



Erasmus+



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

TIPS, TRICKS, ACTIVITIES

NAME/TITLE	European Language Portfolio task number 2, „Idiom translation and comparison in different languages (based on the novel The Curious Incident of a Dog in a Night-Time)”
AIM(S)	<ol style="list-style-type: none">1) To understand the meaning of the English idioms and metaphors used by the main character in the novel.2) To study other common idioms from the English language.3) To choose one of the idioms and to paint a poster related to it. Afterwards to explain in front of the class the meaning of the idiom or metaphor .4) The portfolio task itself was to analyse if the translation existed literally in all languages they know (Spanish, Catalan, French, etc) or if there are different expressions with a similar meaning, this is, how other cultures express themselves.5) At last, the students uploaded their work (poster photo and analysis) to their E-ELP.
MATERIALS	Posters, crayons. Access to E-ELP.
PREPARATION	Students read the novel and identify different metaphors and idioms. Then we offer them a wide list of English idioms and tell them to pick the one that appeals to them.
WORKING MODE	The students work individually on their poster. They draw a picture which describes the idiom without words.
PARTICIPANTS	All students from grade 10th (around 50 students)
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	The students do research on the internet and look up the translations in different languages and compare them. At the end, they present their results (poster and reflections) to the class.



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THINKING, CREATIVITY,
COOPERATION

	The results are uploaded to E-ELP
TIME/DURATION	4 sessions of around 50 minutes.
OUTCOME	Posters and reflections.
ATTACHEMENT (WORKSHEET, VIDEO, PHOTO, ETC.)	The best posters were uploaded to the Instagram account of the project.

NAME/TITLE	European Language Portfolio task number 1: best short audio story of a strange holiday (based on the novel Quarantine in the Grand Hotel)
AIM(S)	1) To be creative. Write a script of a story of a strange holiday time. 2) At last, the students uploaded their work (audio file) to their E-ELP.
MATERIALS	Paper to write the script. Mobile phones to record and computer/mobiles to mix the recording and soundtrack. Access to E-ELP.
PREPARATION	The teachers explain the activity and build groups of around 7-8 students.
WORKING MODE	The students work in groups and write a script. Then they choose the roles to record (narrator, characters, sounds, effects, etc).
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	The groups submit their audio stories and the Erasmus teachers vote for the best story. The winner groups gets a certificate and a present with the logo of the 4Cs project during the closing award ceremony of the school year 2021-22. The results (audios) are uploaded to E-ELP.
TIME/DURATION	4 sessions of around 50 minutes.
OUTCOME	Audio stories.

NAME/TITLE	European Language Portfolio task number 0: (2021) Kahoot on the 4 countries of The 4Cs.
AIM(S)	1) To get to know our partners.
MATERIALS	Computers and internet. Kahoot Access to E-ELP.
PREPARATION	The teachers explain the activity and builds groups of around 7-8 students.
WORKING MODE	The students work in groups, do research and write questions about one of the countries. The groups present the information in approx. 2 minutes. Then the rest of the class play the Kahoot. Then the next group presents their information and so on.
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	The results (Kahoot games) are uploaded to E-ELP.
TIME/DURATION	4 sessions of around 50 minutes.
OUTCOME	Kahoot games

NAME/TITLE	Towards a final performance
AIM(S)	<ul style="list-style-type: none"> • Warm up as in cross country groups • Themes within the Book - Planned improvisations
MATERIALS	Space, Pens, paper, chairs, music, dice etc
PREPARATION	Collect all possible materials for making of dice Music equipment ready.
WORKING MODE	Groups
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<ul style="list-style-type: none"> • Games to form groups • Freeze frames for different families eg The Alien Family, The sleepy family to work on body language and group work under time pressure. • Using the prepared dice to give groups elements that had to be included in their improvs. (Exploring elements of the text.) • Exploring the juxtaposition between movement and stillness, sound and silence, height differences etc • Putting music to the improvs and exploring the added meaning.
TIME/DURATION	3 sessions



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COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

