



**BACK TO SCHOOL**

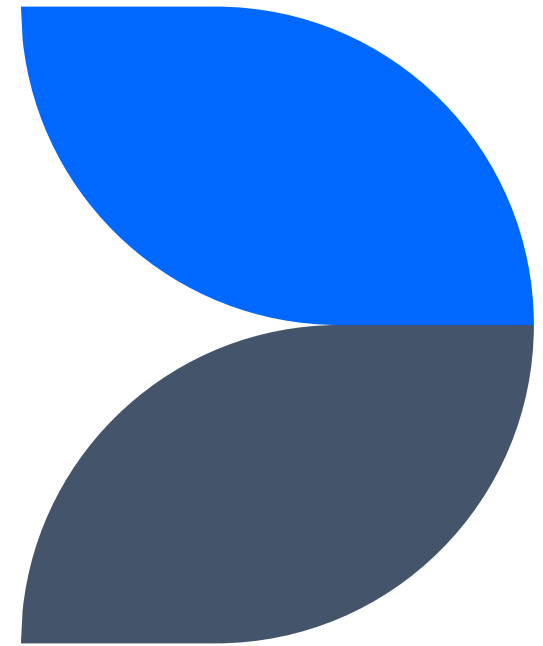
***ICEBREAKERS***



Activities for the first day of class

# Who Am I?

Creative Ways to  
Introduce Yourself to Your Class



# Opening-day letter

Primary, Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Writing, Informal Letter

Write a letter to your students. In that letter, introduce yourself to students. Tell them about your hopes for the new school year and some of the fun things you'll be doing in class. In addition, tell students a few personal things about yourself; For example, your likes and dislikes, what you did over the summer, and your hobbies. Ask questions throughout the letter. You might ask what they like most about school, what they did during the summer, what their goals for the new school year are, or what they are really good at. In your letter, be sure to model the correct parts of a friendly letter. On the first day of school, display your letter on an overhead projector. Then pass each student a sheet of nice stationery. Have the students write a return letter to you. In this letter, they will need to answer some of your questions and tell you about themselves. This is a great way to get to know each other in a personal way!

# Opening-day letter



[www.freepik.com](http://www.freepik.com)

# Ask the teacher a question

Primary, Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking and  
Giving Information

Invite your students to call out a question they would like to ask you. For example, *Where are you from? What languages do you speak? What kind of music do you like?* As they ask the questions don't answer them immediately but write them on the board. As you write, correct any errors in the questions. When you have about 10 different questions on the board, answer all of them for the class so they learn something about you.

# Ask the teacher a question





# Two truths and a lie

Primary, Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking  
Information

Come up with several small, obscure facts about yourself and/or your life. Present these statements in groups of three. Two statements will be true, and one will be false. False statements can be either completely fabricated or a slight alteration of the truth. Start with false statements that are more obvious and progress to more subtle differences. Students will guess which statement is false. To turn this into a game, have teams write their answers down and then award points to the teams that have guessed correctly.

# Two truths and a lie

## Two Truths, One Lie



I always speak the truth.



I am a workaholic and can spend all 7 days of the week in the office.



I am surviving on a single lung.

<https://www.ricotta.team/blog/two-truths-and-a-lie>



# Read, Run, Write

Primary Grades 5 & 6  
Lower Secondary  
Writing, Note taking,  
Speaking, Giving  
information

Create a list of facts about yourself, your country, and your family. Print off several copies and attach them to the board at the front of the room. Divide the students into groups of four. Each group will need a sheet of paper. One person in each group will be the scribe. The others will take turns running up to the board, reading and memorizing as much as they can, then running back to their group and reciting what they can remember to the scribe who will listen and write it down. The first group to finish wins.

# Read, Run, Write

Primary Grades 5 & 6  
Lower Secondary  
Writing, Note taking,  
Speaking, Giving  
information



# All About Me Bag

Primary Grades 5 & 6  
Lower Secondary  
Writing, Note taking,  
Speaking, Giving  
information

Fill a small brown lunch bag with items that best 'describe' you. Pull out each item and tell the children a short story about it. The bag might include things such as baby pictures, pictures of pets, an object from a collection, a food you do not like, and so on. Then students are given brown bags to decorate. For homework, the students must fill their bags with items that speak about themselves. Those bags are shared throughout the first week of school in community circle. This activity gives the teacher a great understanding of each student right from the beginning of the new school year.

