

EDINA



Erasmus+

#### 4. JIGSAW

- Each of the teams of four pupils goes into a partial aspect of the current topic that is studied (e.g. when the topic is the art of painting, partial aspects can be: expressionism, impressionism, realism, cubism). They do some research and collect the information in a well-organised way (scheme, word cloud...).
- Then you regroup the pupils in new teams, so that each partial aspect of the topic is represented by one pupil in each team. They take turns in presenting the result of their research to the others.

##### *Support for foreign-language speaking pupils:*

- This didactic method is useful for NAM pupils who already have acquired a basic knowledge and have shown to be independent in their learning process.
- Allow NAM pupils to do research in their mother tongue first and draw up a glossary in the instructed language afterwards.
- Based on this glossary they finish their scheme.
- Stimulate them in formulating logical connections. Give them a flash card with key words to structure a story.

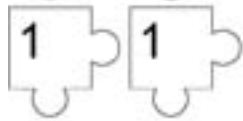
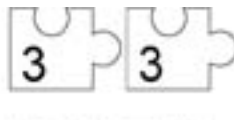
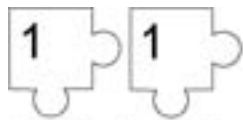
##### *Example*

Teacher Anne takes her Newly Arrived Migrants along in the wonderful world of waste. They start the lesson with a group discussion about everything you can find in the dustbin: packing of chips, cookies, fruit...

She also discusses with the pupils about how that waste is to be sorted. Next, the pupils go in groups to the streets and each group gets the instruction to search for a different kind of waste that lies around on the street: plastic packings, paper, electronics... The pupils who can write, fill in their sheet. Those who can't write, can also take a picture.

Back in school again, they are adjoined with one pupil of every other group. Each pupil tells what waste he found that fits within its category.

##### *Pictogram:*

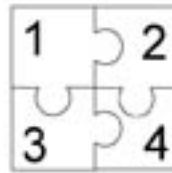
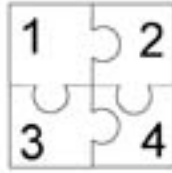
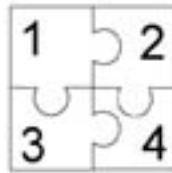
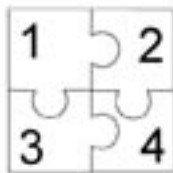


Team 1

Team 2

Team 3

Team 4



Mixed Group A

Mixed Group B

Mixed Group C

Mixed Group D

