



Cap sur l'école inclusive
en Europe



Pedagogical sheet

The cluster method

Section of the module /E

Contact : AURORA LEFTER

School : ROMANIA, Centrul Școlar pentru Educație Incluzivă „Elena Doamna” Focșani

Website: www.cseielenadoamna.ro



General definition :

The cluster is a method of non-linear brainstorming. It is a teaching-learning technique that encourages students to think freely, openly and creatively; it is a way to build new associations of ideas or to reveal new meanings of given ideas; it is a search engine access to their own knowledge and beliefs, highlighting their own way of understanding a certain theme.

Principles and theoretical foundations

The method is engaging, allowing each student to participate individually, in pairs or in groups. This method requires the children to think because they must examine all the knowledge in relation to an essential term, representative of the lesson, around which all their knowledge is linked.

Use/application :

For

Students of the 4th class

Differentiated first-level pupils, secondary education (10-11 years)

How :

Stages of the method

- In the middle of the sheet we write a word or a sentence (core)
- students are encouraged to write words or phrases that come to their minds about the proposed topic
- the words or ideas will be linked by central notion lines
- students work in groups - each group has their own "cluster"

- each "group" is analyzed and a "whole" and is represented on the board by the teacher
After solving their task, students will use the concepts and links created to develop ideas about the proposed concept

Why:

Applied in group work, the method "The Cluster" exploits the common work and the cooperation in the resolution of the tasks of training, combining the individual and group learning, aiming to develop the social behavior of the pupil. The children think, answer questions, cooperate, communicate, associate, establish links, argue and correct each other.

Thinking operations, creative abilities are required and developed; contributes to the academic integration of students with learning disabilities.

Instruments :

Felt pens, large sheets of paper, PPT presentations, computer

Presentation of the methodology

- 1) Write a word or kernel- phrase in the middle of a table, flipchart or notebook page;
- 2) Write words or phrases that come to your mind about the subject (s) in question (written in the middle);
- 3) Linking words or ideas produced by words, expressing or prophesying the original core, established as a starting point, drawing lines that highlight the links between ideas;
- 4) Write all the ideas that come to mind in relation to the proposed theme / problem, until the time spent on this activity has expired or until all the ideas that come to mind are exhausted.

Description of the activity

The didactic task: Make a group to have the word "seasons" as a basic word.

Teaching material: four seasons -images, caricature, leaves.

I made more images available to children with spring, summer, fall, winter and their features. I wrote the word "seasons" in the middle of the table and asked them to introduce words or phrases that came to mind about the subject. I wrote these words on the blackboard, drawing a few lines between them and the words of the kernel to highlight the links between them. I wrote all the words and ideas that my students had.

Variations:

Activity in groups

The groups consist of 4-6 students.

The didactic task

Each group will read a short text on the seasons; after reading the text, they will work in groups. (Each group for a season).

group no. 1: the spring - with the red

group no. 2: summer - with blue

group no. 3: autumn with green

group no. 4: Winter - with black

When all groups have finished, the posters are displayed.

Gallery Tour: Groups tour the room to review and discuss each demonstration poster. Fill in the bunch with what each group has written for the season.

Targeted skills

Active involvement of students in the learning process.

Collaboration / group communication to find the best solutions to solve certain tasks

Students become aware of their own training, activate their vocabulary, and interest and motivation will be ensured throughout their work.

Evaluation criteria

By focusing on the child's effort, the way he embarked to solve the task and then evaluate, focuses on the product.

We know how to make a cluster by finding words / phrases on this theme.