Discuss responsibilities with the whole team. It is important for you to be specific when talking about each individual's role and responsibilities. Team members usually have ideas about what they want to do—building, research, making the *Show Me* poster, presenting—but be aware, some children can be pushed out of trying something they really want to do by other more verbal and enthusiastic team members. Also, be mindful of those who avoid certain tasks. Remind the children often of the importance of collaboration and teamwork. Rotate roles so everyone has an opportunity to try different things.

Building Your Season

In addition to planning and scheduling meetings, visits, and trips, we suggest that you prepare for the season by:

- Reading the season Challenge
- Reviewing the *Coaches' Resources*
- Preparing some team building exercises and break time activities

You can find the Season materials by logging into your registration account and checking the Jr.FLL Team Summary page.

Team building can be difficult if your schedule is too structured. Taking a break and allowing the kids to have fun together can develop your team's communication skills, promote respect, diffuse conflict, and lead to smoother progress when work resumes.

Team Name

It's customary for *FIRST* teams at all levels to come up with a team name. Deciding on a name can be an effective team building activity for the first meeting. Brainstorm many ideas before deciding—you may find that the best name combines elements from several ideas, so be ready to discuss the brainstorming list once it's complete. At minimum, you will share the name on the team's *Show Me* poster. You might also decide to make team shirts or create a team cheer or logo. Teams who attend large events might also like to make buttons with their team logo.

What's in a Name? Game—Every name has meaning. Some like the names of things we see in the real world—a table, a robot, a cloud, LEGO® blocks, immediately bring a picture to mind. Others like the names of people—Amir (prince), Briana (noble), Carl (manly), Dagmar (dear and famous), require some research before we understand their meaning. Your team's name will have meaning, too.

To help team members think about the meaning of names, look up the meaning of the names of each of your team members and coaches on a baby names website (<http://www.babynames.com/> has a wide variety of names and few advertisements) or in a baby names book. Have your team guess what each team member's and coach's name might mean and then share the meaning you found. Brainstorm about team names, what they might mean, and why each person suggested the name.

Team Building Activities

Team building exercises allow members to get to know each other and learn to communicate feelings in a positive and healthy manner. They encourage Gracious Professionalism as your team works together towards a common goal. Team building activities are fun and are a great way to start the season or each team meeting. Not only are you building your team, you are gathering team member information for your *Show Me* poster.

The Interview Game—Play the Interview Game; you be the reporter! Have your team members and volunteers sit in a circle. Ask one or more questions to help everyone get to know each other better and to help you get a feel for their interests and knowledge levels. Go around the circle and get answers from everyone. Choose a different person to answer first for each question. Sample interview questions might include:

- What do you like to do best?
- If you could invent something, what would it be? What would it do?
- Do you have a pet? What kind? What's its name? Tell us a story about them. (If the interviewee has no pet, ask what kind they would like to have, what name they would give it, and why they would like that pet.)

- What is your favorite subject at school? Why?
- What is your favorite color? Name something that comes in that color.
- How many people are in your family? Are you the oldest? youngest? in the middle?
- What do scientists and engineers do?
- What's the best thing that's happened to you today?
- What do you want to be when you grow up? (Enjoy the giggles when you ask the adults this one!)

Consider adding questions about this year's Jr.FLL Challenge. Remember, in this game there are no wrong answers.

Best/Worst—Bring grins and groans at the end of the day. Gather your team and volunteers in a circle at the end of the meeting, event, or season and ask each to share what was the best and worst thing. Be sure to share your best and worst, too! You may be surprised to find that the most challenging part of the day turns out to be everyone's favorite! But don't be discouraged if, on a difficult day, SNACK is the best thing; learn from the day's experiences.

Get to Know Each Other Workout—Young children are bundles of energy; this icebreaker lets you get to know your team and gives an outlet for pent-up wiggles. Gather your team and volunteers in a circle, arms outstretched, fingers not touching. Explain the game:

"I'm going to tell you my name and then do something. You listen to my name and watch what I do. When I'm still again, all of you say, "Hi, <your name>!" and do what I did. Then the person next to me (point to the person to your right) will tell us their name and do what I did and we'll all say "Hi" to them. Each time we go around the circle we'll learn something new about each of us, so listen closely."

