

ENGAGEMENT TECHNIQUES REGARDING LESSON PHASES

Zuzana Krejčová, EPMA
Miriam Šipošová, EPMA





Overview

- Icebreakers, Energizers & Warmups
- Group work
- Gamification
- Individual work in creative way
- Assessment
- Reflection

Icebreakers, Energizers & Warmups



Icebreakers, Energizers & Warmups

- Icebreakers and energizers, usually known as the activities when I have to wake up and actually do something or in the worst case, known as embarrassing games. But is it truly that so? Are all icebreakers and energizers or warmups uncomfortable and awkward?
- In fact, the aim of these activities is rather the opposite. They are used for their ability to ease the atmosphere in the room, to connect participants on person-to-person level and they are supposed to wake the group up and refresh their attention.

Icebreakers, Energizers & Warmups



What is an icebreaker?

- Icebreakers, as well as energizers and warmups, are activities or games welcoming participants, helping them to get know each other or warm up the conversation. Icebreakers are used when any event requires people to comfortably interact with each other. A facilitator may use an ice breaker to fill the awkward silence or discomfort in the room.

Icebreakers, Energizers & Warmups



Why do we use icebreakers?

- To break the awkwardness or silence
- Start the energy flow
- Get to know each other
- Get people to interact with the group
- To have fun!

Icebreakers, Energizers & Warmups



Some examples...

- **Name + adjective(s):** Each participant will introduce him/herself with one or two positive adjectives beginning with the same letter as their first name. For example: Nice Nina, Generous George, ...
- **Stand up. Sit down:** The moderator/facilitator says a sentence. Those for whom the statement is true stand up and those for whom it is false sit down. For example: “I had coffee this morning.” “My favourite colour is red.” After each sentence people who stood up will sit down and the game continues. It is advised to start with general topic questions and then slightly move to more personal when people feel more comfortable.
- **Introduce in 7 words:** The facilitator asks the participants to introduce themselves in 7 words. Their task is to write down 7 words that describes them the most. There are no rules to what topic should the words be about (personal life, hobbies, work). It is up to them to characterise themselves as they wish.

Icebreakers, Energizers & Warmups



Some examples...

- **Two truths and one lie:** every participant will prepare two truths and one lie about him/herself. The rest of the group will have to find out which of the three statements is a lie. Every participant gets a turn.
- **Who's story is it?:** each participant will write down on a piece of paper some funny story from their lives. The facilitator collects papers and read one by one and the group has to find out who's story is it.
- **Building challenge:** this activity has many variations, but the point is to get people to communicate, cooperate and make compromises. The task is to weather build the most highest tower, or creating a protection for an egg during a long drop or anything else. The catch is in the tools participants are allowed to use. Tools consists of pasta, string, or you can customize them with wooden sticks, glue, tape, etc.

Icebreakers, Energizers & Warmups



Some examples for online..

Most of the previous icebreakers can be used also in online space, but here are some additional tips for virtual meetings.

- **Mood barometer:** The facilitator ask the participants a simple question: How do you feel today? And there are various options how to collect the answers. First, facilitator may let people to vote with emojis (in Teams/comments), or prepare a poll with scale, or make it with Mentimeter word cloud where participants can use words or emojis (ask them to react with emoji). The options are open. This activity will set up a friendly atmosphere where a facilitator can react to the mood in the meeting.
- **Would you rather...:** This game is based on choosing from two options in a poll. The facilitator creates a poll where are dichotomic questions, for example: “Would you rather have a strawberry or chocolate ice cream?”, “Would you like to visit Mexico or Thailand?”. This activity helps to set up a positive atmosphere in the meeting because it makes participants to think about things they like.
- **In one word:** This activity asks question: “How would you describe in one word your past week/your job/your personality/...?”. The facilitator creates a word cloud with a question and let participants to write one word about the topic. There can be also a discussion about the words and more of explanation why a person wrote what he/she wrote, but it is not necessary.

