

WELCOME!!!

Au 4 Associates Education Solutions, 2016



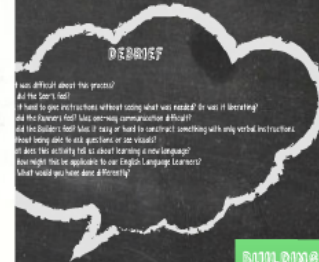
IXCHEL BENNETT



1. Pair up in two's.
2. One envelope per pair.
3. Ask your partner the questions.
4. Make sure you remember their answers because you will introduce him/her to your group table.
5. You will have 2.5 minutes for each person.

SHARE

What is your name?
What grade do you teach?
What is your teaching superpower?
What is your personal superpower?
What is it about teaching that you love?
What is your pet peeve? (Something that a particular person finds especially annoying).
Come up with one question



DEBRIEF

- 1. How difficult about the process?
- 2. Did the team work?
- 3. It was to give instructions without using what was needed? Or was it interesting?
- 4. Did the learners feel? Was it easy or hard to construct something with only verbal instructions?
- 5. Would being able to ask questions or see visually?
- 6. Did this actually help to learn a new language?
- 7. How might this be applicable to our English Language Learners?
- 8. What would you have done differently?



WELCOME!!!

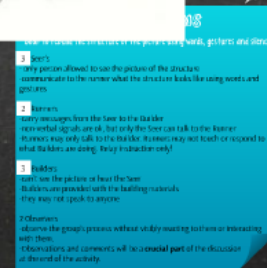
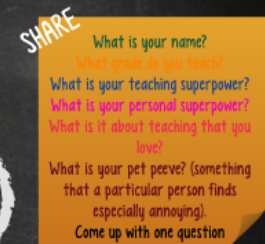
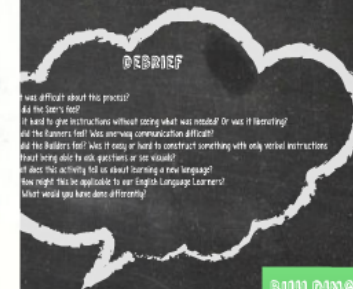
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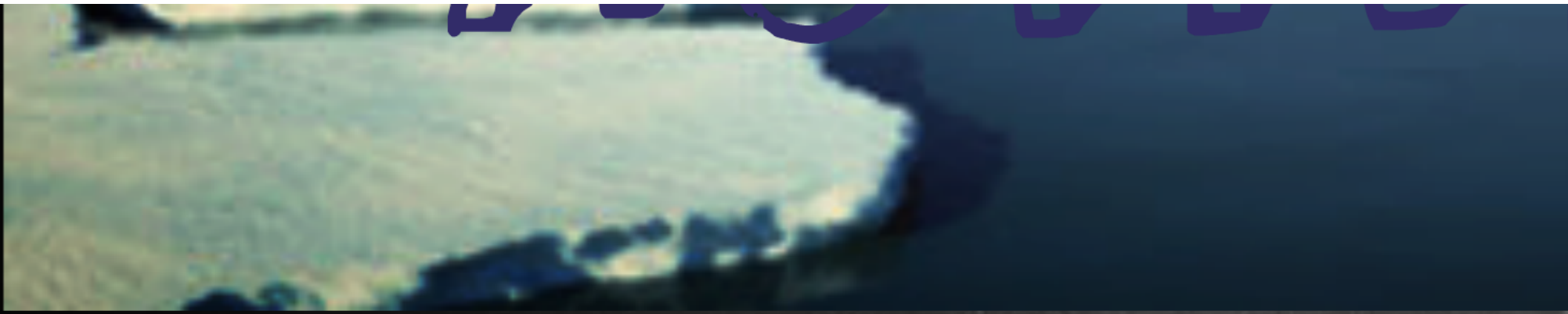


WELCOME!!!

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A graphic featuring a large, jagged icebreaker floating in a teal-colored body of water. The icebreaker is white with blue shading to indicate depth and texture. The word "ICE BREAKER" is written in a large, bold, blue, stylized font across the bottom of the image, with the letters partially overlapping the icebreaker.

ICE BREAKER



IXCHEL BENNETT



WELCOME!!!

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A graphic featuring a photograph of icebergs in the ocean. Overlaid on the image is the text "ICE BREAKER" in large, bold, blue-outlined letters, and "ACTIVITIES" in a similar style below it.

