

A woman in a light blue shirt and tan pants stands at the front of a room, presenting to a group of people seated at desks. The room has large windows in the background. The image is overlaid with a semi-transparent blue filter.

The Young Ones Conference

*Nurturing young minds and
empowering educators*



ILC
International House
Brno



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Brno

Ice to Meet You



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Say my name, Say my name...

- Take a sticker and put it on your arm.
- Mingle, ask and answer a question each.
- Your partner will tell you a letter from their name to write on their sticker.
- Change partners.
- Once your name is complete, sit down.
- Watch a quick demo.



It only takes a minute...

- You have one minute to ask me any question you like, at the end of the minute I will answer the questions that I remember.
- In pairs, do the same.
- Follow-up: introduce your partner to the class.



Blobs and Lines

- Students listen to their teacher's prompts and organize themselves in a *line* (for example, in alphabetical order of last name) or in *blobs* according to something they have in common (birth month).

Prompts:

- Line up in chronological order of your birthdays.
- Line up in order of how many siblings you have.
- Gather with those who have the same coloured socks as you.
- Line up in alphabetical order of your fathers' names.
- Gather in four blobs: 1 if you travelled by car to class, 2 if you travelled by bus, 3 if you travelled by train, 4 walked.



Concentric Circles

- Draw 3 concentric circles on a blank piece of paper.
- Pick a topic, write it in the centre circle.
- Write “Love” in the second circle, “Like” in the third one and “Don’t Like” in the space outside the circles.
- Write food (e.g.: sushi) you love in the innermost circle under the topic.
- Mingle & ask how other students feel about it.
- When a classmate answers, write their name in the appropriate circle.
- Repeat with other topics, then have students share information in pairs.
- Follow up: tell class what you have in common with the others



Would You Rather

- Think about two scenarios and choose the one you would rather do.
- Discuss in pairs/small groups
- “Would you rather... ?” questions:
 - Would you rather be poor and happy or rich and unhappy?
 - Would you rather have a missing finger or an extra toe?
 - Would you rather speak all languages fluently or be able to speak to animals?
 - Would you rather lose your wallet or lose your keys?



Pictures of You



Pictures of You

- Project some photos of things from your life on to the board with some sentence stems for deduction.
- Put students in pairs, discuss the pictures. Have students share their deductions with the class.
- Put students in groups of 2/3 and tell them to take out their phones and go to their photo albums. They take it in turns to show their group pictures of specific things.
- The others in the group must use the language of deduction to guess what the picture is and then they can ask questions to discover more information about their partner.



More Pictures of You

Sentence stems

Intermediate

He/she/it could/might/may be his girlfriend (possibility)

He/she/it must be his brother (almost certain)

He/she/it can't be his sister (impossible)

Higher Levels

I'd say that...

I bet you that's his brother.

There's no doubt in my mind that...

I could be wrong but I think...

Ideas for photo share

A parent, a grandparent, a pet, a very close friend, an activity you love, a great meal, a fantastic day, an amazing view, a selfie.

Follow up questions

When was the photo taken? How long ago did you take this photo?

Where were you when you took the photo? What does your Dad do?

How long have you been ...ing?



1. After class, I like to _____.
2. When I'm very angry, I usually _____.
3. Even though I'm a _____ person, sometimes I can be extremely _____.
4. Something not many people know about me is _____.
5. If I have some extra money, I like to spend it on _____.
6. Three things I like about this city are _____.
7. _____ is the most unique person in my family, because _____.

Seven Sentences

- Dictate incomplete sentences aloud to students.
- Repeat each sentence a couple of times. Afterwards, write the partial sentences on the board so students can check their work.
- Give students a few minutes to complete the sentences with their own information.
- Students mingle, discuss their sentences and ask questions to get more information about each other.



I'm an Expert (ILC teachers' favourite)

- Elicit a definition of an expert.
- Write sentence stem I'm an expert in... ask students to complete sentence so it is true for them.
- Students place paper on desk in front of them.
- Students circulate round the class, look at the sentences and write a question, including their name.
- Students look at their questions and find the person who wrote it and answer the question.



The Young Ones Conference 2024

Sources:

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A woman in a light blue shirt and tan pants stands at the front of a classroom, presenting to an audience. The audience members are seen from behind, seated at desks. The scene is overlaid with a blue tint. A large orange circle is on the left side of the image, and a white arrow icon points up and right in the top right corner.

Thank You!



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