

## Notes and instructions for UI Workshop:

### Exploring Lived Worldviews and Citizenship

Slide	Notes and instructions
3	The workshop is based on the above pedagogical framework. If breaking up into a series of lessons, apply each of the above stages in each lesson.
5	<p>Instructions:</p> <ul style="list-style-type: none"> <li>- Provide each student with the same bricks as above.</li> <li>- Students should build in silence and individually</li> </ul> <p><b>Prompts:</b> There is no right and wrong way to do this. Whatever you say it is...that's what it is!</p> <ul style="list-style-type: none"> <li>• Students show their ducks</li> <li>• Provide a shared pile of Lego and ask students to add something to their duck to make it human in some way (encourages thinking conceptually/metaphorically)/</li> <li>• Students explain (to group or in pairs) how their duck is human.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Students should build in silence and individually</li> <li>• Students share their models (in groups or in pairs)</li> <li>• Ask question of the model not the person.</li> </ul> <p><b>Prompts:</b> There is no right and wrong way to do this. Whatever you say it is...that's what it is!</p>
7	<ul style="list-style-type: none"> <li>• Students should build in silence and individually</li> <li>• This could be a place or a group, or both</li> <li>• Students share their models (in groups or in pairs)</li> <li>• Ask question of the model not the person.</li> </ul>

	<p><b>Prompts:</b> There is no right and wrong way to do this. Whatever you say it is...that's what it is!</p>
8	<ul style="list-style-type: none"> <li>• Provide students with a handful of beads and ask them to place the beads where religion/worldview are a feature, or where they are important.</li> <li>• Students explain their models (in pairs or in group)</li> </ul>
9	<ul style="list-style-type: none"> <li>• Students discuss together and use string and blu-tack to illustrate how they see their model and others as connected in some way –this could be based on similarity or difference</li> <li>• Students explain the connections they have made</li> </ul>
10	<p>Individual student models should be placed aside. Students build a new model as a group. Students explain their model to the class.</p>
11	<p>These questions can be answered individually or shared in the group.</p> <p>The resource 'structuring reflexivity' can be used alongside this.</p>