"Hi, I'm Ted!" Ted claps his hands twice.

"Hi, Ted!" Everyone claps their hands twice.

"Hi, I'm Jenny!" Jenny claps her hands twice.

"Hi, Jenny!" Everyone claps their hands twice.

Continue around the circle until everyone has introduced themselves.

When the introductions are back to the first person, begin again, but add a new piece of information and a new move. Run in place. Hop up and down. Dance. Shake. Whirl and twirl. Cross your eyes. Your imagination, energy, and flexibility are the only limiting factors.

"Hi, I'm Ted and I like dogs!" Ted runs in place.

"Hi, Ted. You like dogs! Everyone runs in place.

"Hi, I'm Jenny and I like snakes! Jenny runs in place.

"Hi, Jenny. You like snakes!" Everyone runs in place.

You may need to prompt the group or a team member the first time you play the game, but everyone will catch on quickly. Continue around the circle 3 or 4 times. Change the action and add a new like, dislike, or fact to share each time.

Untangle Me a Team—Here's another team building exercise that gives an outlet for those pent-up wiggles. To prepare for this game, you will need six to eight foot lengths of string with a hand-hold loop tied at each end—one for each two team members. If you have an odd number of team members, you or one of the volunteers working with the team can participate, but let the kids direct the untangling.

Before the team arrives, lay the strings on the floor, like the spokes of a wheel. Twist and tangle the strings together at the center of the "wheel" to form the "hub," but do not knot them. The object of the game is for your team to work together—without letting go of their end of a string—and untangle the team. For very young teams, you might wish to use different colored string.

Gather your team (and coaches/volunteers, as needed to make an even number) in a circle around the string wheel—arms outstretched, fingers not touching. Explain the game:

"You've all worked and played with other kids. Sometimes, ideas get all mixed up and it seems like you'll never be able to work together. But, if each one of you helps, if each one of you listens and shares, the ideas can be untangled and you can work it out. That's what we're going to do today. Untangle our team."

"Now, each one of you take ahold of one of the loops and look really hard at the tangle in the middle. Without letting go of your loop, work together and untangle the mess at the middle of the circle. When you're done, you'll discover your secret partner for today."

"Only one team member can move at a time, but you'll have to work together to decide who moves and how that will help untangle our team. Ready? Set? GO!"

If your team begins looking and talking over solutions on their own, let them go at it. If you're met with blank looks and silence, be prepared to facilitate the game. Perhaps, start with one player and ask, "What do you think, Joey? Who should move? Where should they go?" then move on around the circle to get ideas from each team member. If the team is still at a loss, perhaps suggest the first move. "What would happen if Joey moved through the center of the circle to sit between Lisa and Tommy?"

Allow 5 to 7 minutes for untangling. In the remaining time, have the secret partners learn something new about each other. Come back together and share what each set of partners learned.

Supportive, Noncompetitive, Learning Environment

Jr.FLL is intended as a program that creates a supportive, noncompetitive, learning environment where children drive the team's goals and plans, children do the work, and adults mentor and facilitate teamwork.

Trust and Respect—A mutual foundation of trust and respect is critical for a supportive learning environment. Everyone's voice must be heard, and all ideas should be listened to with a patient and open mind. Part of your role is to listen to team members and keep lines of communication open. While you may not be able to use every idea or suggestion, hear each child out. Clear expression of an idea and convincing others is a great learning experience. Be sure the youngsters understand the concept: "No idea is a bad idea."

Child-Driven Processes—Once the Challenge is unveiled, the children will often drive the goals of the team. This is perfectly acceptable and gives you a chance to step back and watch their progress. Encourage the kids to brainstorm; it's an important part of a team's planning process. It brings out creative ideas and produces better-thought-out solutions. When you lead discussions or make suggestions, give choices to the team members. Coaches should continue to facilitate the process the team follows to reach its goal, but allow choices within that process. One way to do this is to offer options to the team where every outcome is acceptable. That way, there will be no wrong answers. As coach, you then help the team reach consensus in a fair way. There are many paths to success.

Keep It Simple, Silly—Introduce KISS (Keep It Simple, Silly) to your team. As your team learns to work together on this season's Challenge, they will face many issues, large and small. In the engineering

world, simple solutions are much more desirable than complex ones. A complex solution has many more places to fail, is more difficult to repair, usually costs more, and usually is more difficult to operate.