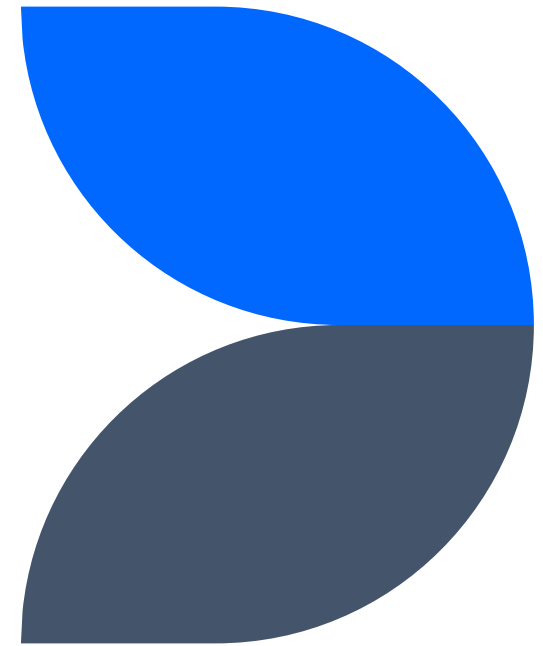
# All About Me Bag



<https://www.tes.com/teaching-resource/all-about-me-bag-12317312>

# Who Am I?

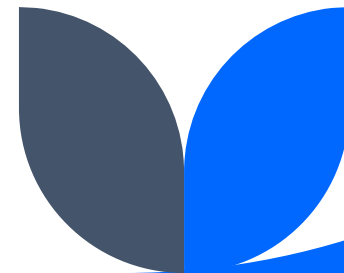
Creative Ways to  
have students introduce  
themselves to the class



# Name tents

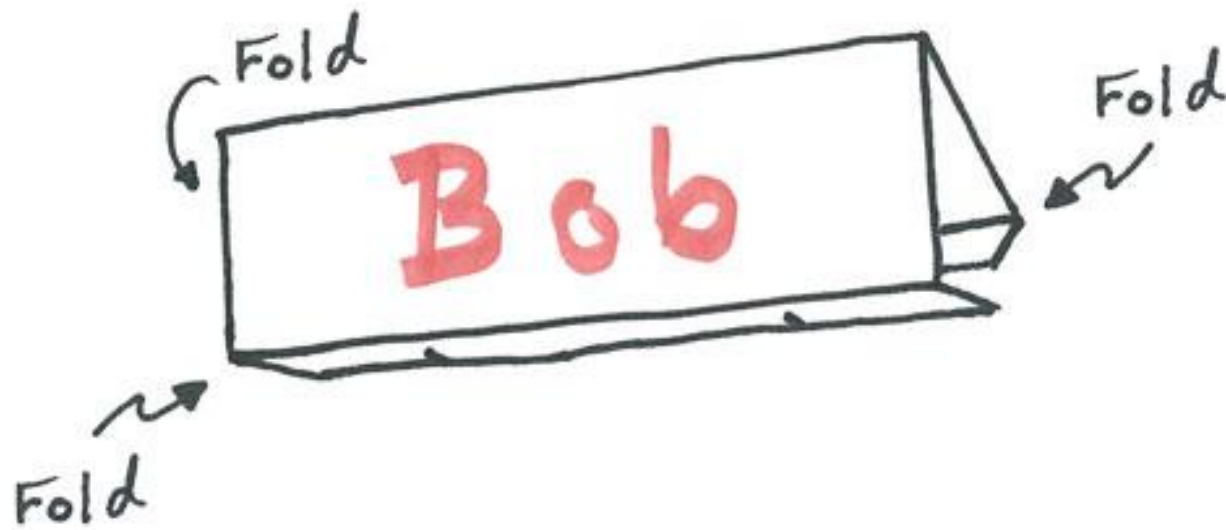
Primary  
Lower Secondary  
Upper Secondary  
Writing – Artistic skills

Ask students to fold an A4 size piece of paper or card and write their name on one half. They can color the paper and decorate it as they like. As an extension, students can add three pieces of information about themselves, such as their favorite hobby, the name of their town/village or their pet. They stand the folded card in front of them until everyone is familiar with their name.





# Name tents



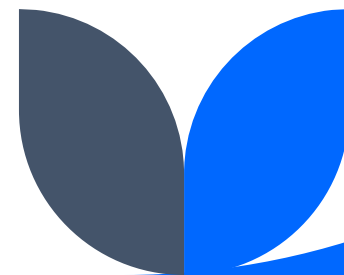
<http://kb.mit.edu/confluence/pages/viewpage.action?pageId=152584661>



# 20 questions jar

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking and Giving  
Information

Write a list of simple, get to know you, questions. For example, Do you like sports? What is your favorite song? What did you eat for breakfast? What time do you go to sleep? Cut the questions into small strips and put them in a small jar. Students take turns choosing a piece of paper from the jar and answering the question. This activity also doubles as a fun way to review specific grammar points you will cover later in class. Just formulate your questions using the target grammatical structure and see if your students can answer with the correct grammar.



