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



# BE-IN

## INPUT PRESENTATION

### Step 2

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CITIZENS  
IN POWER



FORUM FOR  
FREEDOM IN  
EDUCATION



SÜDWIND

# Information



The second step is the global comprehension phase. This is about exploring keywords, words without which understanding of the text cannot be presumed.

The teacher guides comprehension by assigning a brief task that can be completed in a short timespan and is to be performed during the listening, reading, or viewing phase.

## Techniques

- Multiple Choice
- Grid
- Joining: lines of dialogue; words; sentences; paragraphs
- Joining: (word-image/definition)
- Transcodification

The cognitive role of comprehension skills is fundamental. Therefore, priority is given to receptive skills over productive and integrated skills and to oral reception skills over written skills.

## Vocabulary and Activities for active and motivating learning

Repetition: words from texts or videos, choruses of songs.  
Visualizations: from pictures from which key words emerge.

The input proposed by the teacher should be brief.

A good method is to use division into paragraphs or sequences. Highly graded activities of global understanding should be proposed.

This is to lower the anxiety filter in low performance students and enhance their “I can do it” feeling.

## Here are some examples

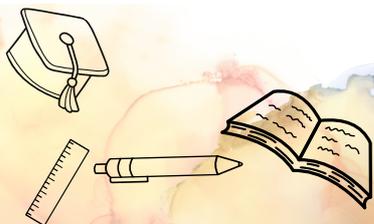
### Activities

- Dramatized reading and flashcards, cued cards, or text images to explain unfamiliar words. The input must be short (low filter).

For example: match the words to the images, match the words to their meaning with an arrow.

- Active listening with formulating comprehension questions and individual reading with open-ended questions and answers.

For example: analysis of characters, setting, search for specific information.



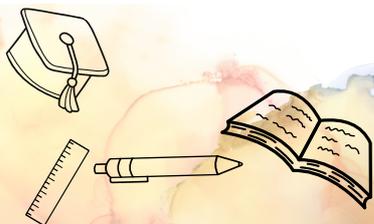
- Concept maps with keywords that can be used before reading/listening to a text or watching a video (or afterward). This is very productive.
- Search for information on the web related to the topic and create glossaries with web tools like Padlet.
- Create digital or paper Flashcards.
- Matching activities, tests and quizzes.

## Interactive schemes

Individual, jigsaw, pairs, small group.

## Place

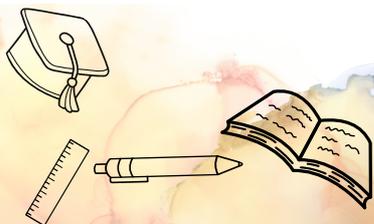
Class, lab, agora if available, and/or outdoors. This is depended on the subject and school environment.



## More examples and inspiration

For more examples and inspiration you can visit BE-IN's Topic 6 "Environment and I" or view it on [BlendSpace](#).

You can also find examples of activities in the "Remarkable Products" stratified unit example.



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