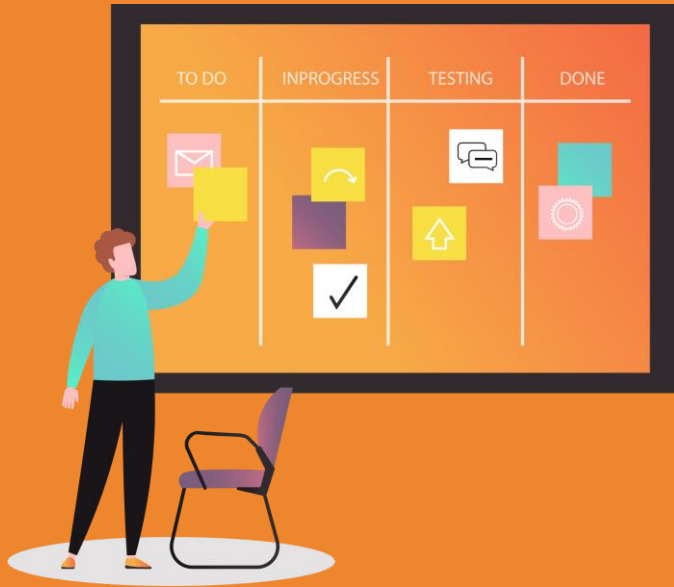
Icebreakers, Energizers & Warmups



Some examples for online..

- **“5 words”:** The facilitator asks participants to make a joint story. The group first agrees on some random topic (it can be anything) and then the participants go one by one and add 5 words to the story. Encourage participants to say the first 5 words that come to their mind, it does not have to make sense and then move quickly to the next person. It is wise to set a time first, so it won't take ages. You can write down the story to a whiteboard so everyone can see it.
- **Same:** The facilitator splits the group into breakout rooms of 3 or more members. Their task is to write down min. 3 things they have in common. Tell them to think and seek beneath and not write down obvious things, such as “We are women”, “we have two parents” ... Then in the whole meeting each group will share the common things they wrote down.
- **Storytelling:** Here is another game with story. The facilitator prepares a document with 4 pictures before the meeting. On the meeting he/she splits participants into breakout rooms and asks them to create a story connecting 4 pictures in the prepared document. Each group has different pictures. Then ask them to share their story in front of the whole group. You may add a little of competitiveness and ask participants to vote for the best story (e.g. in Mentimeter).

Group work



Group work

Group work on online meetings is now possible thanks to breakout rooms.

We wrote about them in Unite 2 and here are tutorials on how to create and manage breakout rooms.

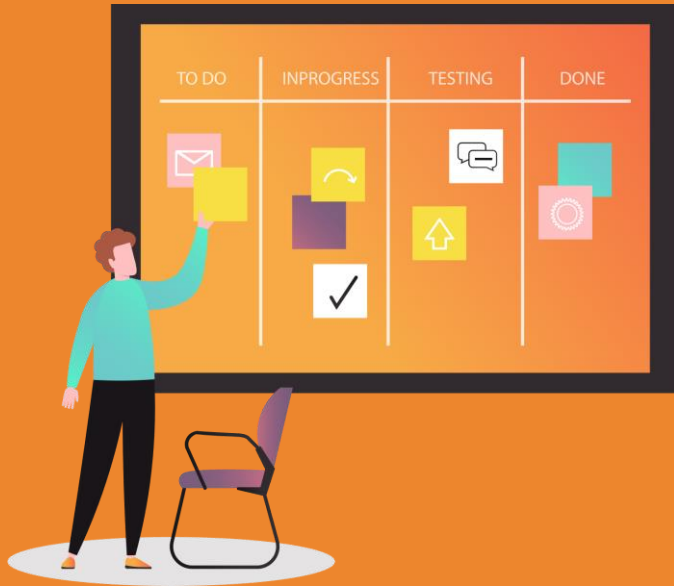
Video guidelines:

- [Google Meet](#)
- [Zoom](#)
- [Microsoft Teams](#)

Written guidelines:

- [Google Meet](#)
- [Zoom](#)
- [Microsoft Teams](#)

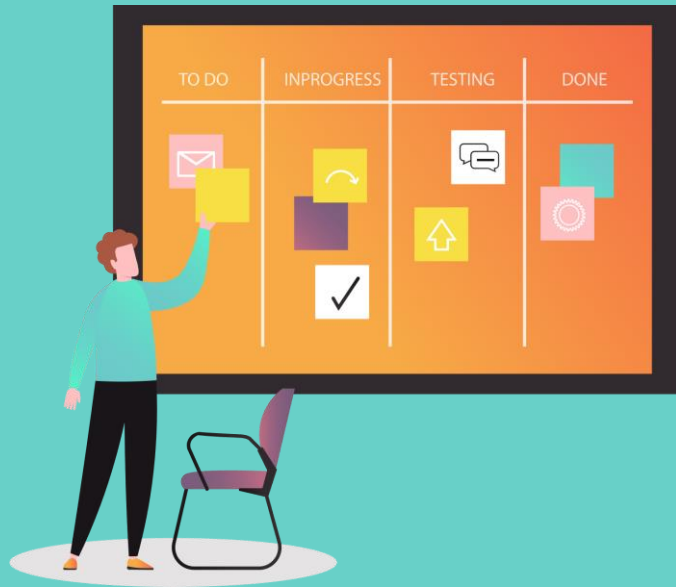
Group work



Tips on how to manage breakout room activities

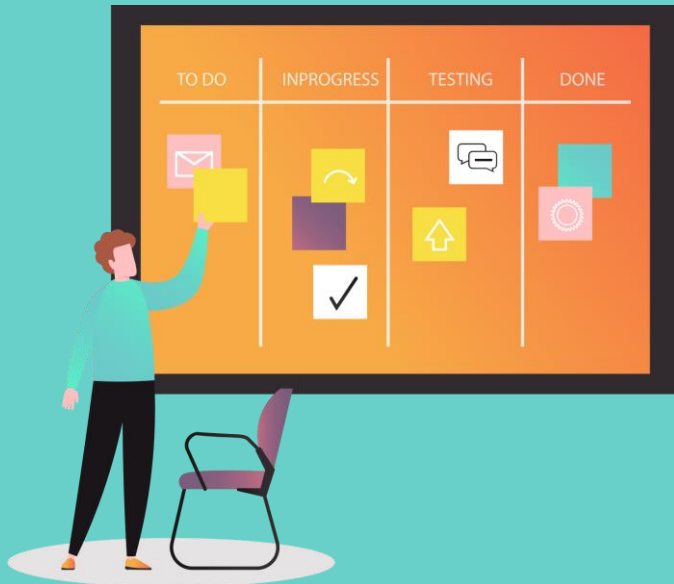
Breakout Room Activities

Gamification



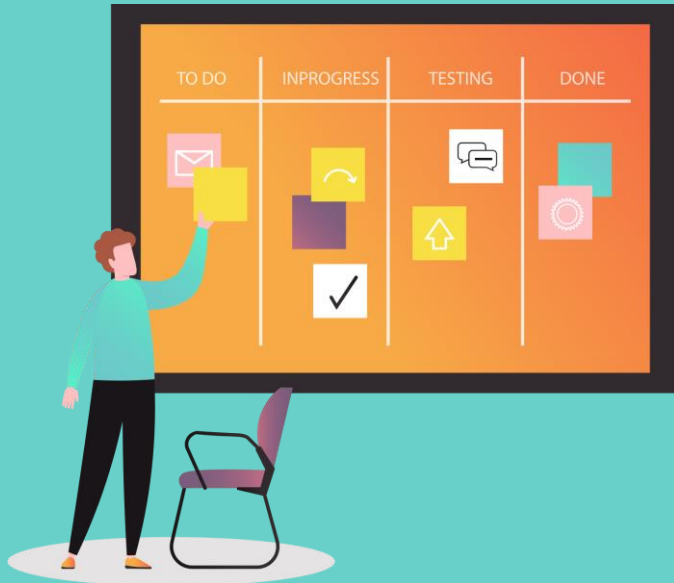
Gamification

Quick introduction to gamification