ICE BREAKER ACTIVITIES



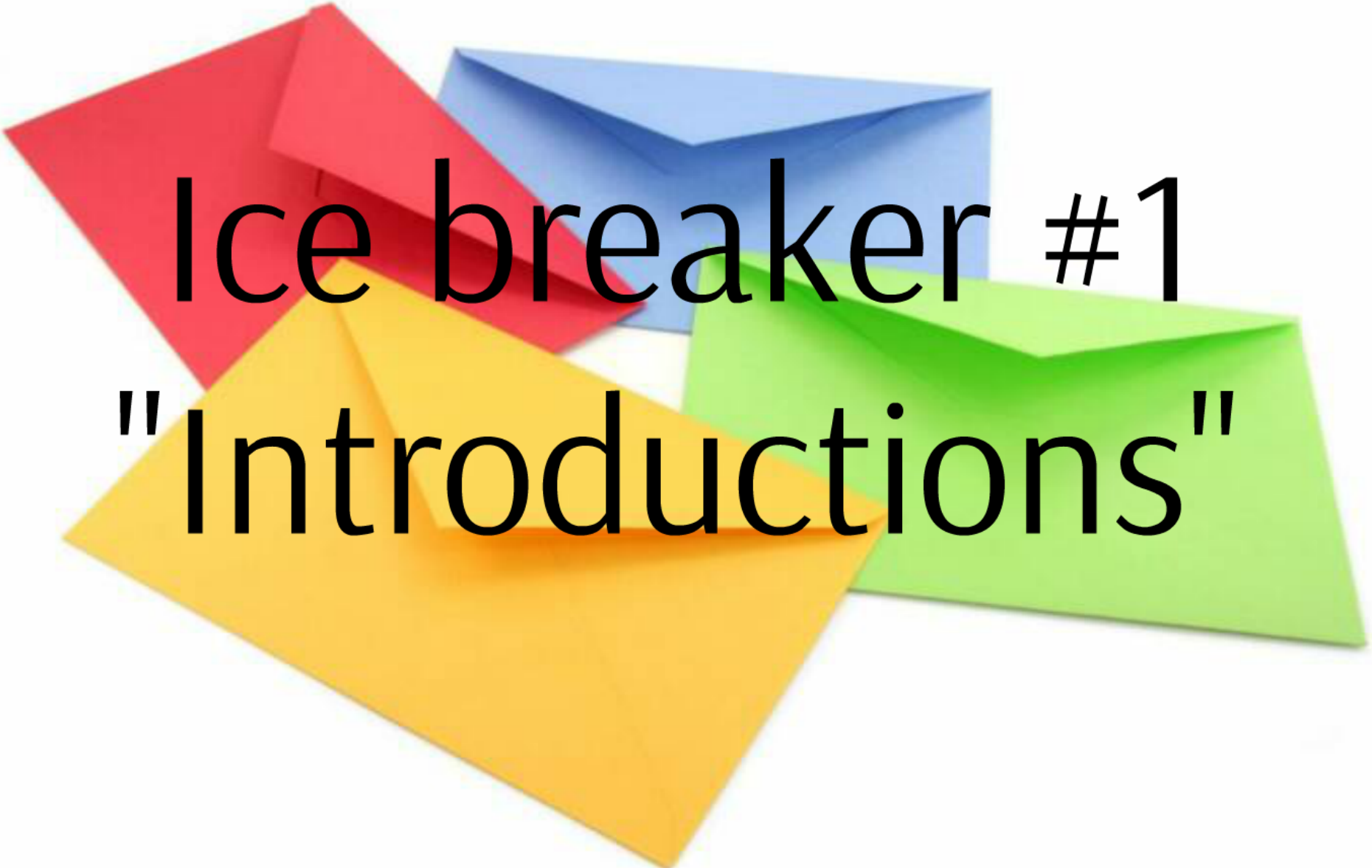
WELCOME!!!

