

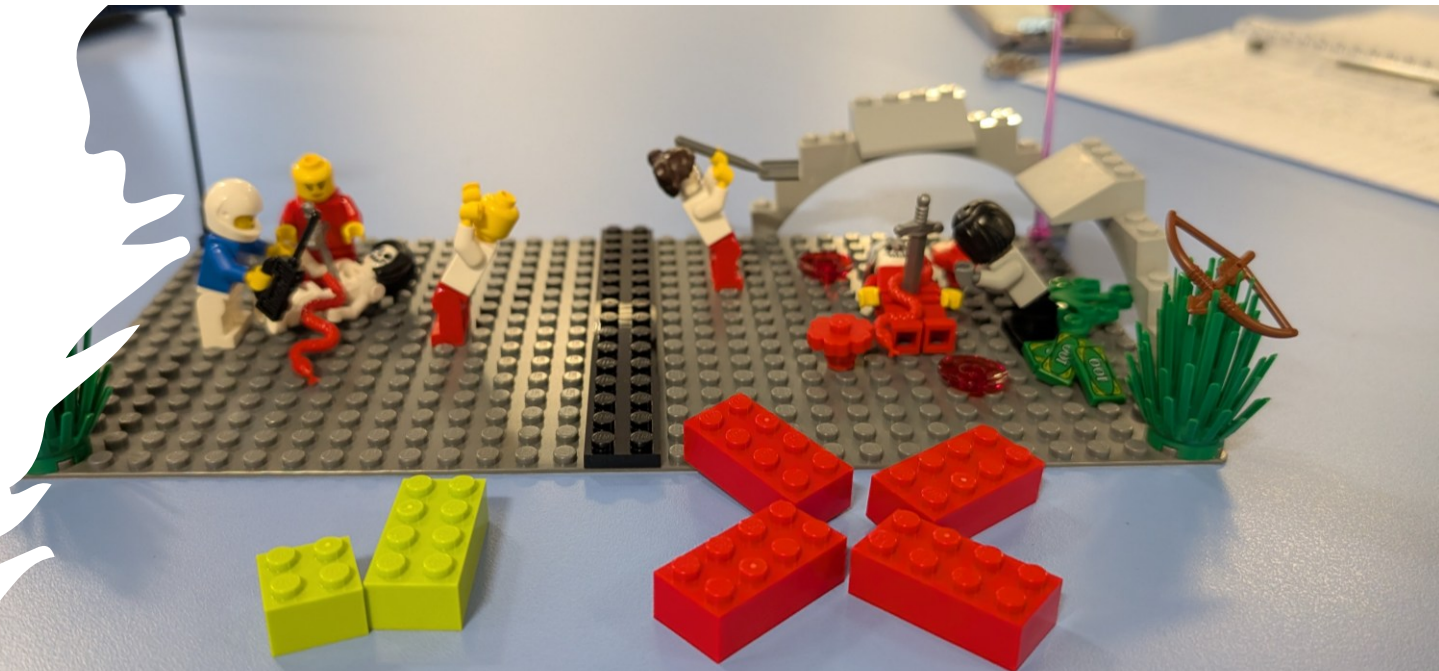
LEGO® Serious Play®

A teaching tool for
undergraduate
students

Dr Kathy Hampson

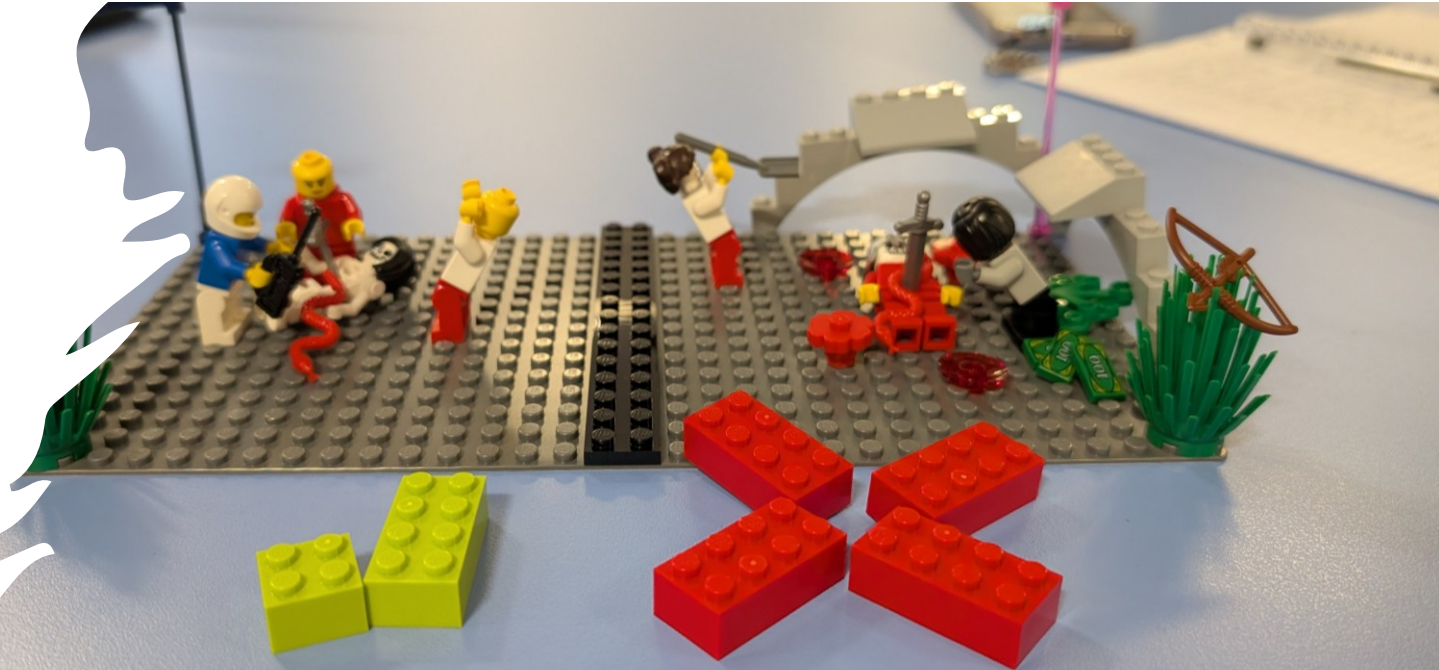
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Session outline

- Options:
 - ✓ Limited Lego sets
 - ✓ Fuller Lego sets
- Lego ice breaker
