

How to design a task card

Below you will find some advice and tips on how to design a task card. Here you can also find examples of task cards that can be used as a model and as sources of inspiration.

A task card is a written description of an assignment, a guideline indicating how a task defined by the educator can be performed by the child. The cards should be designed in such a way that they encourage problem solving, reflection, inquiry, communication (oral and written), and collaboration. The task cards are a part of the Maze, which is a central coordinating artefact in the 5D mythology. The Maze consists of rooms; there are sometimes 20 or more rooms. The general idea is for participants to move from one room to the other as they successfully complete the different tasks to be found in each room. In this way, task cards are an integral part of the Maze. When the children enter a new room they receive a task card and start working.

Task cards can be created in a variety of ways according to the specific task the teacher wishes the children to complete (task cards can, of course, be completed both with and without using the Maze).

When you design a task card it is important to bear in mind the aims of the activity. It is unlikely that you will achieve your aim with the aim of one task card only; it should be possible to fulfil the aim with the aid of several task cards.

Task cards are designed as a tool for educators, pupils and assistants enabling them to organize their time and the different assignments in 5D. The task card is the means by which pupils can perform their task, but it can also work as an explanation for the assistants; the text must thus be suitable for both groups. However, some parts of the task card can be written specifically for the assistant as an explanation (this is often of a technical nature).

If you work with 5D in school hours it is very important that you know the curricular possibilities of the activity concerned before designing the task card. An analysis of the curricular aspects (horizontal as well as transversal) that may be worked on in relation to the different levels must be analysed in advance and practical guidelines proposed.

The task card must use simple language so that children understand it. The aims must be clear enough for the assistants and children to understand.

Consider how you can design task cards that vary in form and content to make each task a new adventure and surprise. You can, for example, do this by involving several different subjects in the tasks and play around the activity; task cards are thus highly suitable for interdisciplinary activities. Including artefacts such as a digital camera or Programmable Lego have proved to be attractive to children. If the programme or game is rather 'schoolish' and stodgy, a task card can be used to introduce an element of creativity. Or you can relate the task card to an overall frame story to make the activity more fun.

Each task card can be divided into three levels: 'Beginner', 'Good' and 'Expert' as in computer games where you move to another level if you complete your mission. If, for example, you complete or are working on the Beginner level in room no. 3 in the Maze and want to stop there, you will have to go to room 4. But if you complete all three levels, you can choose between rooms 4, 5 and 7. In this way, the children can plan their activity and how they will move on in the Maze.

The *Beginner's level* aims to stimulate interest in the specific task, i.e. to make the child want to learn more or want to move on to more advanced parts of the game or task. Another role of the Beginner's level is to make it possible for inexperienced pupils to finish tasks and move ahead.

The *Good* level is usually a little more difficult but it may also entail more work. The *Expert* level is usually more complicated and requires greater effort. An assignment on a task card at this level may take the form of creating a Hint, that is to say, reflecting upon and writing down the strategy used to complete a game. Another assignment which occurs at all three levels is to mail and communicate with the Wizard.

Another important aspect when designing a task card is to establish sub-objectives for each level, with a beginning and an end. This way, if the child decides to change the game she will not feel disappointed because s/he has left it without completing it.

But the task card does not necessarily have to consist of three 'levels.' The different tasks in the task card can also, for example, be divided, up according to three roles, e.g. 'Assistant', 'Expert' and 'Professor'; there is no difference between these in terms of level of difficulty. The difference lies in the different skills which are to be acquired.

However, it is not necessary to have any levels at all. A task card can also be designed as an assignment which is part of a larger task, e.g. if a group of children wants to write an article in a paper. The task card can then be a source of inspiration providing the children with ideas to get started and a guide explaining how to progress; it also indicates what the children should reflect upon before going on. You should also consider in what ways the task can act as a challenge the children.

You will find more information about task cards in [5D Artefacts](#), and from there you can visit the task card database.

Following are some of the task cards that have been used in different 5D activities. There are also comments on each task card made by the person who created the card.