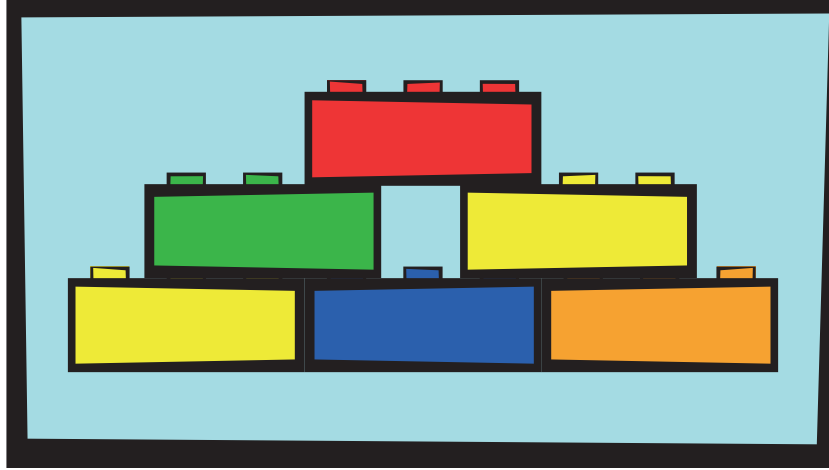


tiny tinkering tasks

Task theme

Visualising and Lego building



Task title

Can You 'Sneak A Peek'?

Learning outcomes

- To build an accurate copy of a Lego model by memorising the example.
- To communicate ideas effectively.
- To work as a team.

EHoM link



SYSTEMS THINKING

Identify a product's systems, subsystems and components and how they interact.



VISUALISING

Convey ideas accurately to others through verbal communication.

EDP link



Key Stage/Year Group Any key stage or year group depending on the complexity of the model.

Resources required

- Enough Lego bricks to build a small structure.
- A bag of identical Lego bricks for each group to replicate the structure.

How to run the task

THIS IS A SKILL DEVELOPMENT TASK

1. Engage the children in playing with Lego or similar construction blocks. Whilst they're engaged you should build a small structure and keep it hidden from them.
2. Explore model making by playing this 'sneak a peek' task. Divide children into small groups (3 or 4) and give each group a bag of identical Lego bricks.
3. Tell the children that they will be taking turns to be peekers and makers – they should decide on who the first person will be to 'take a peek' at the hidden design.
4. Start the clock and ask the first person to come up to see your model. Each team should send one person so they can look at the model at the same time (up to 30 seconds). They need to memorise as much as possible.
5. After this time, they return to their team and have one minute to verbally instruct their teams as to how to build a replica – the peeker must not handle any of the bricks.
6. Repeat with a new peeker from the team and continue until they've all had a go, or one of the teams successfully duplicates the original structure – or time runs out.

Top Tips

- Try creating both a recognisable object (such as a house) and a random structure. Which proves easier to replicate? Why do pupils think this might be?

Evaluate learning

- What different strategies did the children use to memorise the sculpture? How did this help them?
- Were there different strategies between the groups?
- Why was the winning team successful?
- What would you do differently next time and why?

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As a practising teacher, Julie has written these 12 tasks to encourage more children to engage in engineering in primary schools. They have been stimulated by real-world engineering and inspirational ideas shared by others. They are linked to the Tinkering for Learning research and development project run by SEERIH.



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