# 20 questions jar



<https://www.teachingexpertise.com/classroom-ideas/first-week-of-school-for-elementary-activities/>

# Interview your partner

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking  
information  
Writing, Note taking

Put students in pairs and ask them to interview each other. You should prepare a set of questions on the board or on handouts which students use to interview their partner. These can be general questions about their country, hobbies, studies, etc. While students carry out their interviews, ask them to write down their partner's answers to the questions.

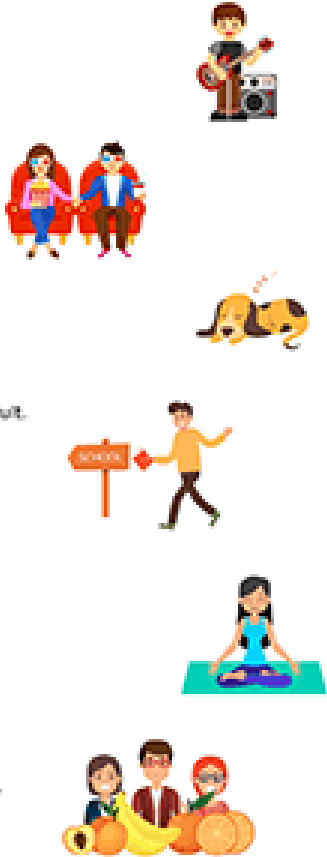
As a follow-on activity, ask each student to present the person they interviewed to the whole class, using the information from their interview. With large classes or if time is short, you can limit them to saying three pieces of information about the person.



Ask your classmates questions with 'Do you...?' or 'Are you...?' in order to complete the sentences below, e.g. 'Do you play a musical instrument?' Complete each sentence with the name of a student who answers 'yes' to your question.

Also, ask follow-up questions to gain more information and note down the answers, e.g. 'What musical instrument do you play?'

1. .... plays a musical instrument.
2. .... has an older brother.
3. .... likes to play sport.
4. .... is afraid of spiders.
5. .... likes to watch films.
6. .... is good at cooking.
7. .... lives in an apartment.
8. .... has a pet dog.
9. .... hates shopping.
10. .... thinks learning English is difficult.
11. .... wants to travel the world.
12. .... walks to school.
13. .... is left-handed.
14. .... speaks three languages.
15. .... sleeps eight hours a night.
16. .... does yoga.
17. .... is feeling happy today.
18. .... learns English at the weekend.
19. .... gets up early every day.
20. .... is a vegetarian.



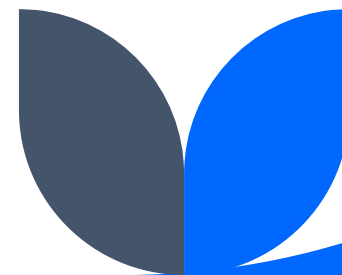
# Interview your partner

[https://www.teach-  
 this.com/functional-activities-  
 worksheets/getting-to-know-you](https://www.teach-this.com/functional-activities-worksheets/getting-to-know-you)

# First day survey

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking  
information

On the first day of school do an activity to bring the class together such as a classroom survey. The students walk around and talk to the other students and fill out a questionnaire. At the same time, they are getting to know each other.





# Class Survey



S<sub>1</sub>

S<sub>2</sub>

S<sub>3</sub>

- 1. Have you got a computer at home?
- 2. Are you going out tonight?
- 3. Do you play a musical instrument?
- 4. Did you watch TV last night?
- 5. Have you seen any good films lately?
- 6. Are you going to have a coffee after the lesson?
- 7. Does your mother go to the market every day?
- 8. Have you ever been to Thailand?
- 9. Do you like cooking in your free time?
- 10. Did you review English lesson last night?
- 11. Have you got any brothers and sisters?
- 13. Is it a nice day today?
- 14. Do you like studying English?
- 15. Did you have a nice holiday last weekend?
- 16. Did you sleep well last night?
- 17. Have you met your old friend recently?