- Explanation of Lego® Serious Play® methodology
- Experience the process as a *participant*
- Lego practicalities



Limited Lego sets



Fuller Lego sets



What you've got:

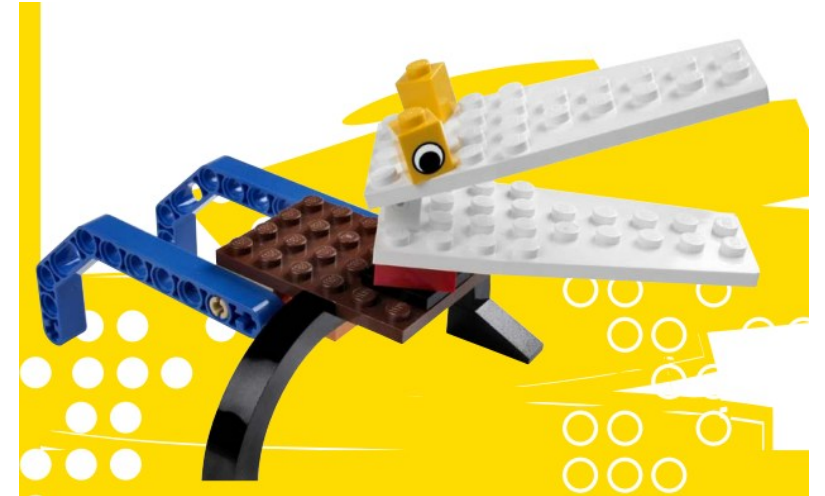


Ice-breaker



Build a tower which includes a person

Using LEGO® Serious Play method...



