



Funded by
the European Union

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



MOTIVATION

Step 1

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Information



This is the most important phase; to raise curiosity, create the atmosphere, and activate interest. It is the *condition sine qua non* of every starting point.

This is a crucial phase of a teaching unit both for SEL and inclusion. It is the one that activates motivation, touches the inner self, and deals with the deepest parts of the "*who am I*"? question. This is why teachers have to pay special attention to this phase.

Whatever the subject taught, preparing an activity involving students' self-awareness is essential. The circle can be used as it is the best interactional scheme for SEL. Focus on how specific knowledge already presented has been dealt with (in the case of scientific subjects such as Math) or how they feel (using pictures, short videos) about what they are going to learn, talk about, or if they have ever come across certain feelings.

The subjects taught are very different and require different approaches, but it is **ESSENTIAL** to prepare emotion-related activities, arising curiosity and modifying the usual routine.



Here are some examples

Activities

Brainstorming:

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

Many ICTs can be used, including Coggle, BlendSpace, Padlet, and Popplet.

Interactive Schemes

Teacher frontal/circle/pairs/small group

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

Place

Class, lab, agora space, if available, when possible outdoors (depends on the subject and the 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](#).



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