# First day survey

<https://en.islcollective.com/english-esl-worksheets/search/class+survey>



# Classmate scavenger hunt

Primary Grades 4, 5 & 6  
Lower Secondary  
Writing, Personal  
information

Provide each student with two index cards. Ask each student to write a brief description of his or her physical characteristics on one index card and his or her name on the other. (Physical characteristics usually do not include clothing, but if you teach the primary grades, you might allow students to include clothing in their descriptions). Put all the physical characteristic index cards in a shoe box, mix them up, and distribute one card to each student (making sure that no student gets his or her own card). Give students ten minutes to search for the person who fits the description on the card they hold. (There is no talking during this activity, but students can walk around the room.) At the end of the activity, tell students to write on the card the name of the student who best matches the description. Then have students share their results. How many students guessed correctly?



# Classmate scavenger hunt



<https://www.twinkl.gr/resource/t-t-6778-transition-guess-who-activity>

# Fun fact match up

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking information

Have each student write a fun or unexpected fact about themselves on a sticky note (I have a pet squirrel, for example). Collect all the sticky notes and put them on your front board. Students come up one at a time and point to a fact. They then guess who the fact describes. If they guess right, they keep the sticky note. If they guess incorrectly, they leave the note on the board. Students take turns until all the notes are gone. The person with the most notes in their possession at the end of the activity wins.



# Fun fact match up



<https://theesleducator.com/how-can-i-use-sticky-notes/>

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking information

# Student bingo

On a blank Bingo board, fill in the boxes with phrases that might describe the students in your class: likes soccer, was born this month, has more than two siblings, speaks more than two languages, comes from the same home country as you, etc. Give each person a copy of the sheet. Then on your go, have students mingle and talk to each other, looking for someone who fits the description in one of the boxes. When they find someone who does, that person should sign their name in the box. When someone gets five boxes in a row, he calls Bingo and wins the round. If you like, play another round, but you will need a bingo board with different descriptions in the boxes to make the second round as challenging as the first.





# Student bingo

**B I N G O**

|                                      |                           |                               |                             |                                       |
|--------------------------------------|---------------------------|-------------------------------|-----------------------------|---------------------------------------|
| read a book this summer              | likes ice cream           | plays a musical instrument    | is left-handed              | likes to sing                         |
| has a brother                        | is wearing something blue | went to the movies in August  | likes to swim               | has gone camping                      |
| is the oldest child in their family  | <b>has a dog</b>          | <b>Free!</b>                  | has visited another country | is the youngest child in their family |
| <b>has a sister</b>                  | went to Sappo last year   | went to the beach this summer | has pierced ears            | likes to cook                         |
| can stand on one foot for 30 seconds | has gone skiing           | who has more than one pet     | has visited another state   | has blue eyes                         |

**B I N G O**

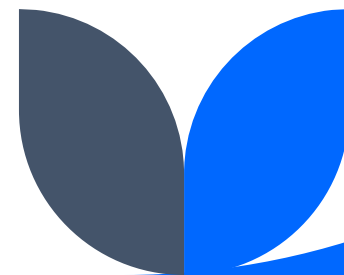
|                           |   |                                  |  |                                      |
|---------------------------|---|----------------------------------|--|--------------------------------------|
| Went camping this summer  | Has never used Zoom                           | Has a reptile for a pet          | Completed a puzzle this semester           | Speaks more than one language        |
| <b>Kills house plants</b> | Has been interrupted when on Zoom or studying | Took a test with there camera on | Had there camera in for a whole Zoom class | Attended a virtual workshop          |
| <b>Is vegan</b>           | Uses a virtual background                     | <b>Free!</b>                     | Has an October birthday                    | Doesn't drink coffee                 |
| Has never used Zoom       | Likes spicy food                              | Forgot about an assignment       | <b>Joined a club</b>                       | Ate pizza yesterday                  |
| Attended a Zoom in PJs    | Forgot to unmute yourself                     | <b>Has broken a bone</b>         | Has seen a movie 5 or more times           | Has never been to a MiraCosta campus |

<https://bingobaker.com/>

# Musical chairs

Primary Grades  
Lower Secondary  
Speaking, Presentations  
Kinesthetic skills

Set a circle of chairs with one less chair than the number of students in the class. Play music as the students circle around the chairs. When the music stops, the students must sit in a seat. The student without a seat is out, but before he/she leaves the circle, he/she must present himself/herself to the class. Then remove another seat and start the music again. Repeat the procedure until all the students have presented themselves.