OUTCOME	Dramatic exploration of themes and ideas within the novel. Reflection on themes within the novel plus the role of creativity as a way to explore and know. Finally a polished performance. Reflection on the creative process and the challenges and joys of working in a group
ATTACHMENT (WORKSHEET, VIDEO, PHOTO, ETC.)	See in this folder
SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK/WEBPAGE /EVENT ANECDOTAL, ETC.)	Adapted from years of drama teaching by Sarah Glendinning

NAME/TITLE	Relationship story through songs
AIM(S)	Developing the use of music to tell a story
MATERIALS	Youtube, google meet
PREPARATION	Creating groups, exchanging contact details.
WORKING MODE	Online
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>a) Share spotify lists or favourite music with your group. Getting to know each other through your favourite music. What do you have in common, what is new, what do you learn?</p> <p>b) Create a story of a relationship through song clips, 3-5 minutes in total. Make a collaborative spotify playlist with the songs and make a google document where you write down the start and end point for each song clip that you want to use. (e.g. "Come away with me", Norah Jones, start 00:35, end 01:10). Enter the playlist link in the google doc and share the doc with your teacher.</p>
TIME/DURATION	Online, over approx 4 hours of online meeting
OUTCOME	All groups created a song mash-up, which was processed by a teacher into a single song. The songs were played during the mobility in Hungary
ATTACHEME NT	https://drive.google.com/drive/folders/1HsTkNf5FmIBjZHxzXUyG87FC3G6YAaKy?usp=share_link



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COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

(WORKSHEET , VIDEO, PHOTO, ETC.)	
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Petter Träff
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NAME/TITLE	Freeze frames
AIM(S)	Telling a story in short scenes and freeze frames. Practicing the use of dramatic concepts in telling a story.
MATERIALS	Theatre props like wigs, blankets, chairs, hats etc.
PREPARATION	The students need to have done some drama warm-up exercises and have come together as a group first.
WORKING MODE	Group work.
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>Telling stories with short performances ending in freeze frames.</p> <p>In groups of 6-7, students selected a scene from the book that they performed in two short scenes of 60 seconds that both ended in freeze frames. The scenes should include at least 2 things from the list:</p> <p>Contrast between silence and sound Sound effects Expressive movement Contrast between movement and stillness Choral speaking song ritualistic movement Thought tracking/voice overs/inner monologues contrast between heights Abstract moments Flashbacks</p> <p>The scenes were then performed in front of the students of the school.</p>
TIME/DURATION	3 +2 +2 hours of practice, 1 hour of performance.



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COMMUNICATION, CRITICAL
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COOPERATION

OUTCOME	The performances were shown in front of the school and where very appreciated.
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ATTACHEMENT (WORKSHEET , VIDEO, PHOTO, ETC.)	https://drive.google.com/file/d/18Q9pZ7MQtMOs3Pen2Cyb9d27RgncEKgT/view?usp=share_link
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Sarah Glendinning, Petter Träff
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NAME/TITLE	Culture Clash
AIM(S)	A full group exploration of the issues around belonging, culture and acceptance.
MATERIALS	Space, Pens, paper, costumes, wigs, hats, music etc
PREPARATION	<p>Collect all possible materials and lay them out on the edges of the room to allow for a creative playful approach.</p> <p>Handouts ready.</p> <p>Music equipment ready.</p> <p>Two separate spaces.</p>
WORKING MODE	<p>We worked in two groups each building up their own cultural paradigms inspired by the handout they received at the start of the role play.</p> <p>We had small stages to work towards and finished with a full group event.</p>
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>In two groups students have to build their own culture.</p> <p>These are the tasks they have to focus on keeping in mind the rules and the rituals (handout):</p> <p>A) Make up the creation history of your Culture</p> <p>B) What is your Culture's Song</p> <p>C) What are your rituals for different important times in your culture Births, Deaths, Coming of Age, and other areas important to your Culture.</p>



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THINKING, CREATIVITY,
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	D) Devise a Theatre Performance for a morning of Cultural Integration.
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TIME/DURATION	3 sessions
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OUTCOME	<p>Dramatic meeting of the two cultures in role with sharing of cultural traditions.</p> <p>Reflection on feelings of otherness and acceptance plus the role of creativity as a way to explore and know.</p>
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ATTACHMENT (WORKSHEET, VIDEO, PHOTO, ETC.)	See below.
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK/WEBPAGE /EVENT ANECDOTAL, ETC.)	Adapted from the work of Mike Pasternak by Sarah Glendinning
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THINKING, CREATIVITY,
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Culture Clash – attachement 1