Do all high-tech devices fail the KISS test? Of course not! Think about microwave popcorn. It employs much more technology than placing kernels and oil in a pan, but it's much simpler (and safer) to make and clean up.

Even the youngest teams are sometimes drawn to complex solutions. Keep reinforcing the KISS principle. Ask questions that help your team to distill their ideas and make their Challenge and model building work as simple as possible.

Facilitating Teamwork—Be aware of verbal and non-verbal cues and interpret the conversation to help the teamwork through communication difficulties. If you validate team members' feelings, they are more likely to discuss problems. Sometimes acknowledgement or positive feedback may be all the response a team member needs. A great way to work with a child who needs this feedback is to find one great point in their plan and point this out to the rest of the team. This validates their idea, but also allows you to move away from ideas that are not relevant to the topic.

A frustrated child might cross his arms over his chest and refuse to face his teammates. It is your job to help this child re-join the team. Keep in mind that we all deal with stress differently. One child might feel the need to walk away to reclaim personal space and another might attack the conflict head on. Be prepared to have some activities for children who may need a break from group work. This could include some research on the computer, or puzzles, games, or pictures related to the Challenge.

Materials and Mechanics

Your team will be creating a model (which includes a motorized moving part and a simple machine) and a *Show Me* poster. You may obtain the materials from any source, so long as they meet the minimum requirements. You can access ordering information for the optional Jr.FLL base set from your registration log-in.

- The model must be no bigger than 15-inches x 15-inches—a LEGO baseplate or other premeasured footprint makes it easier to keep the model the right size.
- The model should be made of LEGO parts—your team can use any LEGO bricks, figures, or any moving parts they need. Typically a team of six will use 400 to 1,000 LEGO parts during the season.
- The model must have at least one motorized moving part—your team can use a motor like the one available in the optional Jr.FLL base kit, or it can be programmed to move using a LEGO WeDo™ set and software.
- The model should include one simple machine—your team must design and build it using LEGO elements; you can find many pieces useful for building a simple machine in the optional Jr.FLL base kit.
- Your team cannot paint or decorate the LEGO parts; they cannot use other art or craft materials in the model.
- Create the *Show Me* poster using a 22-inch x 28-inch flat poster board or a 36-inch x 48-inch tri-fold presentation board—no bigger!
- Your team can use words, drawings, photos, and small objects attached to the poster to tell about what they learned.
- Tell about your team—your team name, your team members (remember to make space to share something special about each person), and you...the coach.
- Tell about the places your team hunted for answers, the people they asked.
- Tell about your technology and show how it changed over your Senior Partner's lifetime.
- Tell about the LEGO model and machine your team created—what is moving, why, and how.

Optional Jr.FLL Base Kit—*LEGO Education* offers an optional Jr.FLL Base Kit that includes a variety of LEGO sets and pieces that will help your team build a Jr.FLL model. The kit provided for Jr.FLL has many parts that have the potential for motion: a motor, a power supply, gears, chains, wheels, axles and much more. We hope teams will be inspired to use these parts to their fullest potential, but remember, your team only needs to create one motorized moving part. Jr.FLL is a terrific opportunity to learn about simple machines. This kit is suggested for teams that are just beginning their Jr.FLL journey or teams that have no materials to start with. Ordering information is available from your registration log-in.

Optional Jr.FLL Robotics Kit—This season, an optional Jr.FLL Robotics Kit is also available for purchase from *LEGO Education*. The kit includes a LEGO WeDo set, WeDo software, and the WeDo Activity Pack. This kit provides teams with the opportunity to explore simple programming techniques and gain experience in building models that are moveable using computer software. The Jr.FLL Robotics Kit is suggested for teams that are returning for their second year and would like to gain more experience or for teams of older children (ages 8- to 9-years) who are preparing to move to the FLL Program. It is important to note that teams who purchase the kit receive a team site license for the software and activity pack. These may be downloaded to team computers only—nowhere else. This is a special license available only for Jr.FLL teams and only with the purchase of a Jr.FLL Robotics Kit. Team site licenses are not otherwise available from *LEGO Education*. We thank-you in advance for adhering to the provisions of the team site license.