# Musical chairs



<https://www.gamesver.com/musical-chairs-benefits-advantages-for-kids-and-adults/>

# “Me” puppets

Primary Grades  
Speaking, Presentations,  
Artistic skills

On the first day of school, young children are usually reluctant to talk about themselves. A creative and fun idea is to make "me" puppets using paper plates for the head, yarn for the hair, and construction paper for facial features, with a popsicle stick for a handle. Upon completion, you can stage a puppet show. The students hide their faces with the puppets and tell their classmates all about their families, hobbies, pets, etc.



# “Me” puppets



<https://masandpas.com/emotions-activity/>

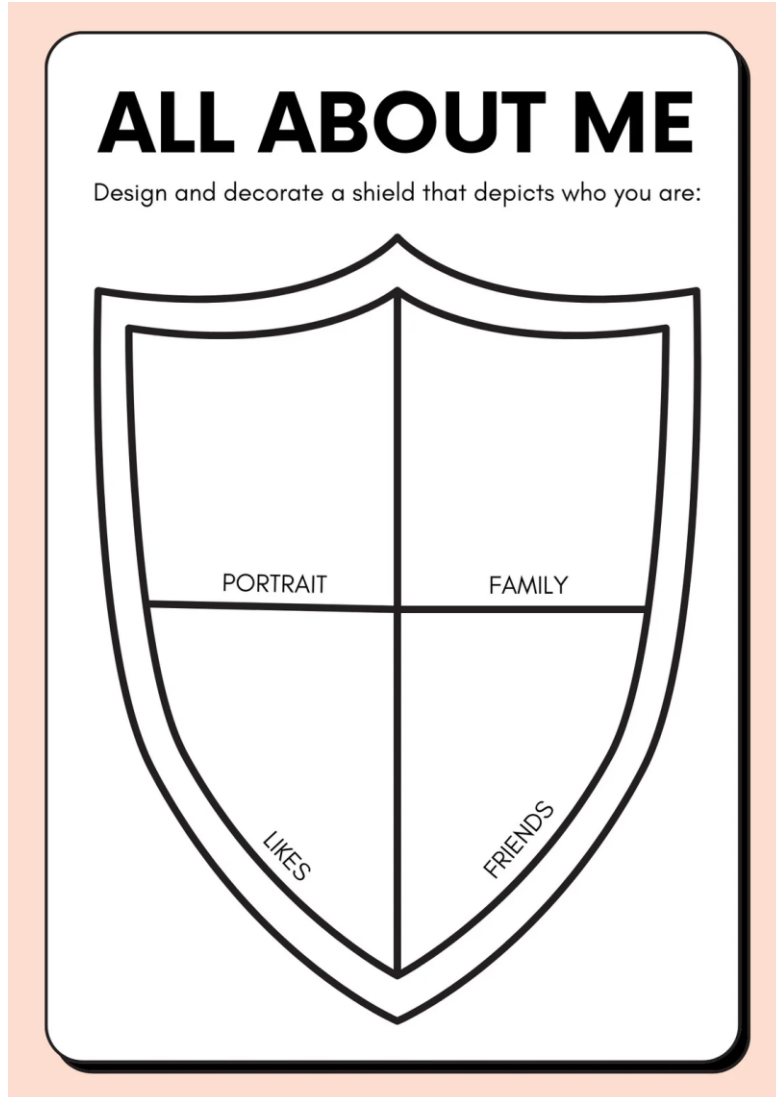
Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Writing, Giving Information

# The “ME” shield

Use a copy of a banner drawn like a shield and divided into 4 sections. Pose to students seven questions they can answer about themselves: What are 3 things you are good at? What do you like most about your family? What do your friends like about you? What do you think you can do better than almost anyone else your age? What do you dream about doing one day? What is something you have already done that makes you feel really good? What is one thing you are planning to change about yourself so you will be even better? Each student writes his/her name at the top of the paper and then answers four of the seven questions, one answer per section, on the banner. They can write the answer or use a combination of art and writing to express themselves. The students volunteer to share their banners, and then the teacher can proudly display them after the students have had a chance to decorate them.



