

A/B ACTIVITIES

Target

Students process information independently in groups and pass it on to each other. Students apply the acquired content in a 'creative' assignment.

Work method

Step 1: The purpose of the assignments is explained.

Students are divided into groups of four or five. Each pupil is assigned a role.

Traditional roles are: **captain**, **reporter**, **planner**, equipment master, mediator,... Depending on group size

Students will be informed about the time they can spend on the assignments and, if necessary, the completion of the roles will be assessed.

Step 2: Students carry out the **A task**. The processing of information and source material is central to this. Each pupil is given a **resource card**. The information on the card is processed individually and then passed on to all students in the group so that all students have the same information. The resource cards are also linked to discussion questions that allow students to contribute their own insights, prior knowledge, experiences and views, leading to a deeper understanding of the learning content provided on the resource cards.

Example:

Information about Mondrian

Step 3: Now students make the **B task**. The information gained in the A task serves as the basis for this. The teacher's role in this phase is mainly to observe; the pupils work as autonomously as possible. Feedback from the teacher preferably takes place after the assignment.

Example: Make a drawing according to Mondrian

Step 4: Each group presents the completed assignment. Teacher and students give necessary feedback and additions. This is followed by a product evaluation (the quality of the execution and the extent to which the information from the A assignment was used in the B assignment) and a process evaluation, of the cooperation process and the handling of diversity within the different groups.

Example:

The different tasks are displayed and the results are communicated to the class via PC and projector.