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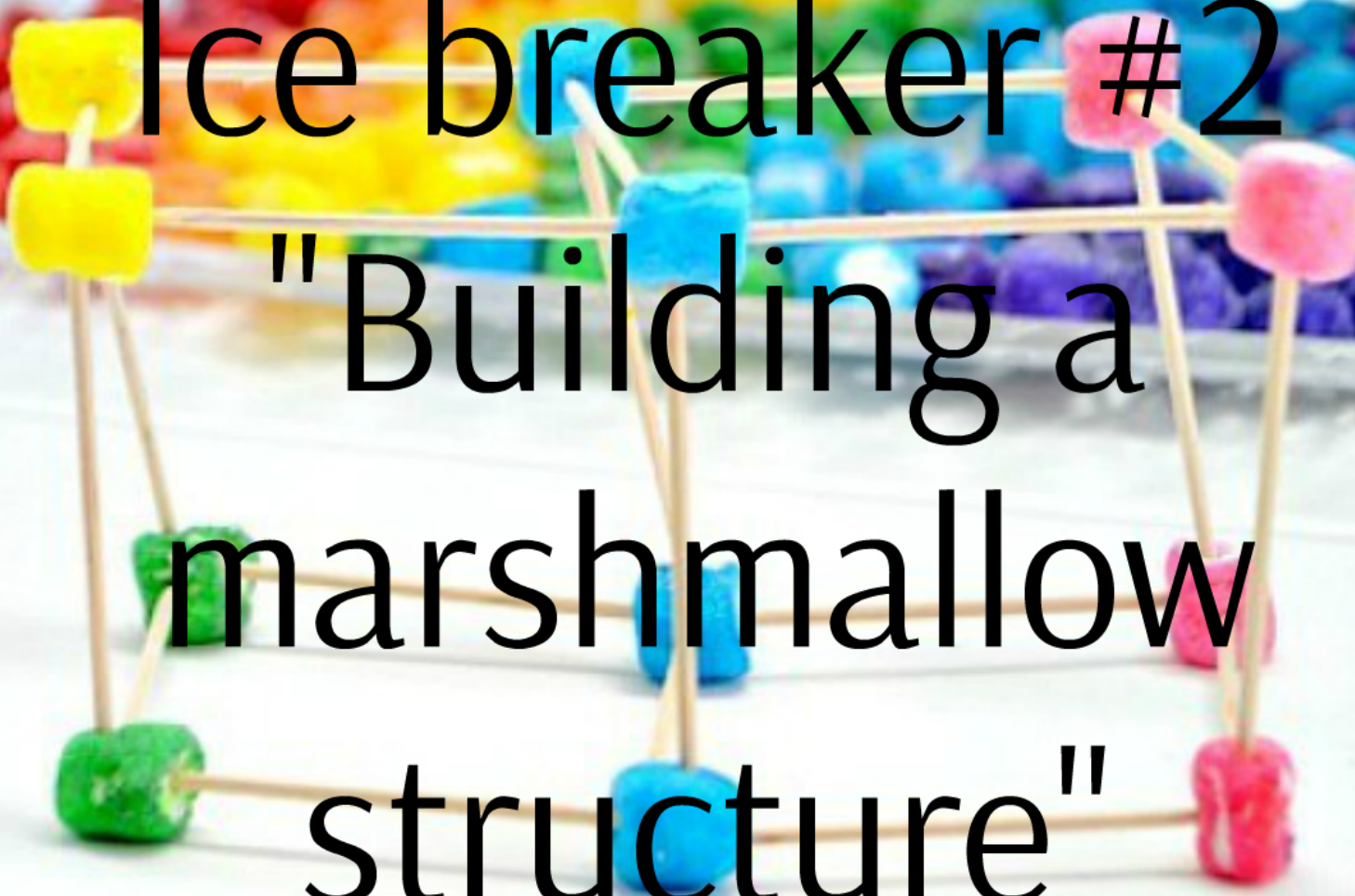






Ice breaker #1

"Introductions"

A 3D geometric structure made of wooden toothpicks and colorful marshmallows. The structure consists of a rectangular prism with a diagonal line connecting the top-left-front corner to the bottom-right-back corner. The corners are marked with marshmallows: yellow at the top-left-front, green at the bottom-left-front, blue at the bottom-middle, and pink at the top-right-back. In the background, there are several trays of various colored marshmallows (red, orange, yellow, green, blue, purple, pink) on a white surface.

Ice breaker #2

"Building a marshmallow structure"

1. Pair up in two's. 

2. One envelope per pair.



3. Ask your partner the questions.



4. Make sure you remember their answers because you will introduce him/her to your group table.



5. You will have 2.5 minutes for each person. 

SHARE

What

SHARE

What is your name?