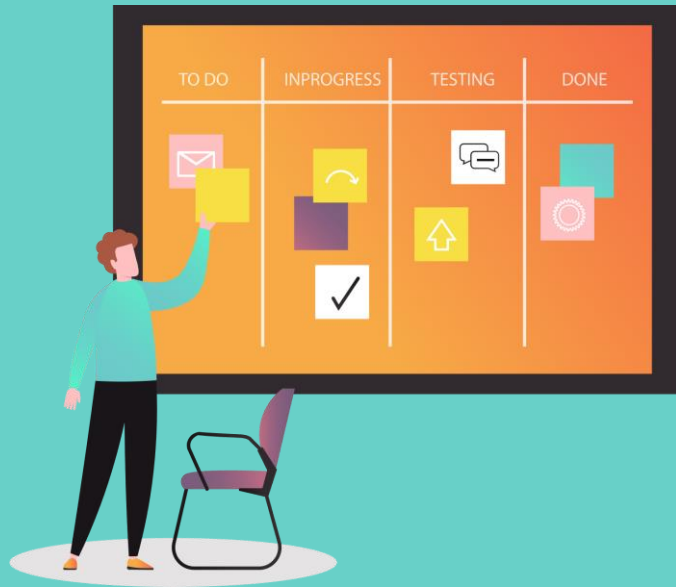


*Note: Please, do not mind the parts with technologies. We now know that gamification can be used in e-learning and it is more than wanted.
PS: Video is from 2017, before COVID times.*

Gamification examples in education



TEDx Talk



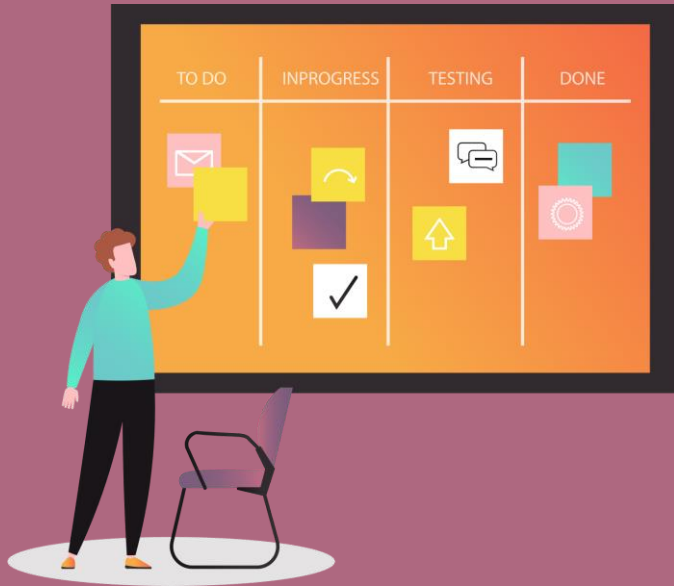


Task #1

Try to make a plan of one lesson, where you will use gamification methods.



