

Needs of Plants and Animals

LEGO® Education Unit for

LEGO® Education Coding Express and LEGO® Education STEAM Park

Unit Introduction

This unit allows students to explore plants and animals, their habitats, their interactions, and the environment. Students will explore the relationships between the needs of plants and animals and how humans interact with or affect those needs.

The lessons are designed in an order that allows students to progress in their skills and knowledge in the following areas:

- Exploring what plants and animals need to survive
- Learning how plants and animals can change their environments
- Discovering the relationship between plants, animals, and the environment.
- Solving problems that humans create for plants and animals
- Creating models of habitats
- Using communication, problem-solving skills, collaboration, and creativity

Unit Learning Promise

In this unit, students will explore the needs of plants and animals and their relationship to the environment through observations, collaborative conversations, and building models to communicate ideas. After completing this unit, they'll know that living things need water, air, and resources from the land to survive. They will understand that plants and animals live in areas where their needs are met or modify their environment to survive. Students will understand that while people can affect the environment in different ways, the choices we make can reduce the impact on the land, air, water and on other living things. Along the way, students will develop and apply STEAM skills such as engineering, computational thinking, creativity, and math.

Investigation Questions:

What do plants and animals need to survive? How can people help the environment for plants and animals?

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Unit Lessons

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<u>Trollie: My Basic Needs</u>	<u>Plant and Animal Needs</u>	<u>Plants and Animals Change the Environment</u>	<u>Journey to Different Habitats</u>	<u>People Helping the Environment</u>
Time: 45–60 min.	Time: 30–45 min.	Time: 30–45 min.	Time: 45–60 min.	Time: 90 min.

Assessment

We recommend assessing students on various skills throughout the unit.

- Use the progression of lessons as an opportunity to provide on-going feedback to prepare students for success for the open-ended project at the end of the unit.
- Each lesson includes a recommendation for teacher observations and evaluation of success, including one or more rubrics.

Unit Standards

NGSS		
<ul style="list-style-type: none"> ○ K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment ○ K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals and the places they live ○ K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment ○ K-LS1-1 Use observation to describe patterns of what plants and animals (including humans) need to survive ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ○ K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. 		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> ○ Asking Questions and Defining Problems ○ Developing and Using Models ○ Obtaining, Evaluating, and Communicating Information ○ Analyzing and Interpreting Data ○ Connections to Nature of Science ○ Engaging in Argument from Evidence 	<ul style="list-style-type: none"> ○ ESS2.E: Biogeology ○ ESS3.C: Human Impacts on Earth Systems ○ ESS3.A: Natural Resources ○ ETS1.A: Defining and Delimiting an Engineering Problem ○ ETS1.B: Developing Possible Solutions 	<ul style="list-style-type: none"> ○ Cause and Effect ○ Systems and Systems Models ○ Patterns ○ Structure and Function

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- LS1.C: Organization for Matter and Energy Flow in Organisms

Integrated Standards

CSTA

- 1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.
- 1A-AP-08 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.
- 1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem.
- 1A-AP-11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.
- 1A-AP-12 Develop plans that describe a program's sequence of events, goals, and expected outcomes.
- 1A-AP-14 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.

CCSS ELA

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS Math

- K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.A.1 Count to 100 by ones and by tens.

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Trollie: My Basic Needs

Explore our basic needs through storytelling with Trollie

STEM, Creative Exploration, Early Math and Science

K

45–60 min.

Beginner



Prepare

- Prior to starting the lesson, set aside enough pieces of track for students to build a straight track. Place the action bricks to the side of the track pieces.
- Build a troll using LEGO® DUPLO® bricks from the LEGO® Education Coding Express set. You can find an example of the troll build in the Character – Caterpillar lesson (available at <https://education.lego.com/en-us/lessons/preschool-coding-express/character-caterpillar#engage>)
- Place the troll on top of the Coding Express Train hub. Use the image above for inspiration.
- **Vocabulary:** need, want, living, survive, healthy

Engage

Ignite a discussion:

- Ask students if they can name some things that people need to live. Help students begin to understand the difference between a want and a need.
- Read an age-appropriate story to help students begin to understand needs of humans.
- Consider creating a chart, using pictures and words, to show human needs. You can add the needs of plants and animals to this chart during the unit to identify patterns in the data.
- Introduce the activity with the prompts and questions below.

KEY OBJECTIVES

Students will:

- Identify survival needs of people.
- Begin to understand the difference between a want and a need.
- Understand that action brick colors have different functions.

STANDARDS

- NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- CSTA 1A-AP-10 Develop programs with sequences and simple loops to express ideas or address a problem.