The Memes

Rules

- The Tallest person in the group is the most respected.
- In your culture, people copy the actions, gestures, and sayings of The Tallest but only when the Tallest is not looking. This is considered an honour, both to The Most Benevolent and Tallest and to those copying.
- To greet one another you copy the traditional gestures and beeping sounds of The Most Benevolent and Tallest. The Most Benevolent and Tallest sometimes changes a greeting slightly and the group follows.
- The touching of hands is not permitted at any time.
- To show respect to someone you meet you look at their left foot.
- When you agree with someone you sway your head in loops from side to side.
- You avoid disagreeing at all costs.
- You avoid talking about the individual but think of the good of the community as a whole whilst trusting in The Most Benevolent and Tallest.

Rituals

- Your culture is very traditional. Your members believe strongly in ceremonial rituals depicting their history, based on legends passed down through collaborative story telling. The stories and ceremonies are repeated during regular meetings.
- Your culture relies on choral chanting and in particular repetitive sounds created using the voice and simple wooden instruments.
- When chanting occurs all speaking stops even mid-sentence and the rest of the group join in. The members of the community believe that these sounds summon the ancestral spirits responsible for the artistic spirit within the community. These spirits provide inspiration.

Theatre

- Your tradition draws on rituals practiced by all members of the community and by working collaboratively.
- The Tallest and The Tall are responsible to train the rest.
- The tradition is spiritually ritualistic and emphasizes community.
- Performance conventions start with movement, gesture, facial expressions, props, costumes, and work towards inner feelings of spiritual peace and connection in community. They include drumming, music, and human sounds such as chanting.



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COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

Culture clash - Attachment 2

The Muses

Rules

- The Smallest in the group are cherished, even idolized, the taller members discuss continually the actions of the smaller members. But you are all still equal.
- In your culture, individuals are rewarded for saying or doing things that haven't been done before and for stating individual viewpoints that haven't been stated before, particularly if they contrast with others in or outside the group. There is a celebration of differences of opinion.
- To greet another person, you elaborately touch knees and elbows and bow whilst keeping eye contact as a sign of mutual respect. You do everything possible to not to turn your back to members of the community.
- If you agree with someone you nod enthusiastically and clasp each other's hands whilst keeping eye-contact. If you disagree you show admiration for the other person having a different viewpoint a bow in a special ritualist way.

Rituals

- Your culture believes in a celebration of logic and the inner workings of the mind, especially the birth of an idea or statement.
- You have a mystical and unique creation story which is has been passed down through generations.
- Members believe strongly in ceremonial rituals depicting individual experiences, and relish the opportunity to share stories of exploits, discoveries, and ideas.
- Your culture respects and rewards individual strength and accomplishment. Strength of the body and voice are equally, and highly, regarded as they represent the psychological state of the individual.
- Your culture admires and uses dance and singing in all forms and is enthusiastic of all talent.

Theatre

- You aim to give the inner truth of your story and characters in performance.
- Original monologues on recent and relevant subject matter are highly appreciated.
- The audience can be brought into your drama performances and be a part of the experience.
- There are complex ritualistic ways of showing appreciation to good performances.



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COMMUNICATION, CRITICAL
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NAME/TITLE	Designing a book cover
AIM(S)	enhance creativity
MATERIALS	programme on the computer for designing OR going old school with crayons, felt tip pens or water colour
PREPARATION	-
WORKING MODE	individual or group work
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>Examine multiple editions and their covers of the specific book. After reading the novel and discussing the underlying themes students in groups brainstorm about possible ideas. Then choose one and finalize the project in their preferred mode. (online or offline)</p> <p>When the book covers are finished we look at each student's or group's cover and interpret it and give them feedback.</p>
TIME/DURATION	about 60 minutes
OUTCOME	Different approaches to the same story manifest in a work of art.