Additional benefits with students

- Breaks the ice
- Focus is away from themselves
- Requires no prior experience
- Helps build confidence and working together
- Uses a familiar item (Lego) – likely to have used it before
- Everyone (mostly!) loves Lego!



Simple guiding principles

Stages:

1. Skills build
2. Strategic question
3. Meaning making

Within each build:

- The challenge
- The build
- The sharing



Simple guiding principles

For each build stage:

- Give a **clear instruction** with a clear question
- Tell them **how long** they have to do the build (give warning when nearing end of time)
- **Give time** for them to (silently) give meaning to their model
- Allow time for **uninterrupted sharing** of story (explain their model and its meaning)
- Prompt the asking of **clarifying questions** of the model (*not* the person!) – the model maker can add to/change their model/explanation as they talk
- Make sure that clarifying questions are ‘clean’ and don’t overlay others’ interpretation to their story
- Option: ask them to distil their story into ‘what three words...’



Simple guiding principles

1. Skills build:

- Develops **skill** and **confidence**/comfort in building
- **Connection** before content
- Helps builders develop **towards metaphor** (from the concrete)
- For example:
 - Build a duck
 - Build a tower with a person
 - Build your favourite animal
 - Build what you would like to do this weekend
 - Build something you would love to do
 - Build your favourite...



Simple guiding principles

2. Concept question

- Related to specific course content
- Related to concepts and theories
- Critiquing theory



Simple guiding principles

3. Meaning making

- Allow for uninterrupted opportunities for each to explain their model and its meaning

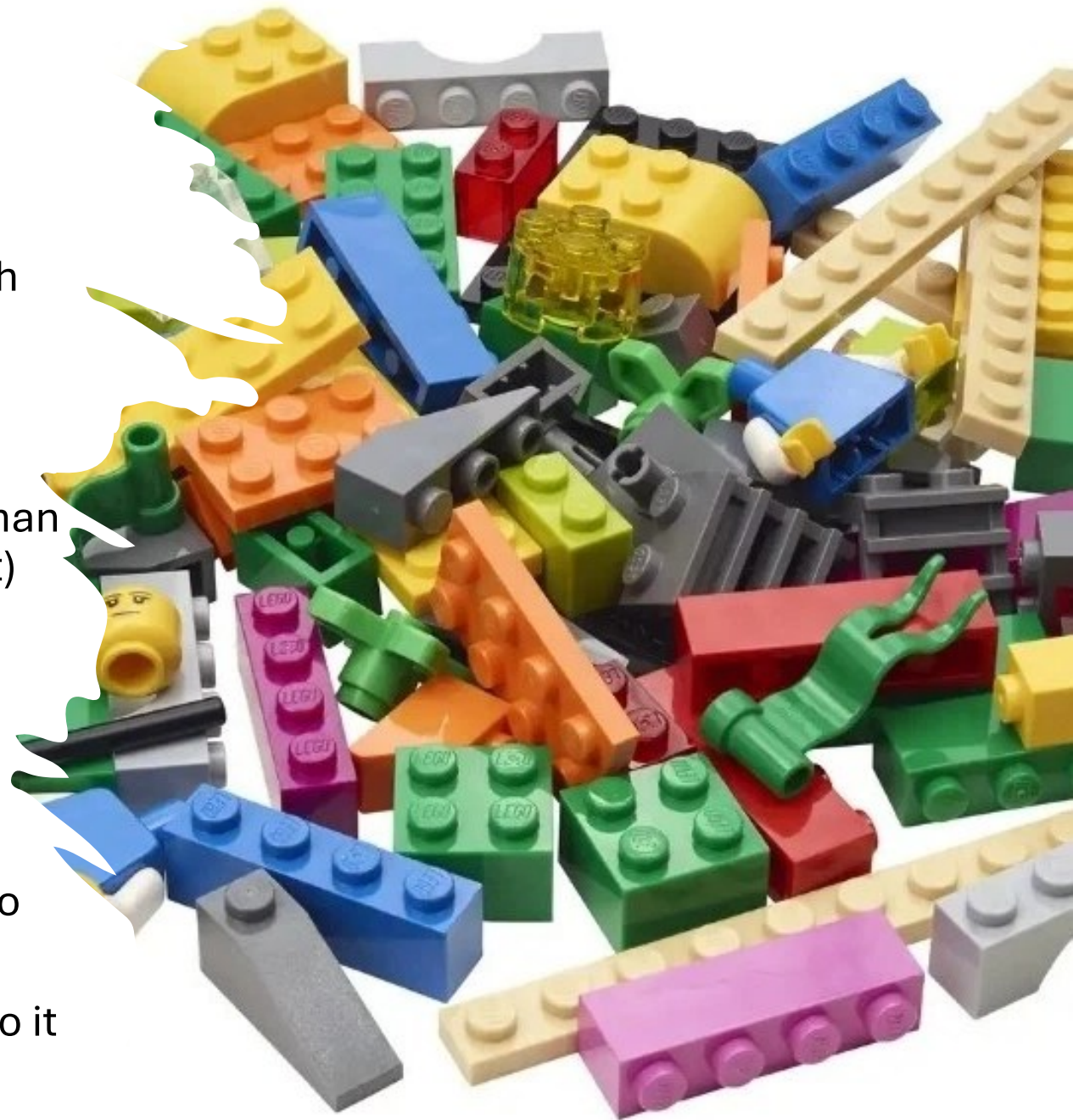
AFTER they have explained and clarification questions have been asked...