ASSESSMENT

See Rubric in the lesson

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Trollie the Troll

Part 1: Trollie's Needs (10-15 min)

- Trollie has needs just like you! What do you think Trollie needs to live? (Food, water, clothing, shelter).
- What can we build to help meet one of Trollie's needs? (A house or shelter, clothes that Trollie might wear, food that Trollie might eat, and something for Trollie to drink. Have students work in pairs or groups of 3 to build one of the needs that they identified.
- Why do you think Trollie needs these things to live? (Sort their builds into categories and count the number of builds in each category. Say which category has the most or the least items. Compare which categories have more than or less than the others. Share their builds with the group and discuss this question).

Part 2: Tell Trollie's Story

- Let's see if we can tell a story that includes all these things Trollie needs to live.
- As we tell our story, we are going to use the train and track to help us!
- First, let's work together to build a straight track. How many pieces of track should we use? (Have students count pieces of track)
- Let's think about how we want to tell our story. Remember, our Trollie story needs to have a beginning, middle and an end. (Hold up one of the builds that the students created).
- Where do you think this fits in our story? In the beginning, the middle or the end? (Continue doing this until each group's build is placed along the track.)
- Start Trollie moving along the track. Oh no! Trollie didn't stop at all! We need her to stop so her needs can be met.
- Let's add some action bricks to our track. Which brick do you think will help Trollie stop?
- Have students select the red, green or blue action bricks, then place the action brick on the track. Prompt them to push Trollie so the troll travels over the action brick. Have students observe what happens. The train is programmed to respond to the color of the action brick.

Explore

- Have each group build one of the needs identified. Work together to create a story about Trollie, with a beginning, middle and end. (Sample answer: Trollie wakes up in her house, gets dressed, eats something healthy and drinks lots of water to get ready for the day.)
- Allow students time to think about an action brick that would go with their build and part of the story.

Explain

- When the students have finished building, ask them how Trollie's need is like a need they have, too.

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- Ask questions like:
 - Why do you think we need to wear clothes? How do clothes help protect us?
 - Why do you think we need shelter? What does a shelter protect us from?
 - Why do you think we need food and water? Do you think plants and animals need food and water? Why or why not?
 - Do you think watching movies is something we need? Why?

Elaborate

- Encourage students to come up with a want from Trollie to include in their story. Retell the story with a want. Have students explain how Trollie's wants are different than Trollie's needs.

Evaluate

- Evaluate the students' skills development by observing if they can:
 - Identify basic needs of humans.
 - Explain the difference between a want and a need.
 - Understand the different functions of the action bricks.

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Plant and Animal Needs

Build a model to share the basic needs of plants and animals.

STEM, Creative Exploration, Early Math and Science

K

30–45 min.

Beginner



Prepare

- Prior to the lesson, find a safe outdoor area to go on a walk to observe (e.g., park, playground).
- Students will need paper, pencils, and clipboards to draw observations.
- **Vocabulary:** environment, need, plant, animal, observe

Engage

Ignite a discussion:

- Ask the students if they can name something that people need to live.
- Ask students what they think plants need to live.
- Explain to the students they are going to go on a nature walk to observe our environment. We will be looking for plants and thinking about why they can live there.
- Build a model to help communicate the needs of a plant with adults and peers.

Explore

- Have students explore the designated outside areas and record their findings using pictures and words. Help students identify characteristics of the environment that help their specified plant to live.
- When students return to the classroom, have them work in pairs to use the LEGO® Education STEAM Park bricks to build a model of their plant and some parts of the environment that help it live.

KEY OBJECTIVES

Students will:

- Identify needs of plants and animals.
- Observe characteristics in the environment that help plants and animals survive.
- Build a model to help communicate the needs of a plant with adults and peers.

STANDARDS

- NGSS K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- CCSS ELA SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

ASSESSMENT

See Rubrics in the lesson.

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Explain

When the students have finished building, ask them to explain their plant models. Ask questions like:

- Where does your plant live? (Encourage students to use spatial terms such as next to, in front of, behind.)
- What does your plant need to live and grow?
- What parts of the environment help your plant live?
- Did you observe or notice anything interesting about your plant?
- What do you think your plant would need to live if we moved your plant inside?

Elaborate

- Have students find a partner to share their model with.
- Demonstrate for students how to have a conversation about the topic.
- Have partners identify similar and different characteristics of their identified plants and parts of the environment that help them live.
- As a class, begin to collect data by charting the needs of the plant (as well as animals and humans). Use pictures and words so students can begin to identify patterns of what plants and animals need to survive. Have students count the number of needs identified.

Evaluate

Evaluate the student's skills development by observing if they can:

- Identify basic needs of plants.
- Identify characteristics in the environment that help their plant live.
- Clear communicate about their model using age-appropriate vocabulary with a peer and/or adult.

Repeat lesson for animals

Have students:

- take an observational walk in a designated area to locate animals.
- watch a video to observe animals they might see in other natural settings
- draw observations and identify characteristics in the environment.
- build a model of their animals and the animal's environment.
- share their model.