# The “ME” shield



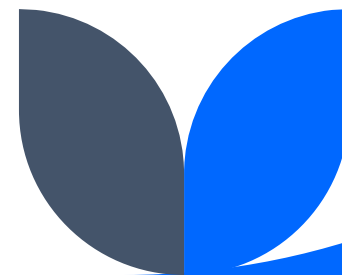
<https://www.canva.com/worksheets/templates/all-about-me/>



# Names word search

Primary Grades  
Lower Secondary  
Vocabulary

In order for the students to get to know their classmates, create a word search with their names. After all the names are found, make sure that the remaining letters reveal a hidden message: "Welcome back to school"



# Names word search

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | J | A | M | E | S | H | H | G | A | D | O | L | C |
| R | W | B | A | R | E | C | O | A | T | A | R | S | R |
| E | E | K | M | E | T | E | K | U | S | Z | U | C | M |
| I | R | A | Y | C | O | M | E | N | K | E | E | A | L |
| Y | D | N | D | E | N | M | E | I | I | R | A | C | N |
| R | N | N | A | I | O | A | U | C | E | A | N | N | U |
| R | A | L | V | K | E | Z | N | O | R | M | H | A | I |
| A | V | A | I | E | A | S | B | L | A | Y | O | L | N |
| B | E | D | D | U | E | E | I | E | N | Z | L | E | A |
| R | O | N | O | C | R | O | S | U | C | A | L | I | L |
| D | E | D | E | K | K | A | T | E | O | O | I | N | A |
| M | K | O | L | I | A | Y | W | N | D | L | E | A | U |
| N | U | N | I | S | I | O | R | K | A | A | A | D | R |
| A | L | D | R | J | A | K | E | S | E | A | K | E | A |

KIERAN  
AMY  
BARRY  
SEAN  
DAVID  
EMMA  
LAURA  
JAMES  
JAKE  
KATE  
CONOR  
ZOE  
LOUISE  
LUKE  
CLODAGH  
ROISIN  
HOLLIE  
ANDREW  
DANIEL  
NICOLE

<http://www.puzzlemaker.com>

# Ice breaker Jenga

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking, Asking and Giving  
Information

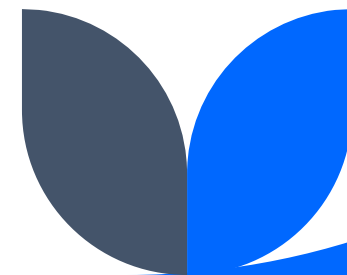
A simple set of Jenga style stacking blocks is a fun game and easy to play. In order to add a language element and use it with your students, write an icebreaker question on each block. Have groups of students play the game, and whatever block they pull, they have to answer the question on it. It's a great way to learn about each other without putting a lot of pressure on students, and the game aspect gives them all something to enjoy while they are answering questions.



# Ice breaker Jenga



<https://www.etsy.com/listing/932327846/unique-ice-breaker-game-fun-get-to-know>



# Would you rather?

Lower Secondary  
Upper Secondary  
Speaking, Grammar  
Asking and Giving Information

Would you rather have only peanut butter or only jelly? Would you rather have eyes like a fly's or eyes like a spider's? Would you rather clean your floor, or wait in line at the bank for 30 minutes? Students must choose one and explain why. Asking questions such as these is an easy way for students to get to know each other. Have your students stand up, give them a question, and have them go to opposite sides of the room based on their answer. Then choose a few volunteers to share why they made the choice they did. Though this is a simple icebreaker, students will have to be comfortable with the conditional structure to understand and answer appropriately, which is why it's perfect for advanced students.