Individual work in creative way

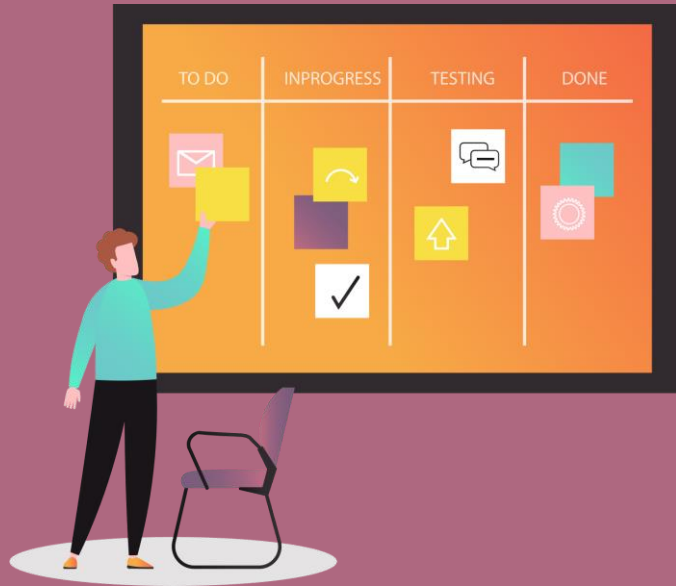


Individual work in creative way

Why is creativity important in education?

- building confidence
- expressing emotions, thoughts and ideas in verbal and non-verbal ways
- learning about the world from someone else's point of view
- practising decision-making, problem-solving and critical thinking
- practising and improving social skills
- developing physical and motor skills

Individual work in creative way



Individual work in creative way

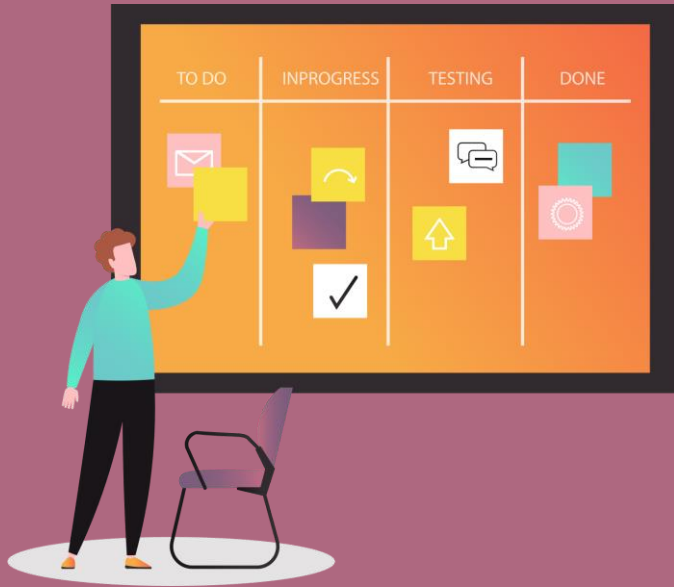
Our view of creativity has experienced some changes under the influence of a rapidly changing world. Creativity is not just a quality of artists with paintbrush and sculptures. Creativity is now called: the skill of the future.

That is because creativity is the heart of innovation. Today's complex global issues do not have one simple solution and we need to unleash our imagination and creativity to solve them.

But how can we untie the creativity we do not have? Because it has not been considered important to develop, cultivate or want?

Creativity is "the ability to produce or use original and unusual ideas" (Cambridge Dictionary) and an ability needs to be developed. So why don't we start to develop the ability to be creative in schools?

