

## Teaching Excellence Case Study

**Bricking it! Using LEGO to achieve deeper understanding of legal concepts**

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**Course:** LLB Law and Practice

**Student Level:** Undergraduate (Level 4-6)



### LINKS TO EDUCATION STRATEGY PILLARS

- Embedded employability
- Creativity and enterprise
- Innovation and digital fluency

### AIMS

Law, by the lecturer's own admission, can be a dry and complex subject. With this in mind, the challenge was to find a way to **engage students** with tough and weighty concepts by using an **original approach** that they would not expect at degree level. Partly inspired by Coventry's [Beyond Flipped](#) approach, LEGO was introduced as a means of creating 3D representations of legal concepts.

### ACTIONS

In class, students are given identical kits of **LEGO** and **asked to represent a specific legal concept**, for example a principle within Equity and Trusts. They then describe to the class what they have created and how it represents the concept in question.

LEGO has also been used to help students consider more **practical legal applications**, such as dividing assets.

### IMPACT

As hoped, the use of LEGO has provided a **refreshing and unusual** way of engaging with legal concepts, compared to traditional methods such as writing or discussion. By enabling students to tap into creative processes that foster deeper learning, this "serious play" approach has helped them to grasp concepts more easily than they might have done otherwise.

All students manage to **eloquently describe their models and the concept** behind it with less hesitation than they had in previous sessions.

When introduced to this technique, some students are initially reluctant to play with LEGO as an adult, but they soon start to **enjoy the experience..!**



*A student's representation of the legal concept of "tracing"*

### STUDENT FEEDBACK

- "Best session ever!"
- "Amazing!"
- "Using LEGO showed a different perspective"

### TOP TIPS

- In this context, **LEGO is being used with small groups** of students. For larger class sizes, the time allocated for students to share their explanations, and the amount of LEGO needed, would need to be adjusted. However, students would be able to cover a wider range of concepts between them.
- LEGO is more effective when **used only occasionally** so that it retains its impact and novelty value.
- Members of the course team should **have a go** at using LEGO to represent a concept before asking students to do it. Then, if students need inspiration they can be shown a ready-made example, as well as benefitting from others' personal experience of what it's like to build a 3D model to reflect a concept.