Are there better ways of getting a student to learn? Getting students to play at learning can encourage understanding by engaging their attention. Problems having a playful component can capture their imagination. Taking the problems out of the typically serious architectural realm reduces performance anxiety, encouraging experimentation and spontaneity. Since students cannot rely as easily on preconceptions or architectural cliches, they are more likely to use their own visual judgment. The following exercises, from simple to more difficult, stimulate childhood imagination, use motivations from childhood play and increase the enjoyment of learning.

Geometry Play
Limited elements & operations
- Step-by-step directions: high chance of success
- Boolean intersections and rhythmic arrays
- Proportional studies
Creating abstractly beautiful compositions with beginning modeling tools

Kit of Parts
Limited elements, unlimited operations
- Articulation of elements
- Mechanics of making
- Structural hierarchies
Assembling spatial components using the design logic embedded in the system of parts

Dreams from Childhood
Imagination and memory
- Narrative qualities
- Increasing sophistication
- Complete compositions
Designing a place with an expressive character. Representing the essence of that place

Transformation
Artwork inspires environments
- Flexible interpretations
- Refinement strategies
- Scaling devices
Re-reading shape and form invites experimenting with alternative expressions