# Would you rather?



<https://eslspeaking.org/would-you-rather-an-esl-warm-up-activity/>

# First day name puzzle

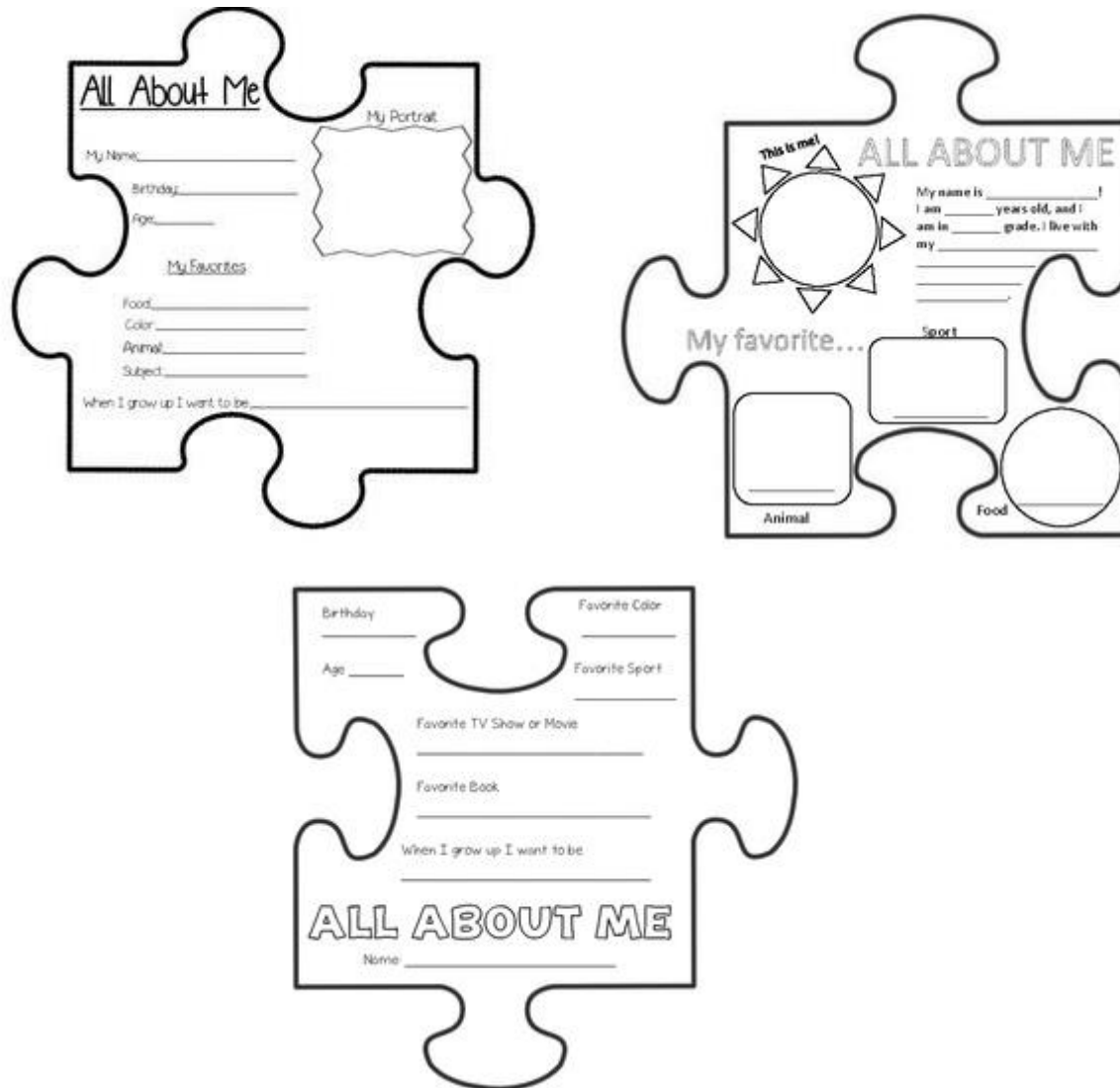
Primary Grades 3 - 12  
Lower Secondary  
Speaking, Writing  
Giving Information

On the first day of school, make a name puzzle with your students. Take a large piece of poster board and mark out lines that can be cut into pieces. Make sure that the puzzle will have enough pieces for each student to have one. Then gather all students on the floor to write their name on the blank side of the poster board. You can write your name in the middle, and the students write their name in all different directions. Then cut the board into puzzle pieces. As a class students should each find the spot where their puzzle piece belongs. Tape the puzzle together after school and post it on the wall in the classroom. When the students return the next day, they will be excited to see the puzzle, and to show off their name. Students have fun talking and working to put the puzzle together.





# First day name puzzle



<https://www.tes.com/teaching-resource/all-about-me-jigsaw-piece-12395904>

# Spell your name

Primary Grades 3 - 12  
Lower Secondary  
Speaking, Artistic skills  
Classroom Decoration

On the first day of school, have plenty of pre-cut letters in lots of different colors on a table. As the students come in, tell them to find the letters that spell their names and glue them together. Hang these from the ceiling!  
Give an example by hanging a “Welcome” sign in front of the board!



# Spell your name



<https://in.pinterest.com/pin/209839663871255440/>

# Snowball activity

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Speaking

Students write on a piece of paper three things about themselves. Then they crumple the paper up into a 'snowball' and have a one-minute snowball fight. At the end of the minute, everyone grabs the closest snowball and has to try to find the person who wrote it. They then introduce that person to the rest of the group, sharing the three facts.



# Snowball activity



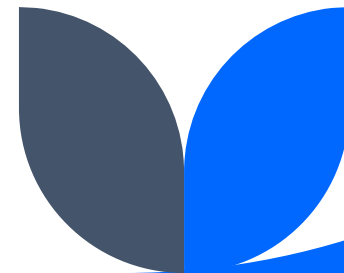
<https://www.thoughtco.com/ice-breaker-snowball-fight-31389>



# Write a profile

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Writing, Descriptions  
Speaking, Giving Information

Ask the students to write a short profile about themselves or their partner. Tell them it should be the kind of profile you might read on a social media site, so it needs to be short but focus on the interesting information. As an extension, ask the students to pin their work around the classroom and spend some time reading about each other. Collect in the writing at the end in order to assess their ability but also to learn more about the lives and interests of your students.