Season Schedule

Jr.FLL programs can be conducted at any time during the year. Here are a few important dates to keep in mind as you plan your season.

Important Dates:

August 1, 2012	Global Release of the Super Seniors Challenge Jr.FLL Super Seniors Season team registration begins
October 2012 through June 2013	Jr.FLL Expo Season
April 2013	Jr.FLL Super Seniors Season team registration ends Jr.FLL World Festival Expo, St. Louis, Missouri, U.S.A. Jr.FLL system closes to prepare for the next season.

Most coaches find that team meetings run more smoothly with a bit of advanced planning. Here is a sample schedule for a 6-week season with weekly meetings lasting approximately 1.5 hours. Feel free to use this schedule—or modify it to meet the needs of your team and the requirements of your meeting place.

Jr.FLL Sample Season Schedule (Based on 6-week season)

Time	Activity	Description/Comments
Week 1		
15 min	Snack	Allow children to have a snack, especially if this is an afterschool activity. This will give you a chance to bring all the kids together and go over the plan for the day. You may wish to include snack items in your team budget, create a schedule for team families to supply snacks, or ask each team member to bring their own snack each week. You might want to show all or part of one of the online video resources during snack time.
10 min	Icebreaker	Play icebreaker, name, or team building games.
	Team building	Brainstorm a team name and logo.
25 min	Challenge introduction	Introduce the Super Senior topic. Read the Challenge and let the team know their mission. Explain that during this season, they will be learning from and about a Senior Partner, a person age 60 years or older. Brainstorm with the team and make a list of the people team members know who might be over the age of 60. Consider the ways each person on the list can be contacted and how they might be able to work with your team. Remember, a tech-savvy senior who can meet weekly via video chat sometimes can be more valuable to the team than a local resident who is only available to meet once or twice. As a team, choose three Seniors from the list and develop a plan to ask the team's first choice to be the team's Senior Partner. If their first choice for a Senior Partner cannot meet with the team, the team can then invite the second or third person on the list. Reach out to the Senior Partner and arrange a meeting with the team. Be sure to let your Senior Partner know that the team would like them to share some interesting stories about their life, the changes they've experienced (personally and technologically) and, if possible, photos from their life and youth. Ask if they have and are willing to share pictures from when they were age 6- to 9-years-old.
25 min	Explore parts	Allow kids to play and explore the base kit or similar collection of LEGO parts. Don't worry if they are not building anything related to the topic. Some children may never have used LEGO pieces before and will need time to get a sense of how to use them. Remember, this is meant to be FUN!
15 min	Recap and clean-up	Clean up, put away materials, recap the day's activities, and remind the children to begin thinking about a snack they would like to learn more about together as a team over the next 6 weeks.

Week 2

15 min	Snack	While the children have snacks, let them know what they will be working on today.
10 min	Team-building activity	Play team building games. Finalize the team name and logo design.
20 min	Research	Once the team has identified a Senior Partner and the Senior Partner has accepted the invitation to work on the Challenge, create a list of questions the team would like to ask the Senior Partner to learn about their life. As they work on their question list, you might need to ask the team some questions of your own to ensure that the team fully understands the Challenge and to guide the team toward developing questions will give them a clear understanding of the changes that have happened in your Senior Partner's lifetime. Refer to the Challenge document for a list of ideas for questions. Use your questions to guide the team, but leave the wording of questions and decisions about the line of questioning to the team. As a team, decide who will ask each question and how the answers will be recorded. Ask the team to think of things they can share so their Senior Partner can get to know a bit about each team member, too. Decide what the team believes is important for their Senior Partner to know about the Challenge and Jr.FLL. Practice having each team member introduce themselves and tell a little bit about the Super Senior Challenge or Jr.FLL. Rehearse the interview questions.
30 min	Model building	Challenge your team to build a model with a moving piece. This activity is just for fun; it is not the model your team will use for their final product.
15 min	Recap and clean-up	Clean-up, put away materials, recap the day's activities, and remind the children of any tasks to be completed or items to think about for next week's meeting.

