

Date: 10/08/2018

Learning Objective: Ask and answer icebreaker questions, to build classroom community

Time EST	ECRIF /PDP	Procedure/Steps Detailed Procedure/Steps (include directions and CCQs)	Objectives of each activity	Interaction dynamic T-S/S-S	Material Aids	VAKT
2mins	E	Introduce Acrostic poem “Look at my poem...” (iguana, volcano, amazing, no!) “Can you tell?” (i.v.a.n.) ACROSTIC... “this icebreaker can be tailored for different levels”	introduce the first of three icebreakers teachers can take to the classroom	T-Ss	chalkboard	VA
2mins	C	Make an acrostic poem as a class (n.y.l.c.) Elicit words or phrases that use these letters	clarify any questions, engage the classroom	T-Ss	chalkboard	VA
2mins	R	Ask each teacher to make an acrostic using his or her name	to produce an acrostic to then share	S	paper, pen	VAT
3mins	I	Ask teachers to share their poems, using the sentences on the board “Why did you pick...” “I used ____ because...”	to show how students can practice their English while building community	S-s, T-Ss	paper	VA
2mins	R	Ask each teacher to swap papers, and then write an acrostic poem for their partner	to reinforce the acrostic poem, and build community (remembering classmate’s name)	S-s, T-Ss	paper, pen	VAT
4mins	F	Elicit ways this exercise can be tailored for higher or lower levels, how movement can be added (e.g. classroom walks around and sees who has the same words; students are asked to write phrases or sentences, not words, to write a more complex poem)	to improve on the activity, to customize the activity, and to help Ts remember it	T-Ss	chalkboard	VA
5mins	F	Divide the room in half or in three parts. Each group comes up with the longest word they can think of. They write their long word for another group, then race to see who can finish an acrostic poem first with their given word. Points for speed and word-quality.	increase the challenge, language retention, interact with a group, build community	T-Ss, Ss-Ss	paper, pen, board	VAKT
5mins	E	New icebreaker: take out a sheet of paper and draw a box, draw yourself in the box. No names. Write three	prepare for next icebreaker	T-Ss, S	paper, pen	VAT

		nouns, three adjectives, three verbs, and one fact about yourself (or why you are here)				
1mins	C	Monitor, then ask teachers to tape their sheet anywhere in the room, at the right height and in various places	set up	T-Ss, S	tape	VAKT
5 mins	R	Walk around the class, and write one/two questions on each piece of paper	set up, question practice	S	pen	VAKT
9 mins	I, F	Grab your sheet, and “sit back down please”... Read questions out loud in class. Swap paper with a partner, and the partner asks the paper’s questions to the person. Share what you’ve learned with the class. (Ask, how can this activity be tailored to different levels?)	indulge curiosity, build community, check language, integrate participant to the activity	T-Ss. S-S		VA
1mins	E	“Pull out one big sheet of paper please.” Introduce the last activity: question, answer, pass, question, answer, pass... (# of questions depends on the # of participants)	prep	T-Ss	paper, pen	
1min	C	First question... teachers answer... we make sure everyone knows who to pass the page to.. by the end no one should have their paper.	make sure we’re all on the same page	T-Ss, S-s	pen	
15mins	R	Run through the questions, while participants answer, pass, answer, pass, answer, pass	prep	T-Ss, S-s	pen	
8mins	I	By the end everyone should have their own paper (if the # of questions was a multiple of the # of participants). Ask class to write their name on the first answer. “Now, please stand up and write the names for each answer”	remember names, build community, move around	T-Ss, S-S	paper, pen	VAKT
5 mins	F	Ask how this activity could be tailored to different levels	build community, customize activity	T-Ss	board	
extra time?	E	introduce, maybe try, a fourth activity, if there is time: “ASK THE TEACHER ANYTHING” class comes up with questions for the teacher, only the teacher won’t answer, it must be guessed by a student, for points				