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Assessment Rubric: Plants Needs

Student Name can	Identify basic needs of plants			Identify environmental characteristics to support plant life			Clearly communicate about their model using age-appropriate vocabulary.		
	Rarely	Sometimes	Always	Rarely	Sometimes	Always	Rarely	Sometimes	Always

Assessment Rubric: Animal Needs

Student Name can	Identify basic needs of animals			Identify environmental characteristics to support animal life			Clearly communicate about their model using age-appropriate vocabulary.		
	Rarely	Sometimes	Always	Rarely	Sometimes	Always	Rarely	Sometimes	Always



Plants and Animals Change the Environment

Work together to build a model to explain how a plant or animal changed the environment to meet a need.

STEM, Creative Exploration, Early Math and Science

K

30–45 min.

Beginner



Prepare

- Prior to the lesson, find an area close by for students to observe plants and animals (e.g., park, playground).
- Find an age-appropriate image or video of how a plant or animal changed the environment (e.g., ant hill; beaver dam; rabbit hole)
- Students may need paper, pencils, and clipboards to draw observations.
- **Vocabulary:** environment, need, plant, animal, observe, system, evidence

Engage

- Ignite a discussion:
 - Review with students their models of plants and animals. Discuss the needs of each.
 - As a class, list what plants and animals need.
 - Ask students to identify which of a plant's needs could be fulfilled by an animal or which of an animal's needs could be fulfilled by a plant.
- Share with students the image of how a plant or animal changed the environment. Ask:
 - What do you notice in this picture?
 - What are you wondering about?
 - What do you think caused this change to happen?
 - Why do you think the plant or animal made this change to the environment?

KEY OBJECTIVES

Students will:

- Use a model to explain how a plant or animal changed the environment to meet a need.
- Recall information from an experience to support a claim.
- Clearly communicate ideas about their model to a peer or adult using age-appropriate vocabulary.

STANDARDS

- NGSS K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.
- CCSS ELA-Literacy WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ASSESSMENT

See the Rubric in the lesson.

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- Explain that students will take another nature walk to observe our environment. We'll look for evidence of places plants or animals made changes to the environment to meet a need.

Explore

- Have students explore the designated outside areas and record their findings with drawings. Help students identify environmental changes made by a plant or an animal (e.g., plant or tree roots breaking rocks or concrete; bird nests in trees; holes dug by animals; damage to tree trunks by animals)
- When students return to the classroom, have them use the LEGO® Education STEAM Park bricks to build a model of one observation they made that could explain how the plant or animal changed the environment and what need they believe that change met.

Explain

- When the students have finished building, ask them to explain their models.
- Ask questions like:
 - What are some needs of the plant or animal you observed?
 - In your model, how did your plant or animal change the environment?
 - Why do you think your plant or animal made this change?
 - What was something interesting you noticed today?
 - Tell me about a part of your model that I can't see. What should I know about it?

Elaborate

- Have students reflect on observations they made and their peer's explanations about plant and animal changes to the environment. Then have partners create a new animal out of bricks. Have students share one way their new animal changes its environment to meet a need.
- Have students brainstorm ways humans change the environment to meet their needs. Ask them to consider how these changes might affect plants and animals living in that place.

Evaluate

Evaluate the student's skills development by observing if they can:

- Explain how the plant or animal changed the environment to meet a need.
- Recall information from the nature walk to support their claim.
- Clearly communicate ideas about their model using age-appropriate vocabulary with a peer or adult.

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Assessment Rubric: Plants and Animals Change the Environment

Student Name can	Explain how the plant or animal changed the environment to meet a need			Recall information observed from nature walk to support a claim.			Clearly communicate ideas about their model using age-appropriate vocabulary.		
	Rarely	Sometimes	Always	Rarely	Sometimes	Always	Rarely	Sometimes	Always

Journey to Different Habitats

Design a plant, an animal, and their environment, and then work together to make a journey to different habitats.

STEM, Creative Exploration, Early Math and Science

K

45–60 min.

Beginner



Prepare

- Consider if you want to combine your STEAM Park and Coding Express sets. If not, use the train, track, and action bricks from Coding Express with the full STEAM Park set.
- Find an age-appropriate picture of an animal with plants in a natural environment.
- Locate age-appropriate books about plants, animals, and their environments or habitats.
- **Vocabulary:** environment, habitat, alike, different, nature, resource, system

Engage

Ignite a discussion:

- Review with students their models of plants and animals. Discuss the needs of each.
- As a class, list things that plants and animals need. You could also refer to a list created from a previous lesson.
- Ask students to identify which of a plant's needs could be fulfilled by an animal or which of an animal's needs could be fulfilled by a plant.
- Share a picture of an animal and some plants in a natural environment. Ask students how they think the environment helps the plants and animal living there.
- Explain that students will work in groups to build a model of an animal, plants that help the animal, and the surrounding habitat. They will research the animal to discover what it needs, what plants can help meet these needs, and the environment in which the animal needs to live.