What grade do you teach?

What is your teaching superpower?

What is your personal superpower?

What is it about teaching that you love?

What is your pet peeve? (something that a particular person finds especially annoying).

Come up with one question

berating?

ly verbal instructions

BUILDING A MARSHMALLOW STRUCTURE

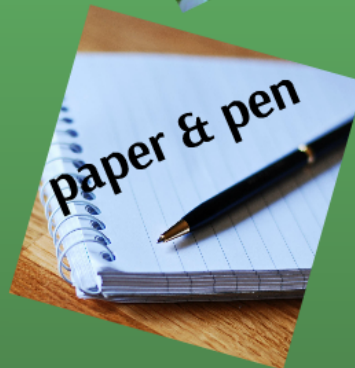
Materials:



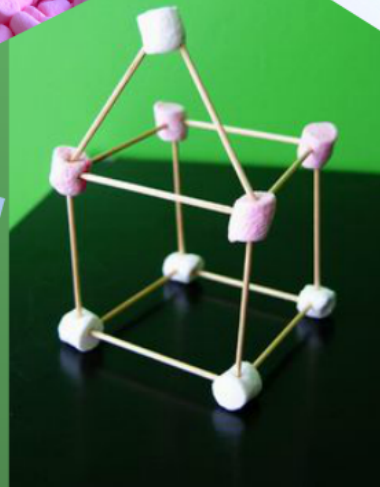
marshmallows



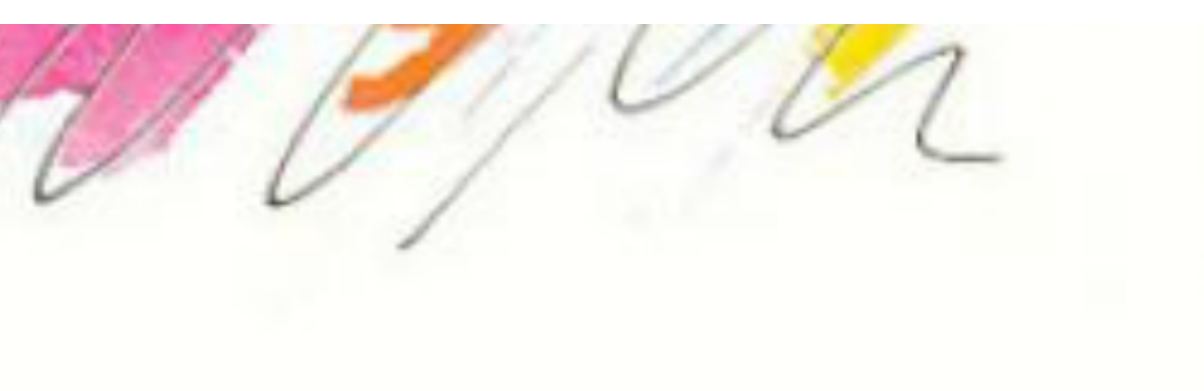
toothpicks



paper & pen



3 different
pictures of
structures



NS

Goal: to rebuild the structure of the picture using words, gestures and silence!

3 Seer's

- only person allowed to see the picture of the structure
- communicate to the runner what the structure looks like using words and gestures

2 Runners

- carry messages from the Seer to the Builder
- non-verbal signals are ok, but only the Seer can talk to the Runner
- Runners may only talk to the Builder. Runners may not touch or respond to what Builders are doing. Relay instruction only!

