A teaching device tends to permit students to experience the necessity of mathematical statements (here in spatial geometry). We emphasize the role of the confrontation between students to have them come up against what could be called “the mathematical reality”. We describe four steps in such a teaching, going from a personal work of students to a sequence when the whole class collects through work in small groups of four students. In front of the whole class, the teacher plays an important role to bring into light the learned knowledge, its necessity in mathematics and the way some students experienced this necessity. (orig.)

Classification: E45