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

Ideas for activities to implement the Unit

Information

Here is a list of suitable activities to build up your teaching unit in an inclusive way. They are taxonomized from the easiest to the most demanding and divided according to the ability required.

Activities

LISTENING

- BRAINSTORMING: images, realia.
- KEYWORDS: word webs/spidergrams
- T.P.R: flashcards
- GLOBAL UNDERSTANDING: combine or rearrange images, true/ false, multiple choices.
- UNDERSTANDING SPECIFIC INFORMATION: true/ false, multiple choice, open or closed questions.
- INFERENTIAL STRATEGIES: request for information not explicitly given in the text but inferable from elements present.
- EXPANSION: producing hypotheses about what will happen next (stopping the text before the end).

READING

- BRAINSTORMING: description of images linked to the text - predicting from title/images.
- KEYWORDS: and/ or word webs and spidergrams - glossary
- T.P.R: flashcards.
- Division into paragraphs with explanatory title.

- Specific comprehension questions and targeted exercises (grids, matching word images, matching words with meaning) jigsaw reading.
- Highlighting of the markers or connectors of speech (because, in fact, but, nevertheless, nevertheless. Even with targeted exercises that facilitate understanding)
- GLOBAL UNDERSTANDING (skimming) combine or rearrange images, true/ false, multiple choice.
- UNDERSTANDING SPECIFIC INFORMATION (scanning) true/ false/ not given, multiple choice, open or closed questions, grids on characters, setting reorder text sequences, who said what, etc - keep in mind the sequential difficulty non-anxiety-producing method from easy to difficult to very low degrees.
- INFERENTIAL STRATEGIES: request for information not explicitly given in the text but inferable from elements present. It can be done at all levels.

SPEAKING

Teach the formulas and the key words of academic language to be learnt (T.P.R., treasure hunt, ball and chain game - roleplaying with prepackaged formulas, frequent use of repetition / reproduction of the formulas presented with the T.P.R.)
- use of cued cards
- police investigation
- role playing
- discussion of a TOPIC
- writing isolated words (eg brainstorming activities or combining word and image).

- word lists (functional to the specific academic language to be acquired)
- picture sequencing and storytelling
- Word-image combination: write under an image, and/or inside a comic. Keep in mind the sequential difficulty non-anxiety method from easy to difficult to very low grades.
- Great attention should be given to the interpersonal function of language. Teaching and providing scaffolding on it is an essential part of teaching social skills through group work activities.

Remember:

The interpersonal aspect of language is reflected in how teachers talk with students and how students interact with one another. Modeling is essential and peer modeling is to be encouraged through group work. The aim is to learn to work collaboratively and develop and maintain relationships with successful group work. The teachers provide and use models of what and (what not!) to say in group work.

Here are some examples:

disagreeing	I don't think that's quite right because…I understand you, but….
asking for clarification	I don't really understand. Can you explain it a bit more?
including others in discussion	Vanja, what do you think?
giving advice, making suggestion	maybe we could…? It might be a good idea if…
summing up,clarifyng the group's ideas	So, what we are saying is…

Suggestions for group work scaffolding:

Donut circles, hot seat, talking points, progressive brainstorm, opinion clines, problem solving groups, problem solving pairs

WRITTING

- Some written texts start from reading.
- Writing isolated words (e.g., brainstorming activities or combining words and images).
- Word lists (functional to the academic language to be acquired).
- Word-image combination: write under an image or inside a comic. Keep in mind the sequential difficulty non-anxiety method from easy to difficult to very low grades.
- Picture sequencing as a basis for a straightforward narrative.
- Jumbled sentences
- Writing Framework
- COMPLETION and MODIFICATION exercises or EXPANSION and CREATIVE WRITING exercises: produce hypotheses about what will happen next at different levels from easy to advanced, rewrite the end, take roles as a character, and write a similar story. At easy levels, illustrate parts of the story.