



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

### Didactic game in the geography lesson

#### Section of the module /E

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#### 1/Thematic approach

Geography, together with the other disciplines, has an important contribution to the formation and development of students, to the concept of the world and life.

*"The map has been and will always remain the real basis of all geographical descriptions." (Simion Mehedinți)*

The use of map is a challenge for students, it implies using precise working methods and it develops their technical, cartographic and artistic spirit. In teaching, the teacher focuses on *reading the map*, which is indispensable for the study of geography. Reading the map means knowing the conventional signs and colors, describing what it contains and drawing scientific conclusions.

The Geographic game is an activity that can be done in class or outside lessons. It is an active method of acquiring and consolidating knowledge. The content of this activity improves the training and raises the students' interest in geography, while helping the teacher to know the students' abilities.

We proposed an activity of consolidation and systematization of knowledge, with the theme "Flowing Waters", for the 7th grade, with the time allocated being 2x45 minutes.

#### 2/ Context

The objectives during the activity aimed at students:

- to locate the main flowing waters in Romania
- to specify the springs, the forms of relief they cross and the spills of the main running waters
- to explain the importance of flowing waters
- to enumerate ways of protecting the environment

Drawing the attention was accomplished by completing a crossword and discovering the name of the Danube River.

Several geographic terms (running water, spring, river, riverbed,) were explained.

Using the "Tree of Ideas" method, the knowledge of the Danube river (from where it flows, the forms of relief that it crosses, the natural boundary in the south, the length in Romania, the countries and capitals it is crossing, importance, port cities, Danube branches, Danube Delta) was checked. There was made a plan of

the Danube, to which some pictures were added.

The class was divided into three groups of four students. Each group received the necessary material resources (geographic atlas, magnets of different colors to locate the rivers on the map) to solve the requirements. The task was to fill in some information sheets on the rivers in the western, southern and eastern parts of the country (the name of the river, the spring, the forms of relief that it crosses, the river / river in which it flows, information about three rivers). The main streams of water were located on the physical map of Romania, according to the cardinal points, according to the conventional color. One representative of the group presented the plan.

After that, we made a Geographical game in which the students of each group discovered the names of some rivers within a crossword.

At the end of the activity, we talked about the importance of flowing waters, ways of protecting the environment (the educational software Portal Special Schools).

### **3/ Finalities**

During the geography lessons, the didactic game trains the students, raising their interest in solving different problems, bringing variety, joy, preventing monotony and boredom. The use of map work awakens curiosity, the interest of pupils with special educational needs.

Group work had some advantages: developing interest in the act of learning, increasing self-confidence, developing the skills of group communication and argumentative communication, developing individual and group responsibility, and optimizing the learning.

The use of educational software in lessons had several advantages: the resemblance with a game, the involvement of visual memory (it is known that we retain 10% of what we read and 90% of what we see), an attractive learning medium.

Activity has had a positive impact, with students enjoying every success. There were times when they might have mistaken the answer or did not know it, but they were encouraged, guided to find the correct answer, using various additional questions or encouragements (Try again!, You're close!). Valuation and appreciation of answers create positive psychological comfort that motivates them, stimulates future educational approaches.

A pleasant, relaxed atmosphere, a stimulating educational framework (learning opportunities for all) has been created, effective communication has been ensured. Active and participatory methods and attractive, diversified educational facilities have added value to the activity.

### **4/ Limits**

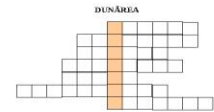
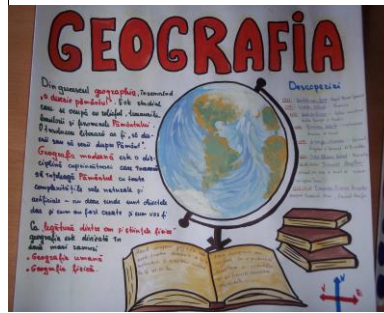
Teacher's activity does not follow a prescription or a pattern. Educational practice must be open and permissive for new approaches to teaching, especially for pupils with special educational needs. We must keep in mind that students with mild and moderate intellectual disabilities have some defining features: a lack of flexibility in cognitive activity, which justifies the absence of creativity elements and the existence of reproductive thinking, difficulty of analysis and synthesis processes, narrowing of the perceptual field, lack of memory fidelity, etc.

### **5/ Perspectives**

It is necessary to move towards a learning approach that encourages understanding of the relevance of geography for everyday life, especially for students with moderate intellectual disabilities. The aim is to stimulate pupils' interest in knowing directly, investigating and understanding the immediate geographic situation, as well as knowing the importance of protecting the environment for a healthy and balanced life. The study of geography must go beyond class space (whenever possible), the surrounding reality being more easily perceived in its complexity, by resorting to the five senses. In children with learning difficulties, it is more efficient to learn as close to the surrounding reality as there is the possibility of interacting with the elements of the environment, without any intercession, without substitutes, without artificial simulation. Students with learning difficulties need teachers who understand their learning, they can orient themselves to

overcome difficulties, develop, adjust to their rhythms so that they do not feel stigmatized and seated at the outskirts of society.

The children I am educating, as a teacher, are "special" and, in their case, the notions of progress, motivation, efficiency, affectivity, acquire special meanings. From these children we learn every day how to love them naturally because they give us the same unconditional love in turn.



1. Localitate la intrarea Dunării în România.
2. Bregul sudic al Deltei Dunării. (Sfânto .....)
3. Bregul din estul al Dunării.
4. Fără în sudul României, scobitură de apărle Dunării.
5. Solina este cel mai ..... breg al Dunării.
6. Hidrocenala de la Porțile de Fier a fost construită în colaborare cu .....
7. Vale îngustă și adâncă prin care trece Dunărea.



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