When Do We Put It All Together?

A shared question. Different subjects. One connected explanation.

Learning goal and context

Learners will explain how two subject perspectives deepen an answer to one question, using evidence from each. Inspired by Ana Hernández Revuelta and colleagues at IES Julio Verne in Spain. This is a Champions editorial adaptation, not their verified lesson plan or an endorsed resource.

Suggested audience: ages 12–16, adaptable across subjects. **Estimated time:** 45–60 minutes of teacher planning plus two 45-minute lessons. **Estimated cost:** no added cost with existing materials; printing optional.

Prepare together

Two educators choose a curriculum connection and one manageable question, such as: How does a bridge connect a community? Pair a dated historical account or map with a suitable structural diagram. Check source accuracy, rights and reading level. Agree who introduces each perspective, how both teachers support groups, and what counts as a strong connection. Use paper, pencils and two short source sets; devices are optional.

Try it in four steps

1. Notice the pieces (10 min). Introduce the shared question. Learners record what each subject could help them understand, without supplying a finished answer.

2. Investigate from two perspectives (25 min). Pairs examine both source sets. Ask them to record evidence, its source and what it cannot explain. Teachers model different ways of questioning the same topic.

3. Put it together (35 min). Groups create an annotated drawing, explanation or audio response linking both perspectives. Require at least one supported connection, rather than two unrelated summaries.

4. Explain and reflect (20 min). Groups share their reasoning. Each learner separately explains one connection and one remaining question. Assess evidence accuracy, integration and individual understanding.

Access, assessment and next possibilities

Offer read-aloud sources, vocabulary support, large print and tactile or verbal alternatives to diagrams. Allow spoken, drawn or written responses. Printed sources make a complete low-tech version. For younger learners, model one connection; for older learners, compare conflicting sources. Reflect together: Which connection surprised us? What would we change next time?

Plan Together: Three AI Prompts

Optional planning support. Use only school-approved tools. Do not enter student names, identifiable work or private information. Educators verify every suggestion and source.

1 Find a meaningful connection

Act as a planning partner for two teachers. Subjects: [subjects]. Ages: [range]. Curriculum goals: [goals]. Suggest three shared questions that need both perspectives. For each, explain the contribution of each subject and a possible student product. Do not invent sources or claim this is Ana Hernández Revuelta's lesson.

Check: Does the question truly need both subjects?

2 Build an inclusive co-teaching plan

Using our selected question [question] and verified sources [sources], propose two 45-minute lessons. Specify teacher roles, student choices, paper-only access, vocabulary support and options for spoken, drawn or written responses. Keep one shared goal. Flag assumptions and missing resources.

Check: Are roles practical and all learners able to participate?

3 Assess the connection, not just the product

Create a short assessment checklist for [question and goals]. Separate accurate evidence, connections between subjects and individual understanding from presentation quality. Include one group reflection and one individual exit question. Use no student data and make no claims about proven results.

Check: Can each learner explain a connection independently?

Research and credits. Strotmann, López Hernández & Delfino (2025) surveyed 222 Spanish undergraduates about co-teaching. Favorable perceptions support considering this approach, but do not establish results for Ana's school or this adaptation. Read the study. Read the school team's 2026 account.