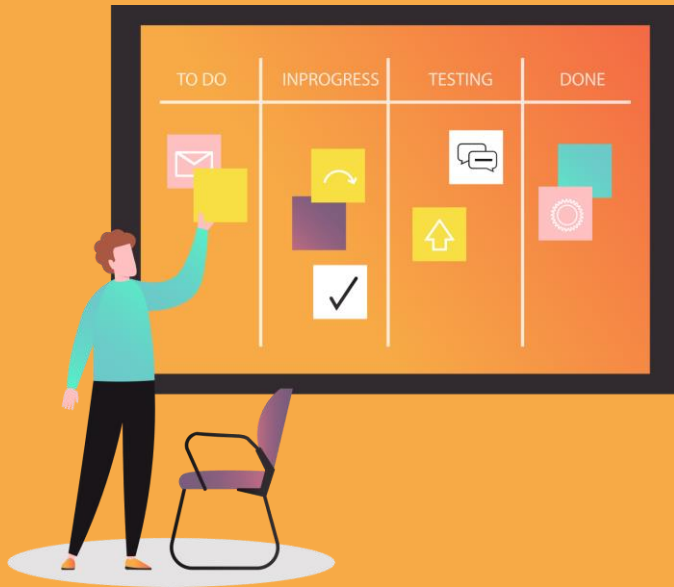
Individual work in creative way



Creativity in classrooms

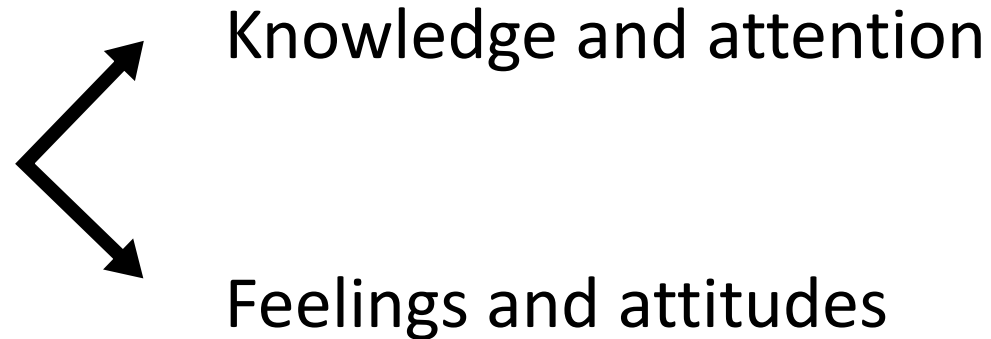


Assessment

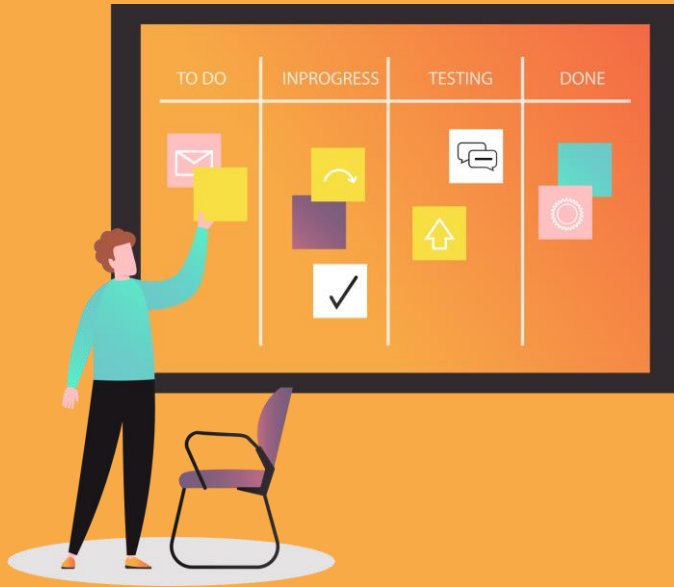


★★★ *Assessment*

At the end of the meeting, probably class in your case, didactic advises to make a sum-up and reflection. This helps you to gain a feedback how students paid the attention, what they learnt or if the content was understandable and also how they felt and what attitudes they had.



Assessment



Knowledge assessment

Knowledge summary, where you sum up the teaching can be presented on one slide with animation, where each topic comes one by one. This help students to organize information they received in class.

If you want to find out what students learnt, create a Kahoot quiz and let students play a game about the educational content that has just been lectured.

