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# BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe



# BE-IN

## UNIT FRAMEWORK

anthro polis



CITIZENS  
IN POWER



FORUM FOR  
FREEDOM IN  
EDUCATION



OXFAM  
Italia

intercultura

SÜDWIND



## **Step 1: MOTIVATION**

### *Activities*

brainstorming - observe the drawing/ pictures, draw pictures,/ word webs or thematic spidergrams, references to the culture of the country of origin (foreign students), maps, hint cards, watching videos, listening to music, realia...

There are many ICTs that can be used (Coggle, BlendSpace, Padlet, Popplet)

### *Interactional schemes*

teacher frontal/circle/pairs/small group

### *Place*

Class, lab, agora' space, if available, outside (depends on the subject and the school environment).

## **Step 2: INPUT PRESENTATION**

### *Activities*

Dramatized reading + flashcards, cued cards, or text images to explain unfamiliar words.

The input must be short- low filter

Ex: match the words to the images, match the words to their meaning. Active listening with formulating comprehension questions

Individual reading with open-ended and open answers

Ex: Analysis of characters, setting, search for specific information

Concept maps with keywords that can be used before reading/listening to a text or watching a video (or afterwards and it is VERY PRODUCTIVE)

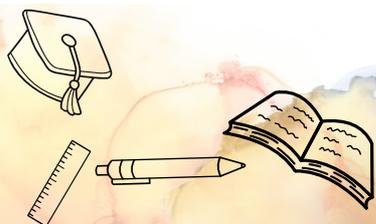
Search for information related to the topic on the web and create glossaries with web tools (Padlet). Create digital or paper flashcards, matching activities, tests, quizzes

### *Interactional schemes*

individual, jigsaw, pairs, small group

### *Place*

class/ lab...



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### Step 3: FOCUS

#### *Activities*

- 1 true/false activity
- 2 multiple choice activity
- 3 true/false/not given activity

#### *Interactional schemes*

Individual, jigsaw, pairs, small group

#### *Place*

class/ lab

### Step 4: PRACTICE

#### *Activities*

Choose the best sentences to describe, summarize, and talk about the topic using sentences chosen among the given ones.

This kind of exercise can have various scaffolds: choose between 2 sentences is the easiest, choose between several sentences given in scrambled order or choose among sentences related to the topic and not associated with it, copy the sentences in the right columns, use the sentences to summarize the text, true/false/not given, and correct false sentences, summarize the text and explain in your own words...

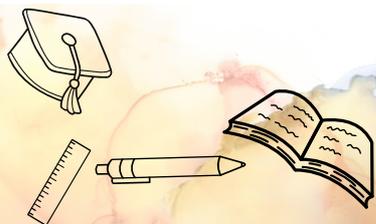
You can also use DRAMATIZATION techniques such as role-taking, role-playing, role-making using cued cards...

#### *Interactional schemes*

Individuals with scaffolding technique

#### *Place*

class/lab



## Step 5: LANGUAGE

### *Activities*

Connect the sentences with the given connectives and conjunctions and copy them in the appropriate spaces.

Cloze test on the summarized text

The cloze will be partly a double choice, partly a given choice and partly blank. Join the sentences with the appropriate connectors (three layers: two connectors given to choose from, a list of connectors to insert, an empty cloze to fill in)

### *Interactional schemes*

Individual/pairs

### *Place*

class, lab...

## Step 6 : FOLLOW UP

### *Activities*

Questionnaires (oral and/or written) research work (related to the topic, the author...)

### *Interactional schemes*

Individual/small group/jigsaw

### *Place*

class/home

## Step 7 : TESTS/ASSESSMENT

### *Activities*

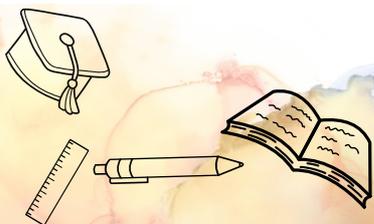
Oral test (individual or in pairs using cued cards - multiple choice exercises - information gap activities - cloze ( stratified: choose between 2 sentences is the easiest, choose between a given number of sentences given in scrambled order or choose among sentences related to the topic and not related to it, blank cloze)

### *Interactional schemes*

Individual/pairs

### *Place*

class



anthropolis



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