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The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION



ATTACHEMENT



Book cover designs for Quarantine in the Grand Hotel

SOURCE
(AUTHOR/
TRAINER,
RESOURCE/BOOK
/WEBPAGE
/EVENT
ANECDOTAL,
ETC.)

Adrien Lőrinczi

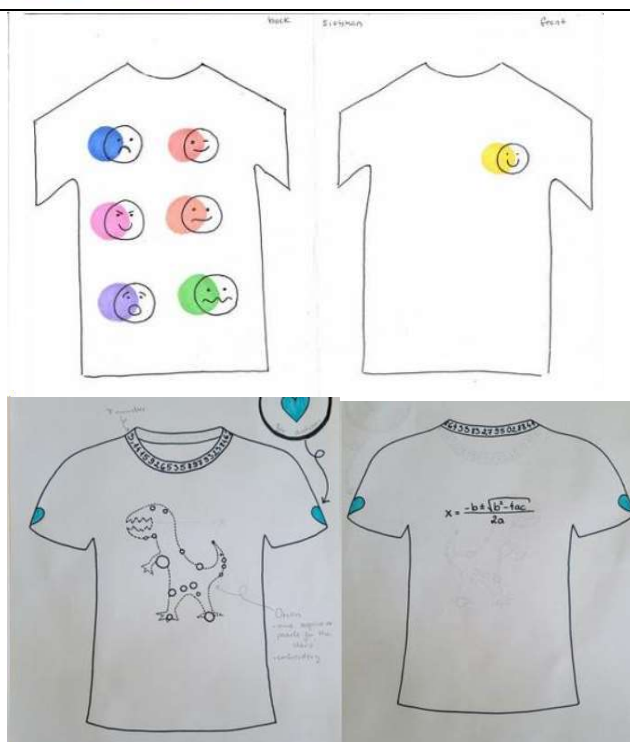
NAME/TITLE	T-shirt Design
AIM(S)	enhance creativity
MATERIALS	paper, colored pencils or felt tip pens
PREPARATION	-
WORKING MODE	in small groups
PARTICIPANTS	high school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>In small groups design a T-shirt for one of the characters of the book. You may want to consider</p> <ul style="list-style-type: none"> -their interests -their personality -their relationship with others. <p>When all the groups are ready they share their ideas with the others. Students choose one design, or they may combine elements of multiple designs to come up with a final version together.</p>
TIME/DURATION	45 minutes
OUTCOME	Students need to think about the character and their role in the book to be able to come up with a relevant, creative idea.
ATTACHEMENT	 



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The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION



T-shirt design by 4 countries

Vote on Instagram:

https://www.instagram.com/p/Cf_GrxqqTNw/?utm_source=ig_web_copy_link

SOURCE
(AUTHOR/
TRAINER,
RESOURCE/BOOK
/WEBPAGE
/EVENT
ANECDOTAL,
ETC.)

Emese Sebestyén

NAME/TITLE	Stolen Poems
AIM(S)	<ul style="list-style-type: none"> • To sensitize students towards poetry, including lyrics • To raise awareness of the (self-expressive value of poetry • To develop creativity
MATERIALS	<ul style="list-style-type: none"> • Poems taken from classic and contemporary poets on a variety of topics printed on separate paper • Lyrics with a message from well-known or popular songs • White and colour A4 or A5 sheets of paper • BluTack • Paper glue • Scissors (at least one for two participants, but more is preferable)
PREPARATION	<ul style="list-style-type: none"> • Select about 15-20 different poems and lyrics - if the group is large, you can have two copies of each • Print the poems each on a separate paper and tack them around the room • Prepare the rest of the materials
WORKING MODE	<ul style="list-style-type: none"> • Individual • Whole group
PARTICIPANTS	<ul style="list-style-type: none"> • High school students with a fairly good command of English • Group size should not exceed 20-25
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<ul style="list-style-type: none"> • Introduce the task by asking questions about the reason why people write and read poetry, elicit answers about the way they think poems are born: • Explain the task: to “steal” lines, phrases or words from the poems and lyrics which they find meaningful and/or interesting for them, from which they can create their own poems. • Students walk around the room with scissors in hand, reading the poems and cutting out fragments of poetry that they want to use for