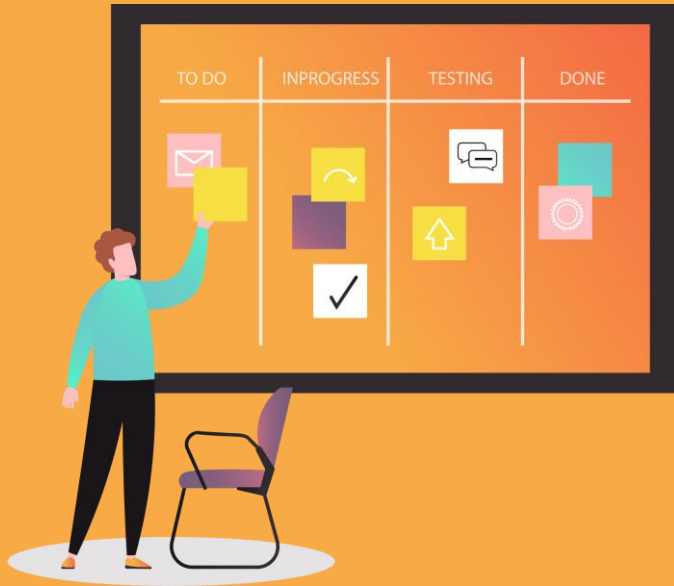
Students are usually happy, when they can play games in class.

Non-traditional summary can be done through Slido, when students are the ones who asks questions. They can be the ones who answers them, too, or you can answer the questions for them.

Whiteboards creates a space for another type of educational content summary and you can let students to put phrases, dates, names etc. on to stick notes and you can organize them into continuing overview of a lecture. At the end you will have a whiteboard that represents the teaching of your class.

Making an online assessment is not easy, but on the next slide are some video tips on how to use online apps to do it.

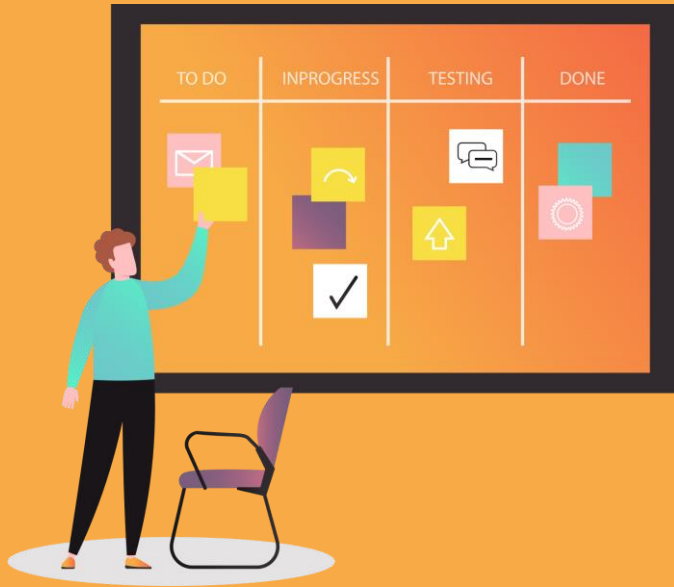
Assessment



Online assessment tools



Assessment



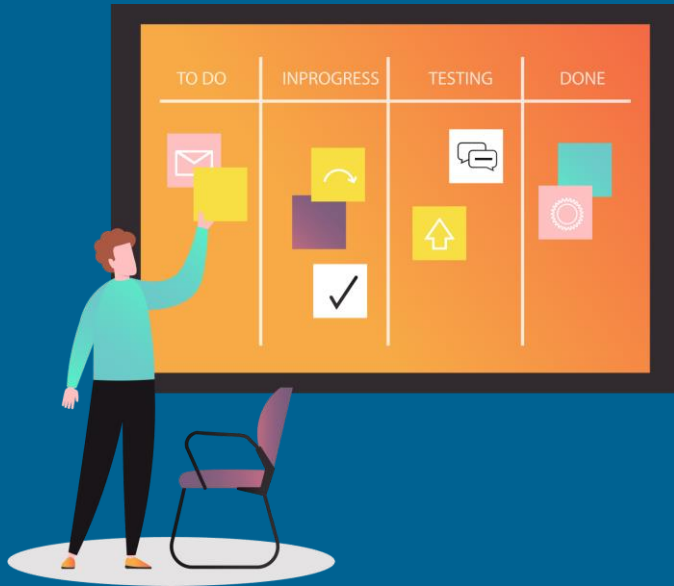
Apps for teachers

Best Teaching Apps
Explained



E.P.

