THE "THOUGHT" LINE

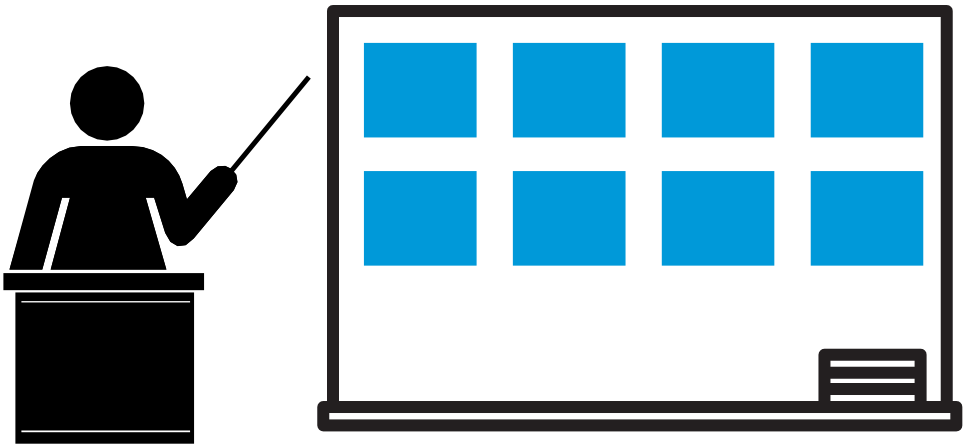
First, a post-assignment reflection phase

Target

Students learn to defend their opinions, express their views. Students learn to evaluate and tolerate another person's opinion. Students see that there are multiple opinions
Students learn to organise things chronologically. How long: part of a lesson/end of a lesson

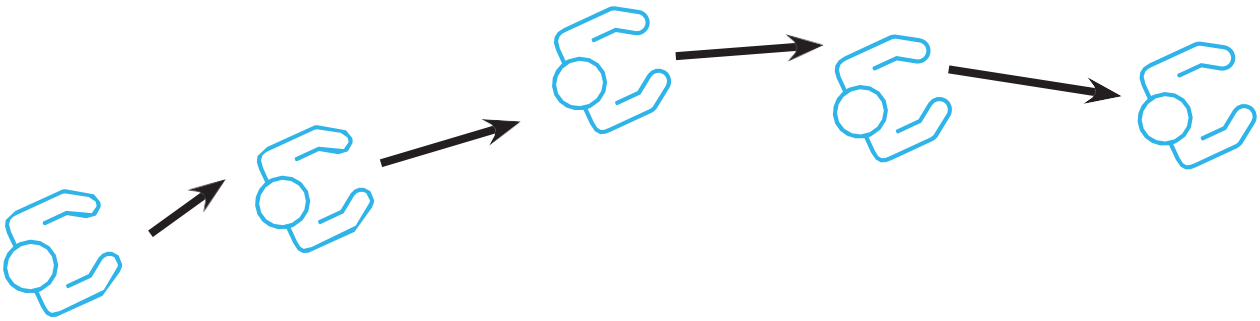
Work method:

Step 1: The teacher presents a topic the students know more or less about, but where there is a dimension on which the students can order themselves (if necessary, the teacher gives each student a card with their specific 'term')



Step 2: Everyone first looks up where his/her topic is in the line

Step 3: A line is drawn up: students have to decide together with their neighbour who can occupy the best position relative to the two ends of the line. This line is thus made really `physical'.



You can also work in smaller groups and let students arrange cards instead of forming an actual physics line.

Topics:

Chronological arrangement of historical figures
Order by: mass size, speed of animals, degree of agreement/disagreement with a theorem, date of inventions, magnitude of forces, distances in the cosmos, letters expressing units, letters representing quantities, period in which the scholar (the unit named after him) lived (Newton, Pascal, Gauss, Henry, Tesla,), period in which the definition of the unit arose, period in which concepts were defined, density of materials
If necessary, this information can be presented in the form of a riddle or a question to be solved in pairs or threes, after which an order is made.
If there are more propositions/signs than students, it is best to put everything on strips and ask students responsible for correctly placing multiple strips.