



# RE.M.I.D.A. METHODOLOGY IMPLEMENTATION GUIDELINES

RE.M.I.D.A.» project

Erasmus+ KA2 Strategic Partnership (2019-1-IT02-  
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Renewed Models for the Inclusion of Disadvantaged  
Adults

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**Date:** January 2022

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## 1. INTRODUCTION

The purpose of these guidelines is to explain the aims and objectives of the new RE.M.I.D.A. methodology and how it could and should be implemented.

The RE.M.I.D.A. project intends to help tackle the problem of socio-occupational exclusion of disadvantaged adults over 45, aligning itself with the actions implemented by the Member States. Neither young nor old, often without parental support or the possibility of early retirement, trapped on the fringes of the labour market in a condition of chronic “inactivity”. They are the “older” unemployed, those who have lost their jobs after crossing the 45-year threshold.

With the newly developed RE.M.I.D.A. methodology is meant to be a supportive tool for guidance counsellors and personnel working with disadvantaged adults of our target groups – and wider.

In these guidelines you will find suggestions on execution of the RE.M.I.D.A. methodology in group or one-on-one sessions with representatives of your target groups.



## 2. THEORETICAL FRAMEWORK

### 2.1 ABOUT LSP METHODOLOGY

The LEGO® SERIOUS PLAY® Method is a facilitated meeting, communication and problem-solving process in which participants are led through a series of questions, probing deeper and deeper into the subject. Each participant builds his or her own 3D LEGO® model in response to the facilitator's questions using specially selected LEGO® elements. These 3D models serve as a basis for group discussion, knowledge sharing, problem solving and decision making.

The LEGO® SERIOUS PLAY® is a methodology built upon the possibility to have a tool to unlock imagination and innovation within the company. In 1996 the LEGO Group realized that a solution might be found in the LEGO® System in Play itself.

In 2010 the LEGO Group decided to offer the Methodology as a community-based model under the Creative Commons License Deed. The Open-Source document gives a description of LEGO® SERIOUS PLAY® methodology and philosophy.

Nowadays the LEGO Group only guarantees the quality of the LEGO® SERIOUS PLAY® methodology and the physical material, while practitioners are responsible for the quality of the delivery of the actual workshops based on the methodology.

The LEGO SERIOUS PLAY method is employed by start-ups and multinational corporations alike to maximize synergy among teams and throughout organizations. For leaders looking to boost effectiveness and see better results.

The LEGO® SERIOUS PLAY® Method is a technique which improves group problem solving. By utilizing visual, auditory, and kinaesthetic skills, the Method requires participants to learn and listen, and it provides all participants with a voice. The Method serves as a shared language regardless of culture or position. It is also a method that requires a trained LEGO® SERIOUS PLAY® facilitator. (LEGO System, 2021)

### 2.2 ABOUT RE.M.I.D.A. METHODOLOGY

The RE.M.I.D.A. methodology is developed on the existing LEGO® SERIOUS PLAY® Method, with modifications to suit the needs of the operators, namely guidance counsellors and personnel working with disadvantaged adults in their work with disadvantaged adults. Our main goal is to help our target group participants to:

- Empowerment, motivation, and activation of personal resources.
- Assessment and enhancement of one's informal and non-formal skills / abilities.



- Conscious orientation towards training or work paths, acquiring self-esteem and approaches and skills that will help them in a (re) insertion in the labour market, also thanks to the support of an international team.

The EdA operators will directly benefit from the project and Intellectual Output activities through the acquisition of skills to be used in their professional activity and the updating of their professional profile with innovative methodologies and tools:

- They will develop skills to effectively contribute to the path of inclusion of adults. They will improve their pedagogical skills by exchanging and sharing educational methods and tools.
- They will be involved in group and collaborative work at European level and in interdisciplinary cooperation.
- They will experiment with different EdA systems.
- They will broaden their horizons by experimenting with different educational contexts and European cultures.