	<p>their own poems - encourage them to try and find as many interesting sources for their poems as they can.</p> <ul style="list-style-type: none"> • When they have collected enough clippings, students will sit down and paste the fragments into their own poems on the colour paper at their disposal. They can add a few words of their own if they find it difficult to connect the fragments. • While they are working on their poems, make space for the new poems by removing the originals (which by now are just shreds of paper). • When they have finished, tell the students to post their own poems with Blutack. • Finally students walk around and read each other's poems. • Ask some volunteers to read out their own poems for the group.
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TIME/DURATION	45-60 minutes
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OUTCOME	<p>New "poems" created by the students</p> <p>A changed attitude to poetry and creating poetry</p>
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ATTACHMENT (WORKSHEET, VIDEO, PHOTO, ETC.)	https://drive.google.com/file/d/1_ehmBXaOMcAc12BEXmOFFlEXG4Gt4cOf/view?usp=share_link
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	<p>Adapted by Emese Sebestyén from an activity at a training course: Drama Techniques: Developing Self-expression, Communication and Social Skills for All Students at Europass Teacher Academy, Dublin</p>
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THINKING, CREATIVITY,
COOPERATION

NAME/TITLE	Diamond/Diamante Poems
AIM(S)	To enable students to highlight the most important features of a character/person - analysis and synthesis based on the reading they have done
MATERIALS	<ul style="list-style-type: none">• paper and pen• board
PREPARATION	<ul style="list-style-type: none">• none for the activity• the students have previously read a young adult novel
WORKING MODE	<ul style="list-style-type: none">• individual/pairs• whole group
PARTICIPANTS	High school students with a fairly good command of English
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<ul style="list-style-type: none">• Introduce the task• Demonstrate the structure of diamond/diamante poem <div>First name 2 adjectives 3 verbs 4 nouns 3 verbs 2 adjectives Surname</div>• Students write their poems individually/in pairs and share them



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

TIME/DURATION	10-15 minutes
OUTCOME	diamond/diamante poems expressing the most characteristic features of a person/character from the book they read earlier.
ATTACHMENT (WORKSHEET, VIDEO, PHOTO, ETC.)	https://drive.google.com/file/d/1_ehmBXaOMcAc12BEXmOFFlEXG4Gt4cOf/view?usp=share_link
SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Several internet sources contain descriptions of this activity One example: https://inspirefirst.com/how-to-write-a-diamante/

NAME/TITLE	Web of Characters
AIM(S)	<ul style="list-style-type: none"> • To make students understand and visualise the relationships between the various characters of a book • To develop analytical and synthetic skills • To develop creativity
MATERIALS	<ol style="list-style-type: none"> 1. Paper and colour markers, possibly scissors and glue 2. Possible collection of clippings with people/ print magazines from which photos can be cut out 3. A variation can be to use a mind-map making online application and find pictures online
PREPARATION	Students have already read and discussed the characters of the book
WORKING MODE	Small groups
PARTICIPANTS	High school students with a fairly high level of English
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<ul style="list-style-type: none"> • EXplain the task: to create the web of characters placing the main character(s) in the centre and showing the relationships between the main character and the other characters in the book as well as the way all of the characters relate to each other • the groups display their web to each other and explain the relationships • Variation: different groups work on different books
TIME/DURATION	40-60 minutes depending on the complexity of the book and the involvement



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

	of the students
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OUTCOME	<ul style="list-style-type: none">• Display of paper-based/digital visual representation of the relationships in a novel• A better understanding of the novel
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Adapted by Emese Sebestyén from a British Council Project: Reader Development for Literature, Reading Kit
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NAME/TITLE	Offside gossip
AIM(S)	<ul style="list-style-type: none"> • To develop speaking skills (fluency and improvisation) • To develop creativity • To show understanding of characters and events in a novel • To view and interpret characters and events from a different perspective
MATERIALS	<ul style="list-style-type: none"> • Pre-read chapter/book • Students' own copy of the novel
PREPARATION	<ul style="list-style-type: none"> • Select the chapter/fragment from the book on which you want the students to work • Decide on the people (minor characters from the novel or people invented by you) whose point of view the students will represent
WORKING MODE	pairs/groups of 3
PARTICIPANTS	High school students who are fairly confident users of English
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<ul style="list-style-type: none"> • Introduce the fragment/event/chapter in the book that you are going to work on • Tell ss that they are going to create a short conversation between the minor characters/invented additional character commenting on the events/characters from the book, interpreting them from their own points of view • Perform these short conversations for each other • Reflect on the similarities and differences of interpretation