Reflection



Reflection

Then we aim at students **feelings and attitudes**.

You as a teacher take care for both, for students knowledge and education and students development as a whole human being (including emotions, attitudes, values etc.). Reflection of feelings and attitudes is therefore very important.

Emotional and attitude reflection can be realized by emojis in Teams, or emojis in comments. If you would like to make it anonymous, you can use a poll (with words or emojis) in Mentimeter, Slido, SurveyMonkey, ... or a word cloud in Mentimeter or you can ask students directly.

Afterwards a discussion about emotions and attitudes is appropriate in order to find causes behind emojis/words and also for mutual understanding and positive teacher-student relationship.

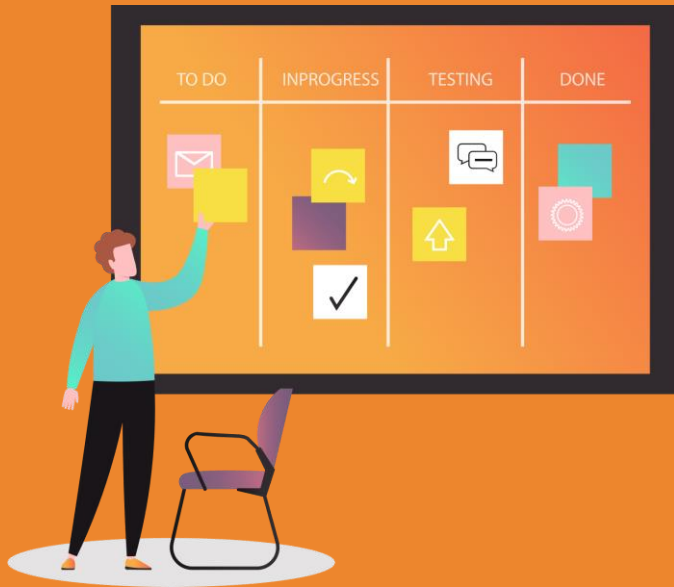


Task #2

Create a plan of your lesson that will follow this structure and then use it in one of your lessons.

- Icebreaker
- Teacher's lecture
- Group work
- Individual work in creative way
- Assessment
- Reflection





Resources

D. Singer, 2021. Creativity: the skill of the future. Online article. Available on: <https://www.torontomu.ca/the-creative-school/news-events/news/2021/08/creativity-the-skill-of-the-future/>

Cambridge Dictionary. "Creativity". Cited: nov 2022. Available online on: <https://dictionary.cambridge.org/dictionary/english/creativity>

Heathfield, S. M., 2020. What Is an Icebreaker? Definition & Examples of an Icebreaker. Online article. Available on: <https://www.liveabout.com/what-is-an-ice-breaker-1918156>

Fox, L., 2017. Icebreaker, Energizer and Recap Activities. Online article. Available on: <https://confluence.dimagi.com/display/commcarepublic/Icebreaker%2C+Energizer+and+Recap+Activities>

Dodok, J., 2021. Aktivita a energizery na školenia, workshopy, tábory. Online article: available on: <https://www.jaroslavdodok.sk/aktivita-a-energizery-na-skolenia-workshopy-tabory/>

Lee, S., 2022. 20 icebreaker games that are fun and scalable. Online article. Available on: <https://www.cultureamp.com/blog/icebreaker-games-for-work>

Raisingchildren net. Cited nov 2022. Online website. Available on: <https://raisingchildren.net.au/school-age/development/creative-development/school-age-creative-activities#creative-activities-why-theyre-important-for-school-age-learning-and-development-nav-title>

The project „Agile2Learn was financed with the support of the Erasmus+ Programme of the European Commission under the Grant No.: 2021-1-CZ01-KA220-VET-000025558

[Agile2learn.eu](https://agile2learn.eu)