See Annex 1 – RE.M.I.D.A. model

### 2.2.1 WHY USE THE RE.M.I.D.A. METHODOLOGY

The RE.M.I.D.A. methodology is based on the LEGO® SERIOUS PLAY® Method enriched by the feedback we gathered from our focus groups, composed of guidance counselling experts and adult education experts. Based on their feedback that we gathered after presenting them the ideas and after they participated in a classic workshop using the LEGO® SERIOUS PLAY® Method, we built a knowledge base that was the base of the new methodology.

The analysis of the survey conducted between focus group participants in all project countries indicated that most of the participants (>91%) consider that RE.M.I.D.A. model proposed activities are feasible and suitable to be implemented for disadvantaged adults. However, there were some concerns about the perception of the method by trainees, as some participants of the focus group were afraid that maybe some of the trainees could find the method childish and would have a negative attitude towards it. The participants also emphasised the need for training on the method to develop the required skills, be able adapt to different target groups and to design and provide an efficient and effective training.



### **3. HOW TO USE THE RE.M.I.D.A. METHODOLOGY**

RE.M.I.D.A. methodology is designed to be used with LEGO® bricks, however, some preparation is needed.

#### **3.1 REQUIREMENTS AND COMPETENCIES NEEDED**

As stated above, the new Methodology is based on the existing LEGO® SERIOUS PLAY® Method adjusted to fit the needs of target groups. Therefore, the workshops should be guided by trained personnel, that have experiences in guidance process and basic psychology and/or neurolinguistic programming. The operator should be highly sensitive and empathic to feedback he/she is receiving from the participants.

#### **3.2 SPACE PREPARATION**

The space in which the workshops will be held needs to be bright, with enough clean surfaces to enable the participants to freely disperse the given LEGO® bricks. The participants should be made to feel welcomed and relaxed. Some soft background is usually well received and adds to the relaxed atmosphere. We also recommend using uplifting music while the participants are building their models listed below.

#### **3.3 OTHER ADAPTATIONS**

The RE.M.I.D.A. model should be reasonably adapted to specific groups of participants, taking into consideration their special needs/goals.





## 4. EXECUTION OF A RE.M.I.D.A. WORKSHOP

Since the workshop usually consists of multiple participants that are unknown to each other, it is imperative to make them feel welcome and relaxed.

### 4.2 EXAMPLE OF A GUIDED WORKSHOP USING RE.M.I.D.A. METHODOLOGY

We highly recommend the operators to follow the procedure described below.

The session designed using the bricks is aimed to support the unemployed during the guidance process. The session follows the steps described as a proposal which is not a strict process but a general guideline.

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*Session Presentation | 5'*

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#### Instructions

This activity is about learning by doing, or better, learning by playing. And like any game, it also has its own rules.

1. It is not a training or a tutorial but a moment of common sharing.
2. Do not be afraid to say what you think, because there are neither right nor wrong answers, there are only answers that say something
3. This not a race! The models must not be beautiful but must represent something.
4. Everyone must participate equally It is important to respect the timing I give you.
5. The measure of time is 1 or 2 songs.
6. Think with your hands
7. Enjoy the workshop!

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*Skills Building: Tower | 15'*

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The first activity introduces participants to the Lego set and bricks.

#### Instructions

1. Build a tower using the bricks you have in your bag. You can use all of them or just some of them, but you must build a tower as much as taller than you can and with the minifigure on top.