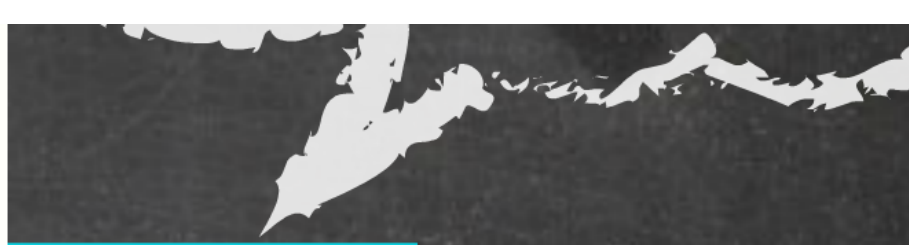
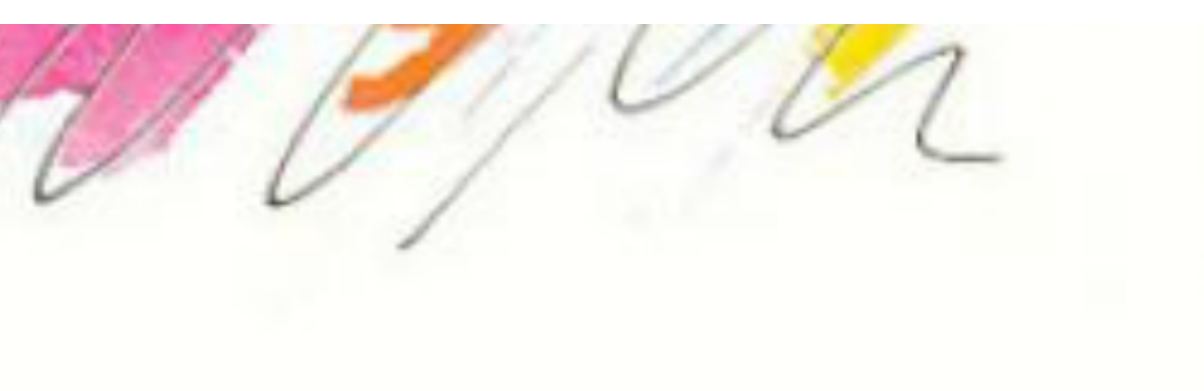
3 Builders

- can't see the picture or hear the Seer
- Builders are provided with the building materials
- they may not speak to anyone

2 Observers

- observe the group's process without visibly reacting to them or interacting with them.
- Observations and comments will be a **crucial part** of the discussion at the end of the activity.





NS

Goal: to rebuild the structure of the picture using words, gestures and silence!

3 Seer's

- only person allowed to see the picture of the structure
- communicate to the runner what the structure looks like using words and gestures

2 Runners

- carry messages from the Seer to the Builder
- non-verbal signals are ok, but only the Seer can talk to the Runner
- Runners may only talk to the Builder. Runners may not touch or respond to what Builders are doing. Relay instruction only!

3 Builders

- can't see the picture or hear the Seer
- Builders are provided with the building materials
- they may not speak to anyone

2 Observers

- observe the group's process without visibly reacting to them or interacting with them.
- Observations and comments will be a **crucial part** of the discussion at the end of the activity.

DEBRIEF

What was difficult about this process?

How did the Seer's feel?

Was it hard to give instructions without seeing what was needed? Or was it liberating?

How did the Runners feel? Was one-way communication difficult?

How did the Builders feel? Was it easy or hard to construct something with only verbal instructions without being able to ask questions or see visuals?

What does this activity tell us about learning a new language?

How might this be applicable to our English Language Learners?

What would you have done differently?

BUILDING A

WELCOME!!!

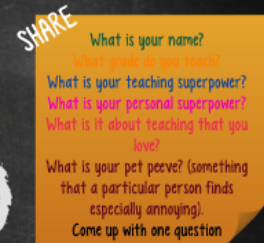
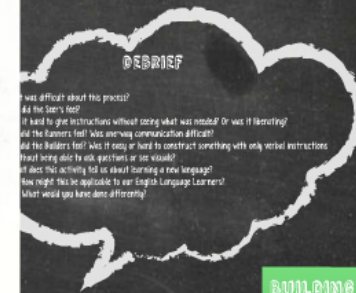
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5. You will have 2.5 minutes for each person.



1. How was it difficult about this process?
2. How was it easy?
3. How was it hard?
4. How was it easy or hard to construct something with only verbal instructions?
5. How was it hard to give instructions without seeing what was needed? Or was it (harder)?
6. How was it easy or hard to give instructions without seeing what was needed? Or was it (harder)?
7. How was it easy or hard to give instructions without seeing what was needed? Or was it (harder)?
8. How was it easy or hard to give instructions without seeing what was needed? Or was it (harder)?
9. How was it easy or hard to give instructions without seeing what was needed? Or was it (harder)?
10. How was it easy or hard to give instructions without seeing what was needed? Or was it (harder)?



SEER



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NS

Goal: To rebuild the structure of the picture using words,

3 Seer's

- only person allowed to see the picture of the structure