KEY OBJECTIVES

Students will:

- Explore and research different plants and animals living in different habitats
- Design a model of a plant, an animal, and their environment to show how they help each other.
- Program the train to allow passengers to travel to different habitats.

STANDARDS

- NGSS K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals and the places they live.
- CSTA 1A-AP-10 Develop programs with sequences and simple loops, express ideas or address a problem.

ASSESSMENT

See Rubric in the lesson.

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Explore

- Share and read aloud several books about plants, animals, and their environments or habitats.
- Model class practice in how to take notes in a science notebook.
- Encourage students to take notes by drawing pictures and using words.
- Have students share similarities and differences they observed.
- Organize groups to research different animals and plants, including habitats where the plants and animals live.
- Have students identify characteristics of the environment that support plant and animal life.
- Have partners within each group work together to build an animal, plants that help the animal, and the animal's environment.
- Have groups then work together to build a track of their choosing that will allow passengers on the Coding Express train to visit each habitat created. Students should place their animal habitats along the track and program the train to stop at each habitat. As needed, explain that these habitats may not be near each other in real life.
- If desired, students can incorporate other maker material in their designs in addition to LEGO® DUPLO® bricks.

Teacher note: *If classroom time for research is limited, you may opt to preselect two or three plants or animals to research as a class. You may also consider teaching this lesson in conjunction with a language arts informational text and writing research unit.*

Explain

- Talk to the students about the problems they might encounter either in the design of the animal, plant, animal environment, or the design of the train.
- Ask questions like:
 - How will visitors travel to each animal and plant?
 - How will a visitor know this is a plant?
 - How will a visitor know this is a _____ (animal built by student)?
 - How does the environment help the plant and animal live?
 - Does your plant help your animal meet a need or does your animal help your plant meet a need?
 - How will you solve the problem?

Elaborate

- When the passengers stop at each habitat, students should serve as naturalists to explain their model to the visitors.
- Challenge students to design a way to get animals from one place to another on the Coding Express train.

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- Challenge students to design a new plant to include in the habitat area. How will the new plant help the animal that lives there?

Evaluate

Evaluate the student's skills development by observing if they can

- Identify system relationships.
- Use strategies and planning to solve problems
- Design and express ideas using digital tools and technology
- Build a model to show how the plant and animal meet their needs in their environment.

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People Helping the Environment

Work together to design a solution for helping the environment.

STEM, Creative Exploration, Early Math and Science

K

90 min.

Advanced

Prepare

- Prior to the lesson, gather age-appropriate informational texts about problems caused by humans and possible solutions. Examples include:
 - (from NGSS) Problems: Cutting down trees to produce paper or using resources to produce bottles
 - Solution: Recycling
 - Problem: Clogged storm drains from litter pollute water that animals need to live
 - Solution: Put garbage in designated cans; don't litter
- **Vocabulary:** environment, reduce, impact, observe, system

Engage

Ignite a discussion:

- Explain that students will investigate problems caused by humans and think of ways we could help solve those problems.
- Ask students what things we do every day that can affect the world around us. (See ideas in *Prepare*.)
- Encourage them to think about problems they may have noticed on the playground or a nature walk.
- Model for students how we can use information from what we have observed and what we read to investigate a problem.

KEY OBJECTIVES

Students will:

- Identify problems caused by humans that affect living things in an environment.
- Build a model to communicate a solution that will reduce the impact of humans on living things in the environment.
- Participate in a shared research project.

STANDARDS

- NGSS K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- CCSS ELA-Literacy W.K.7 Participate in shared research and writing projects

ASSESSMENT

See the Rubric in the lesson.

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Explore

- As a class, research some things humans do to live comfortably that affect the world around them.
- As a class, identify one problem to design a solution to help solve.
- Have students work in pairs or small groups to build a model using LEGO® Education STEAM Park bricks to suggest a solution for the identified problem.

Explain

- Have students communicate their solution ideas to each other or the group.
- Ask questions like:
 - How did you solve the problem?
 - In your model, how are people helping the environment?
 - Why do you think helping the environment is important?
 - What was something interesting you noticed about your solution?
 - Tell me about a part of your model that I can't see. What should I know about it?

Elaborate

- Have students create a poster, public service announcement, or other document to share their solution with others.
- Have students include their model in their writing piece.

Evaluate

Evaluate the student's skills development by observing if they can:

- State the problem to be investigated.
- Participate in the class research of the problem.
- Design a solution for the identified problem.
- Clearly communicate about their model using age-appropriate vocabulary with a peer and/or adult.

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