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

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TIME/DURATION	20-30 minutes depending on the number of students and their level of involvement
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OUTCOME	<ul style="list-style-type: none">• A deeper understanding of the events/characters• A change in point of view resulting in a reinterpretation of the events/characters• Short sketches
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Adapted by Emese Sebestyén from a British Council Project: Reader Development for Literature, Reading Kit
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NAME/TITLE	Barnga
AIM(S)	<ul style="list-style-type: none"> • To raise awareness of the importance of communication and especially verbal communication • To raise awareness of cultural differences • To enable students to critically assess the shortfalls of communication • to reflect on our own communication strategies, frustrations, coping mechanisms
MATERIALS	<ul style="list-style-type: none"> • Decks of cards with certain cards removed • Set of rules (different for each table)
PREPARATION	<ul style="list-style-type: none"> • Remove the unnecessary cards from the decks • Print the rules for each table
WORKING MODE	<ul style="list-style-type: none"> • groups of 4-7 • whole group for discussion and reflection
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>A detailed description of the activity can be found here:</p> <p>https://intercultural-learning.eu/Portfolio-Item/barnga/</p>
TIME/DURATION	40-60 minutes (card game+reflection)



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

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OUTCOME	<ul style="list-style-type: none">• A better understanding of intercultural communication• A better understanding of the students' own reactions to and coping mechanisms during communication breakdowns, cultural differences
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Adapted from https://intercultural-learning.eu/Portfolio-Item/barnga/ by Adrien Lőrinczi
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NAME/TITLE	Birthday twins
AIM(S)	<ul style="list-style-type: none"> To break the ice
MATERIALS	none
PREPARATION	none
WORKING MODE	<ul style="list-style-type: none"> whole group
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	The group is arranged in a circle based on their birth order within a year. They have to find if there are any students who were born on the same day.
TIME/DURATION	5 minutes
OUTCOME	<ul style="list-style-type: none"> Students learn a little bit about each other.
SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Own idea – Adrien Lőrinczi

NAME/TITLE	High-five toss
AIM(S)	<ul style="list-style-type: none"> To break the ice To learn names
MATERIALS	none
PREPARATION	none
WORKING MODE	<ul style="list-style-type: none"> whole group
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>High- five name toss: One person starts off by saying the name of someone else in the circle and crossing the circle to exchange high fives. They also greet each other by their names like: "Hi Anna, Hi Emma." Participant #1 will then take that person's spot in the circle. Participant #2 will then cross the circle to high five and call out the name of another group member.</p>
TIME/DURATION	5 minutes
OUTCOME	<ul style="list-style-type: none"> Students learn each other's names
SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE	<p>(https://ultimatecampresource.com/ice-breakers/name-games/high-five-name-toss/)</p>



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

/EVENT ANECDOTAL, ETC.)	
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NAME/TITLE	Name roulette
AIM(S)	<ul style="list-style-type: none"> To break the ice To learn names
MATERIALS	duct tape for the spot
PREPARATION	mark a spot on the floor
WORKING MODE	<ul style="list-style-type: none"> whole group
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>To play this game you need to form two equal circles, one next to the other. Set the circles up so one person from each circle is physically standing back to back to one member from the other circle. (use a spot on the ground to mark the spot for each circle) These circles both start moving in clockwise motion, ensuring each member of the circle passes through the “spot”. Someone who is not in either one of the circles and not facing them, will call stop. At that point the people on each spot must turn around and face each other. The person who names the other first wins that round and the “loser” joins the other circle.</p>
TIME/DURATION	5 minutes
OUTCOME	<ul style="list-style-type: none"> Students learn each other's names
SOURCE (AUTHOR/ TRAINER,	