Week 3

15 min	Snack	While the children have snacks, let them know what they will be working on today.
10 min	Team-building activity	Play team building games.
20 min	Research	<p>Now that your team members are well prepared and rehearsed, as a team, meet with your Senior Partner and get answers to the team's questions. Have the team members introduce themselves and share some information about the Super Seniors Challenge or Jr.FLL. Remember to let the team ask the questions. This is their interview. As a coach, you are there as a discussion guide and to gently prompt if team members gets so excited that they forget their questions. If necessary, prompt your Senior Partner to share interesting stories about their life and the changes they've seen and to share pictures of themselves when they were younger, possibly from the time when they were the same age as the team members.</p> <p>After the meeting with the team's Senior Partner, regroup and debrief. Consider what your Senior Partner shared. As a team, discuss all the changes over time that the Senior Partner talked about and choose one thing to learn about in more detail. The team can research anything that the Senior Partner identified as having changed from when they were younger to the present time. Maybe your team will choose a machine or technology that they use now, like a telephone or TV. Maybe they will be fascinated with changes in transportation and how people get from one place to another. Maybe a change in a process, like doing homework, cooking, or doing laundry, will strike their fancy. Let the team decide. Ask the team to learn what they can about the change before the next meeting. Collect research material for the team for use at the next meeting.</p>
30 min	Model building	Start discussing what your team will build for their LEGO model. (Spend about 10 to 15 minutes brainstorming ideas with the team and the remainder experimenting with the LEGO parts. Remind the kids that it must be a team decision.)
15 min	Recap and clean-up	Clean up, put away materials, recap the day's activities, and remind the children of any tasks to be completed or items to think about for next week's meeting.

Week 4

15 min	Snack	While the children have snacks, let them know what they will be working on today.
10 min	Team-building activity	Play team building games.
20 min	Research	<p>Ask team members to share what they've learned about the change they chose at the last meeting. Did team members bring any research materials? Share the research materials you collected.</p> <p>Encourage the team to use the research materials to learn as much as they can about the change they identified. For example, if the team chose to focus on changes in TV as entertainment, they could learn what TVs looked like and how they worked were when the television was first invented. The team could learn about how televisions have changed over time. You could encourage them to think back to the interview and why their Senior partner either likes new TVs—or doesn't. Are they harder to use because the technology is more complicated? Are TVs better now? Why?</p> <p>As a team, talk about what your team members learned. Make a plan for building a LEGO model that shows others what they learned. Anything is acceptable, but remember that the team must:</p> <ul style="list-style-type: none"> • Build the model from scratch • Be prepared to explain the change the model represents • Be prepared to answer questions about what moves, why it moves, and how the model was made • Be prepared to discuss what they learned. <p>The LEGO model should be the tool for the team to use to talk about what they learned.</p>
20 min	<i>Show Me</i> poster	Start creating the team's <i>Show Me</i> poster. Be sure that the team reviews the Challenge document. They will need to include information about their Senior Partner, their research, the members of the team, and details about what their model shows and how it moves.
30 min	Model building	Have the team build a practice model of their design. You may want to have the team draw a picture of the model first.
15 min	Recap and clean-up	Clean up, put away materials, recap the day's activities, and remind the children of any tasks to be completed or items to think about for next week's meeting.

Week 5

15 min	Snack	While the children have snacks, let them know what they will be working on today.
10 min	Team-building activity	Play team building games.
20 min	<i>Show Me</i> poster	Team should finish <i>Show Me</i> poster; make sure each child is able to work on the poster.
30 min	Model building	Have the team finish building their LEGO model
15 min	Clean up and recap	Clean up, put away materials, recap the day's activities, and remind the children of any tasks to be completed or items to think about for next week's meeting.

Week 6

15 min	Snack	While the children have snacks, let them know what they will be working on today.
10 min	Team-building activity	Play team building games.
20 min	Presentation practice	Team should practice presenting their model and poster. Pretend you are a reviewer. Use the sample reviewer questions found in the <i>Jr.FLL Event Guide</i> . Ask your team members about their research, <i>Show Me</i> poster, and model. This will help to prepare the team and ensure that they feel comfortable at an event.
30 min	Model building	Have the team make any last minute changes to their LEGO model
15 min	Clean up and recap	Clean up, put away materials, and recap the day's activities and remind the children of any tasks to be completed or items to think about for the event. Be sure to congratulate everyone on a job well done.

