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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

anthropolis



CITIZENS
IN POWER



FORUM FOR
FREEDOM IN
EDUCATION



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...



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

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