- Discussions can then develop from what's been shared to develop their thinking further
- They can add to their model and/or their explanation as the model is discussed (keeping the focus on the model rather than the person)
- This might develop into a new concept question to build...



Important to remember...

- **Don't miss out the 'skills-build'** (perhaps join in with this?)
- Always give a certain amount of time to build and tell them how long they've got (phone timer?)
- Encourage the 'builder' to just start building, rather than think too much (ideas will flow better if they just start)
- All models are important/'valid'
- The builder explains their model without interruption
- The listener can question the model (but *not* the person)
- Ensure students don't project their own meaning onto someone else's model
- Meaning can be made up as the explainer talks/add to it as they go (they can also add to their model as they explain!)



Let's do it!



Step 1 – the skills build...



- **Build your favourite animal**

In pairs/on tables:

- Can you guess each other's animals?
- Why did you choose that animal?

- **Build something you would like to try but have never had the opportunity to do**

In pairs/on tables:

- Explain in turn
- Ask at least one clarifying question (could be about what a particular bit might mean)
- Ask them something about the activity itself (eg: what makes it so attractive to you...?)

Step 2: Concept questions

Ask yourself what you're trying to do...

- Develop conceptual understanding?
- Develop critique?
- Develop groupwork/relationships?
- Develop creativity?
- ...?



Step 2 – a concept question...

- **Build a model which reflects what you try to achieve when teaching**
- Tell each other individually about your model
- The listener asks some clarifying questions (if needed)



Step 3 – meaning making...

The listener asks a question/s of the model relating to the subject, e.g.:

- I see that you've put this piece here, what does that mean?
- I see that you've used dark bricks for this figure, does that have a meaning for you?
- Is there anything you think you might have missed?
- Is everything in the model which should be there?
- ...



Another concept question...