2. Share your model - about 1 min each

### Materials

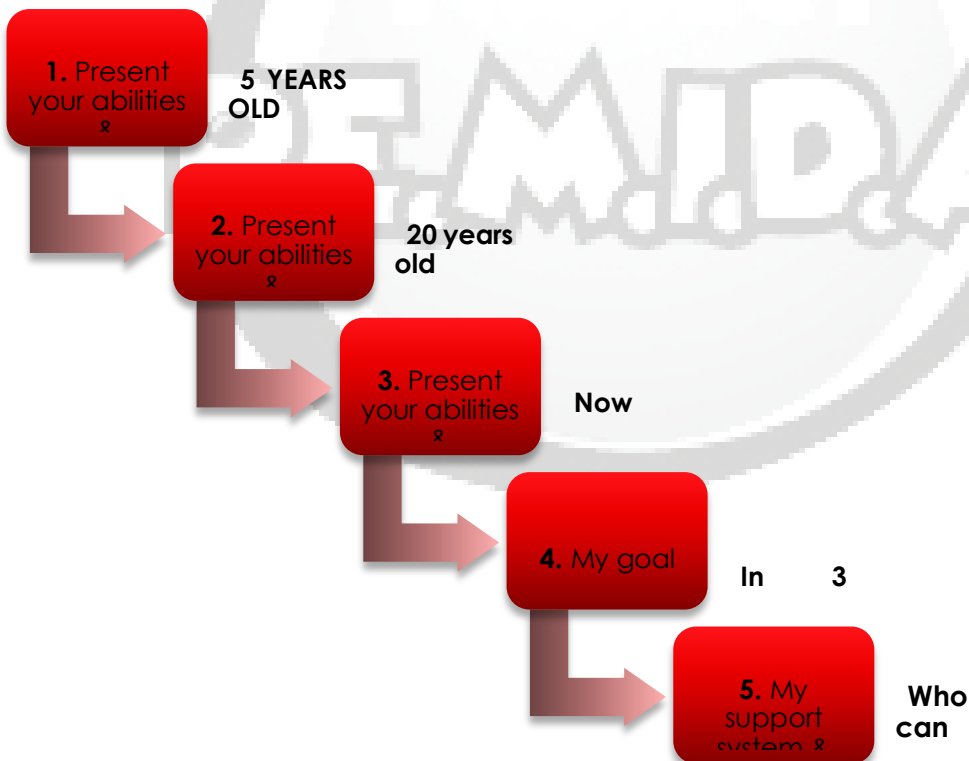
Same materials to all the participants. You can organize small bags with 20 bricks per person.

### Goals

This exercise leads the following reflections: there is not only one perspective, but there are different perspectives. To obtain an effective collaboration it is important to guarantee 100% participation, cooperation, and engagement.

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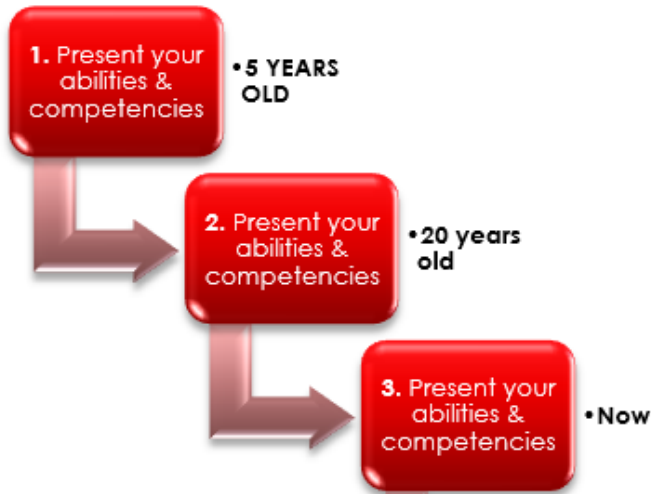
From this point on we suggest the following timeline as presented in the scheme – “lifeline” - below and is to be used as a guide in the following exercises:



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*Introduce yourself (at age 5, 20 and now) - Like scheme above) | 3x15'*

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This activity is about the presentation of each participant sharing some reflections about themselves, their abilities, and competencies as they grew.

### Instructions

Disassemble the tower model. Build a new model that explores the characteristics of your Identity at age 5 (childhood), age 20 (young adult) and now (adulthood).based on the proposed question bellow.

All the following models will be **built upon the previous one**. This way the participants can see and grasp their own development and expansion of their knowledge and abilities, as well as competencies.