Week 7 (Hold a session after the team participates in an event)

Use this session to celebrate all of your team's accomplishments during the season. You may want to present each team member with a certificate, award, or small gift and mention something special they accomplished during the season. You will want to make sure to invite parents and friends to this meeting so they can share in the joy of celebrating the team. If your team is graduating from Jr.FLL, be sure to check out FLL teams and events in your area. You may wish to take your team to an FLL event or post your interest in finding other teams in your local area on the Jr.FLL Forums available on www.usfirst.org.

Team Budget

The only required expense for a Jr.FLL team is the \$50 team registration fee. However, a team of six children can be expected to spend between \$300 and \$500 for a 6- to 8-week season. Many of the items included in the sample budget, such as snacks and shirts, can be donated. Team member families often share the costs of a team. Local technology businesses may be interested in covering some costs.

Jr.FLL Sample Season Budget (Based on a 6-week season)

Item	Amount (US dollars)
Team Registration (required for each team of up to 6 children)	\$ 50.00
Jr.FLL Base Kit (suggested, includes a 15 × 15 LEGO base plate)	\$182.95 in the U.S.A. \$208.95 in CAN.
Jr.FLL Robotics Kit (suggested)	\$175.95 in the U.S.A. \$201.95 in CAN.
Team Shirts (optional)	\$ 30.00 (approx.)
Event Registration (if you attend an event other than your own)	\$ 35.00 (approx.)
Additional LEGO Elements/building bricks (optional)	\$ 30.00 (approx.)
Miscellaneous (gas, snacks etc.)	\$ 50.00 (approx.)
Total Minimum Suggested Items	\$408.90 (approx.)
Total All Items	\$503.90 (approx.)

Jr.FLL Events

Jr.FLL Events vary from region to region. Any team or interested party can host local events. Jr.FLL events showcase and celebrate your team's accomplishments. They are not competitions. Expect an event to last approximately two to four hours.

Teams that decide to host or attend a Jr.FLL event bring their model and *Show Me* poster to the event. Volunteer reviewers visit with each team, check out the models, and ask questions. The process is not meant to overwhelm the children. Reviewers realize the process can be stressful for some kids. Remind your team that the reviewers are looking forward to learning from them!

Your team will enjoy seeing what other teams have designed and built. This is a great way for kids to learn from each other. You may want to think of ideas to encourage this process of learning from other teams. At the end of the event, teams receive recognition for their efforts at the Hi Fives ceremony. Any adult can host an event. Tips, suggestions, and how-to advice are offered in an event guide available to coaches. In some areas, the FLL Partner organizes Jr.FLL events in conjunction with an FLL Tournament. But understand that neither *FIRST* nor Jr.FLL oversee any of the events. Team registration does not include a guarantee that an event will be available in your area.

A Final Note to Coaches

Don't take your job too seriously! We want you and everyone on the team to enjoy the experience. Our goal is for you to help your kids have fun building and learning something about a real-world problem. Team members win just by participating.

At the end of the Jr.FLL season, your team should be proud of its accomplishments. Your team members explored a subject through building and research, designed and built a model, and learned how to work together successfully. It's important to celebrate what you've done together. Many teams celebrate at Jr.FLL events; others celebrate in their own way. Do what works best for your team, but be sure to include a plan for celebration in your schedule. Your celebration can be something as simple as an ice cream party or a trip to the park as a team.

Whether your team attends an event or not, be sure to make some one-on-one time for each team member. Tell each one how they contributed to the team. Remind each member of the great ideas they had, the problems they solved, the way they supported teammates, and the things they learned during the season. This is your most important job as a coach, so take time and be thoughtful about what you say to each child. It is a great idea to provide each team member with a small token to remember the experience. Young children love to receive small, tangible items in recognition of their accomplishments. Check out the Jr.FLL Awards page at www.usfirst.org for ideas!

Tell the group how its accomplishments as a team were special, innovative, or unique. Tell them what they did that changed you or changed the way that you think about them. Sometimes it's difficult to put into words, but it's important that the team understands what coaching them has meant for you. Recognizing the entire team, as well as praising each child individually in front of his teammates, will create a lasting memory of working with you and your team on Junior *FIRST* LEGO League.

Now, pat yourself on the back. You influenced the lives of these children and expanded their horizons. Congratulations on a job well done!