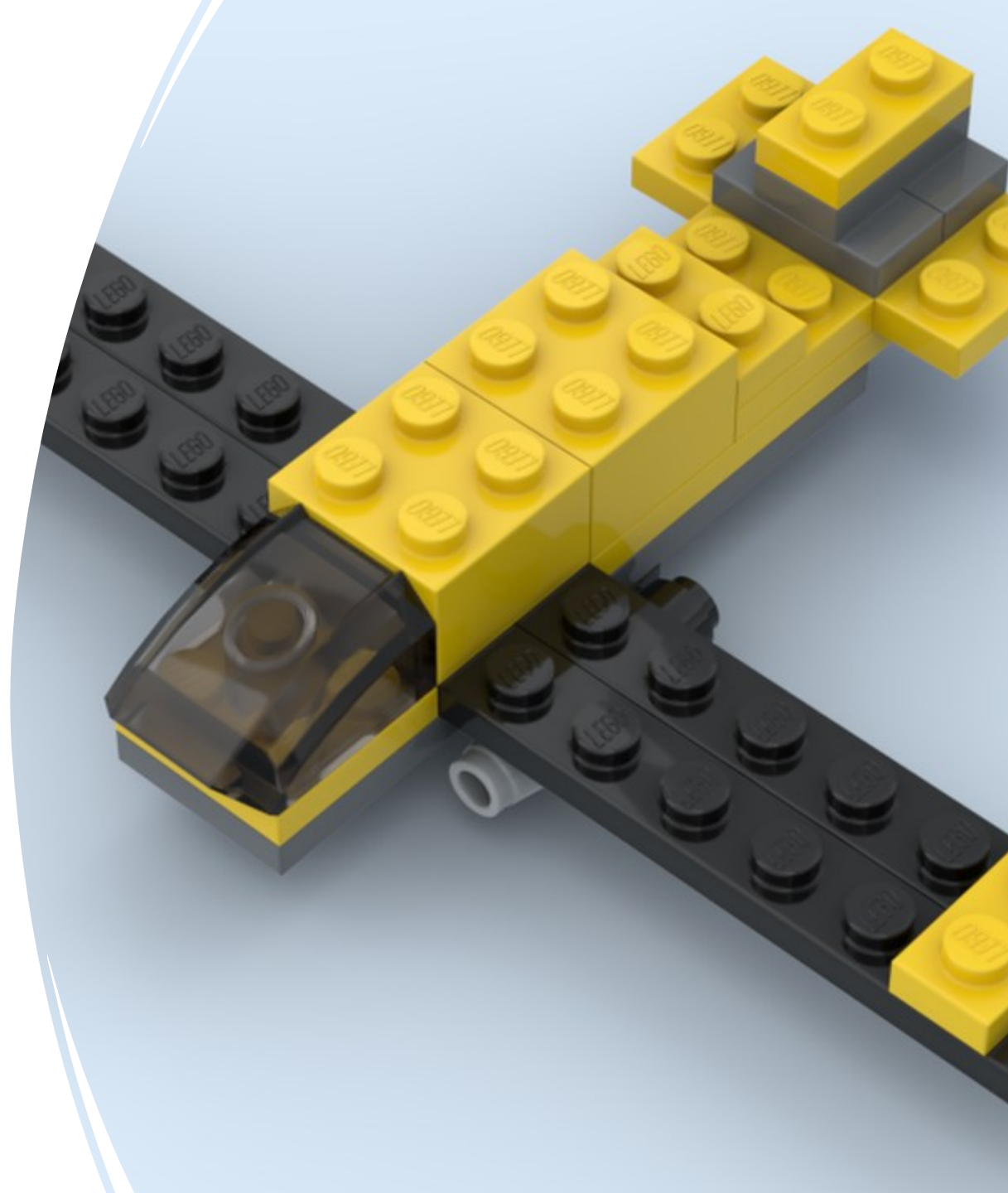
- **Build a model which reflects why you think someone might commit a crime**
- Tell each other individually about your model
- The listener asks some clarifying questions (if needed)





Different type of skills build...

- Choose 12 Lego bricks from the selection
- Build a random model from the 12 bricks
- Around your table, explain how your model might represent something to do with working in a university (make it up as you go along!)



Group builds... (?)

- Build a model which reflects one aspect that you think is vital for your learning activities to work well (no conferring!)
- Give your model a name (post-it)
- Explain model to table members (questions etc)
- Bring all models together on one table:
 - Arrange according to theme
 - Put the one/s you agree are most important in the middle
 - Arrange the others around, leaving space around the edge of the whole arrangement
 - Put a flag/post-it in the one which appeals to you the most





Lego practicalities!