You could explore the abilities and competencies.

### Goals

Support the participant to focus their growth.

### Attention!

We suggest posing these questions:



- Childhood: Imagine, you are 5 years old. Build a model of yourself, considering you knowledge and competencies at this age.

“Safe” questions for the operator:

- Who are you?
- What can you do?
- What do you wish for?
- What are you good at?
- How do you feel?
- Who gives me strength?

- Young adult: Now you Imagine, you are 20 years old. Build a model (upgrading the previous model) of yourself, considering you knowledge and competencies at this age.

“Safe” questions for the operator:

- Who are you?
- What can you do?
- What do you wish for?
- What are you good at?
- How do you feel?
- Who gives me strength?

- Young adult: Now you Imagine, you are 20 years old. Build a model (upgrading the previous model) of yourself, considering you knowledge and competencies at this age.

Safe” questions for the operator:

- Who are you?
- What can you do?
- What do you wish for?
- What are you good at?
- How do you feel?
- Who gives me strength?
- What is most important to me?

We suggest against posing these questions:

Take care NOT to invoke negative feelings, memories or fortify/emphasize weak areas.

- Why do you think you didn't make it?
- Why do you think you are not capable to do....?
- Why do you think you can't make \_\_\_ happen?

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*My achievements | 15'*

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This activity is about the presentation of each participant sharing some reflections on their previous achievements, no matter how small and invaluable they seem to be to them.

### **Instructions**

Build a model that explores your achievements so far.

Do not disassemble the model but build upon previous one. This way the participants can highlight the achievements.

### **Goals**

Support the participants to focus on their achievements and **values**.

### **Attention!**

We suggest posing these questions:

- Describe your achievements so far.
- What can you do – you know how to do?
- What is most important to you?
- Where do you see yourself in three years?
- What can you do?
- What are you good at?
- How do you feel?
- How can you use your gained knowledge and experiences?

We suggest against posing these questions:

- Describe what you didn't achieve/you failed at.
- What can't you do – you don't know how to do?
- What obstacles do you see on your way?

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*Build your aspirations for the future | 10'*

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### **Instructions**

Build your aspirations: what is the most important achievement you want to reach, your goal. You can think about where you want to be in 3 years.

Add this new model to the previous one, modifying, changing, or rearranging it.

In the sharing time you will also allowed to make “safe questions” to others, “What does that brick represent?” can be used to extract more of the story from the model maker.

### **Goals**

A focus upon participant’s dreams reflecting about how much they are tangible when they became objective.

### **Attention!**

We suggest against posing these questions:

- Why don’t you start working on it?
- Why don’t you use your acquired knowledge?
- Why don’t you ask for help?

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*My support system & Action plan | 15'*

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### Instructions

Reflections on the existing support system and thinking about unused resources available to an individual.

Preparation and focus on realization of the first step in the action plan.

### Goals

Reflections on the existing support system and thinking about unused resources available to an individual.

### Attention!

We suggest posing these questions:

- Who can help you on your way of acquiring your goals?
- Who of these supporters has the key role – is your strongest ally?
- How can this person/institution help you?
- And with what?
- What will you gain with their assistance?
- What's the first step you'll take?
- When and How will you take the first step?
- Who will help you with this?

We suggest against following:

Decentralized focus (too many steps to reach the goal, too many supporters), Emphasizing the unreachability of supporters (e.g. institutions), unrealistic first step (to advance, impossible to realize or it will not lead towards the goal).

Intimidation of institutions (Do you really think you can reach this person?)



## 5. DISCLAIMER

Your use of this document and/or RE.M.I.D.A. methodology including implementation of any suggestion set out in this document and/or use of any resources available in this document do not create a professional-client relationship between you and the consortium or any of its professionals. The partnership does not take any responsibility for the misuse of the RE.M.I.D.A. methodology, nor for the possible consequences afflicted to participants by non-professional or unqualified staff.