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
COOPERATION

RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	https://guideinc.org/2022/07/30/icebreaker-name-roulette/
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NAME/TITLE	Bear, salmon, mosquito
AIM(S)	<ul style="list-style-type: none"> To break the ice To energize the group
MATERIALS	none
PREPARATION	none
WORKING MODE	<ul style="list-style-type: none"> pairs whole group
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>Bear, Salmon, Mosquito ~ This activity is a more active version of rock, paper, scissors. Two people stand back-to-back and count 1...2...3. On three, they jump to face the other person and perform one of three animals. The Bear (arms raised with claws, making a growl sound) eats the Salmon (hands above head with the palms together, wiggling the hips and body), the salmon eats the Mosquito (hands clasp together in front of body with pointer fingers out front, moving like a stinger, making a buzzing sound), Lastly, the mosquito has malaria and kills the bear.</p> <ol style="list-style-type: none"> 1. Start with the entire group together and practice each of the three in unison. This not only makes sure that people understand, it also makes people feel more comfortable when everyone in the room looks as silly as they do. For further clarification, have two people do one in front of the group to model. 2. Have the group get into pairs, back-to-back. If there is an odd number of people, it is okay to make a group of three. 3. The leader counts so that all groups do it in unison. 4. Have the groups trade partners and repeat the activity several times.



The 4 Cs

COMMUNICATION, CRITICAL
THINKING, CREATIVITY,
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	5. For the last round, have “Championship Bear, Salmon, Mosquito.” The loser sits back in their seat. This gets everyone settled and builds a climate to see who in the room wins the Bear, Salmon, Mosquito Gold Medal!
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TIME/DURATION	5 minutes
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OUTCOME	<ul style="list-style-type: none"> Students become energized and focused
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	https://cdnsm5-ss14.sharpschool.com/UserFiles/Servers/Server_1012671/File/Staff%20Resources/Social%20Emotional%20Learning/Learning%20Community%20Activities/Deinhibitizers/Bear_Salmon_Mosquito.pdf)
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NAME/TITLE	Apple, orange, banana
AIM(S)	<ul style="list-style-type: none"> • To break the ice • To energize the group
MATERIALS	none
PREPARATION	none
WORKING MODE	<ul style="list-style-type: none"> • pairs • whole group
PARTICIPANTS	high school students aged 14+
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	<p>1) Form a circle with people where each member must put their hands on the shoulders of the person in front;</p> <p>2) The facilitator will describe the following commands:</p> <p>>> apple means everybody jumps forward at the same time (dont break the circle);</p> <p>>> orange means everybody jumps backwards;</p> <p>>> Banana means everybody jumps back turning 180 degree so they will put their hands over the shoulders of the person behind. The facilitate tell them to turn left or right just to create a pattern and people dont get confused when doing the movement.</p> <p>Rounds:</p> <p>Easy mode: the facilitator will be giving commands in a slow pace. ex. apple!... banana!.... apple!.... orange! with few seconds between commands;</p> <p>Moderate mode: facilitator will combine 2 commands. ex: banana-apple!...</p>



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	orange-apple! Insane mode: facilitator will combine three more commands.
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TIME/DURATION	5 minutes
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OUTCOME	<ul style="list-style-type: none">Students become energized and focused
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SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	https://www.sessionlab.com/methods/3gch79
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NAME/TITLE	Snowball Fight to Break the Ice
AIM(S)	To break the ice among the students To group the students
MATERIALS	Paper (according to the number of students)
PREPARATION	Write one sentence or question, quote (parts of the quote that need to be matched) etc. (the content depends upon the context) on a piece of paper.
WORKING MODE	Groups
PARTICIPANTS	High school students
PROCEDURE/ DESCRIPTION OF THE ACTIVITY	1 Distribute the papers with parts of the quotes among the students 2 Students ball up their paper 3 Students throw their „snowballs“ 4 Students pick up someone else’s snowball and read the part of the quote 5 Students mingle around to recreate the quote 6 Form the groups for further group work
TIME/DURATION	10-15 minutes
OUTCOME	A relaxed atmosphere created Students are divided into groups for further group work
SOURCE (AUTHOR/ TRAINER, RESOURCE/BOOK /WEBPAGE /EVENT ANECDOTAL, ETC.)	Solveiga Liepa