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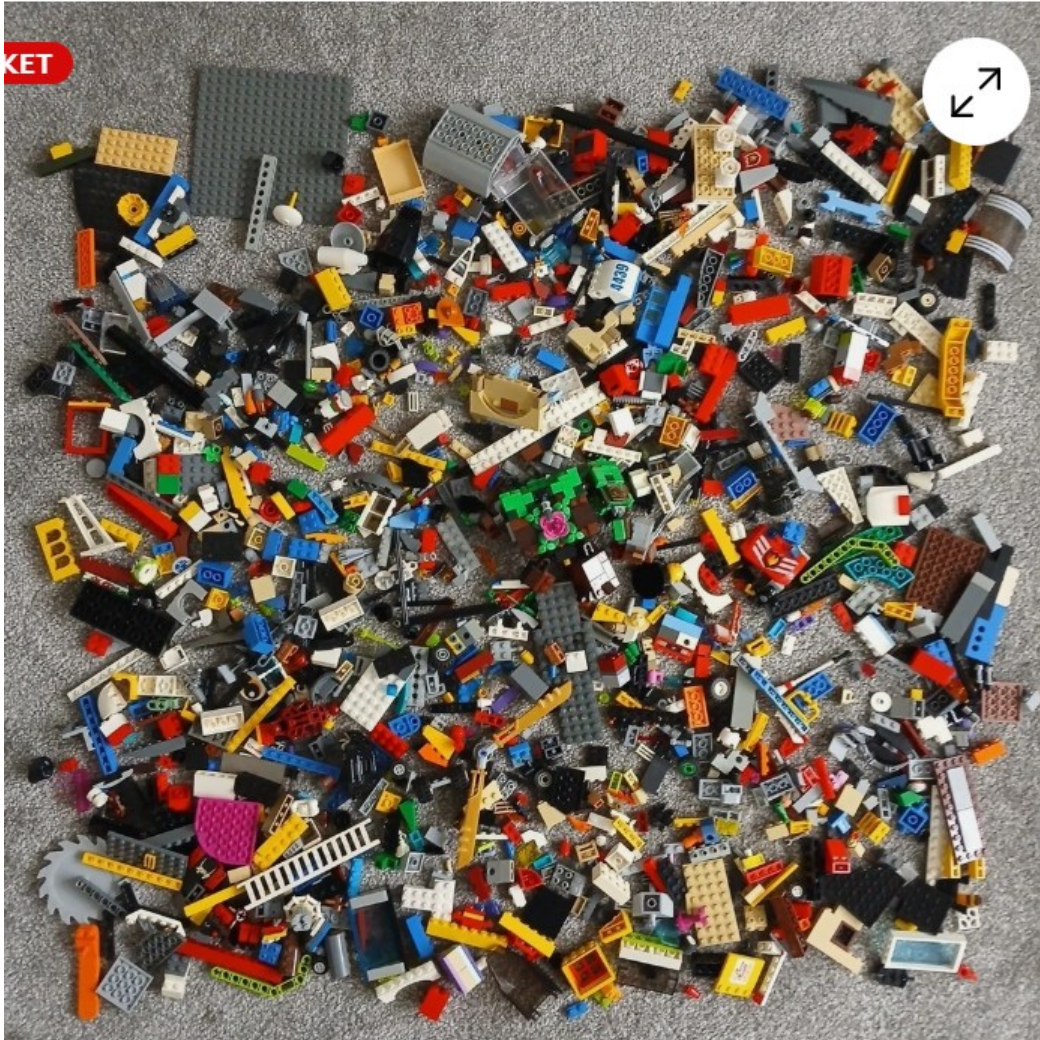
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Starter kit
currently
£21.99

<https://www.lego.com/en-gb/product/starter-kit-2000414>



Ebay Lego bundles £10+...



1



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