# Write a profile

The screenshot shows the 'Fakebook' profile creation page on ClassTools.net. At the top, there is a navigation bar with the ClassTools.net logo, a 'SAVE' button, and links for 'Premium Login', 'NEW', 'Print', 'Share', 'Search', 'Marksheet', and 'Startup Guide'. The main header area is blue and contains the ClassTools.net logo, the word 'Fakebook', and the instruction 'Create a fake profile for a historical / fictional character'. Below this is a profile picture placeholder with the text 'Name here' and an 'Edit Cover Photo' button. The main content area is divided into two sections: 'Intro' and 'Add a post!'. The 'Intro' section has a title 'Intro' and a list of instructions: 'Born: CLICK HERE TO ADD!', 'Family: CLICK HERE TO ADD!', and '(edit and add as many lines as you like!)'. The 'Add a post!' section has a title 'Add a post!' and two tips: '(TIP 1: You can add hyperlinks and links to YouTube/Vimeo videos too!)' and '(TIP 2: You can click on any image that appears to change it!)'. Below the tips are input fields for 'Name' (with 'Author' as a placeholder) and 'Date' (with 'earlier today....' as a placeholder). There is a large text area for 'Write your post here....' and a smaller text area for 'Add to your post' with an image icon. At the bottom of the post area is a blue 'Post' button. On the left side of the page, there is a 'Friends (click here to change title)' section with a close button and three profile picture placeholders.

<https://www.classtools.net/FB/home-page>



# Sweet tooth

Primary Grades 5 & 6  
Lower Secondary  
Speaking, Giving Information

Bring a big bag of M&Ms or a basket of candy to class on the first day and pass them around but tell your students to wait before they indulge. Once everyone has taken at least one candy, it's time to get to know each other. Go around the room and give each person a chance to share about himself or herself. He/She will have to share one piece of information for every piece of candy he/she took. Some students may not have much to say if they only took a few pieces of candy. Others with a sweet tooth may end up sharing twenty or more pieces of information about themselves. After a student shares, he can enjoy his chocolate while listening to his classmates.



# Sweet tooth



ESL VAULT

<https://eslvault.com>



ESL VAULT

<https://e>



<https://eslvault.com/candy-coloring-pages/>

# Get to know you collage

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Artistic skills

Start by setting up a shadow tracing station in your classroom. Simply direct a bright bulb at a blank wall. Students work with a partner to trace each other's profiles. One person stands in front of the light, and the other person traces their shadow on a piece of white paper. Students then cut out their profiles and paste them on a colored piece of paper. Once students have their profiles, have them look through a collection of old magazines to find pictures of things that interest them. They should glue their interest pictures inside their profile cut out. After the collages are finished, give each student a few minutes in front of the class to talk about the pictures in their collage. After the presentations, you can display the collages around your classroom.





# Get to know you collage

<https://englishteaching101.com/self-portrait-ideas-esl/>

# POETIC INTRODUCTIONS

## (Some) Forms of Poetry

- **Acrostic**
- **Concrete**
- **Cinquain**
- **Free Verse**
- **Haiku**
- **Limerick**
- **Sonnet**
- **Clerihew**



Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Creative writing

<https://songsandpoetryforesl.weebly.com/exploring-and-exploiting-poetry.html>

# Free verse

Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Creative writing

Ask students to use the form below to create poems that describe them.

Name \_\_\_\_\_  
Title (of poem) \_\_\_\_\_  
I will never \_\_\_\_\_;  
I will never \_\_\_\_\_;  
and I will never \_\_\_\_\_.  
But I will always \_\_\_\_\_.

This activity is another that lends itself to being done at the beginning of the school year and again at the end of the year. You and your students will have fun comparing their responses and seeing how the students and the responses have changed.





Primary Grades 5 & 6  
Lower Secondary  
Upper Secondary  
Creative writing

# People poems

Have each student use the letters in his or her name to create an acrostic poem. For example, Bill could take his name and write:

Big  
Intelligent  
Laughing  
Loving.

Tell students they must include words that tell something about themselves -- for example, something they like to do or a personality or physical trait. Invite students to share their poems with the class. This activity is a fun one that enables you to learn how your students view themselves. Allow older students to use a dictionary or thesaurus. You might also vary the number of words for each letter, according to the students' grade levels.





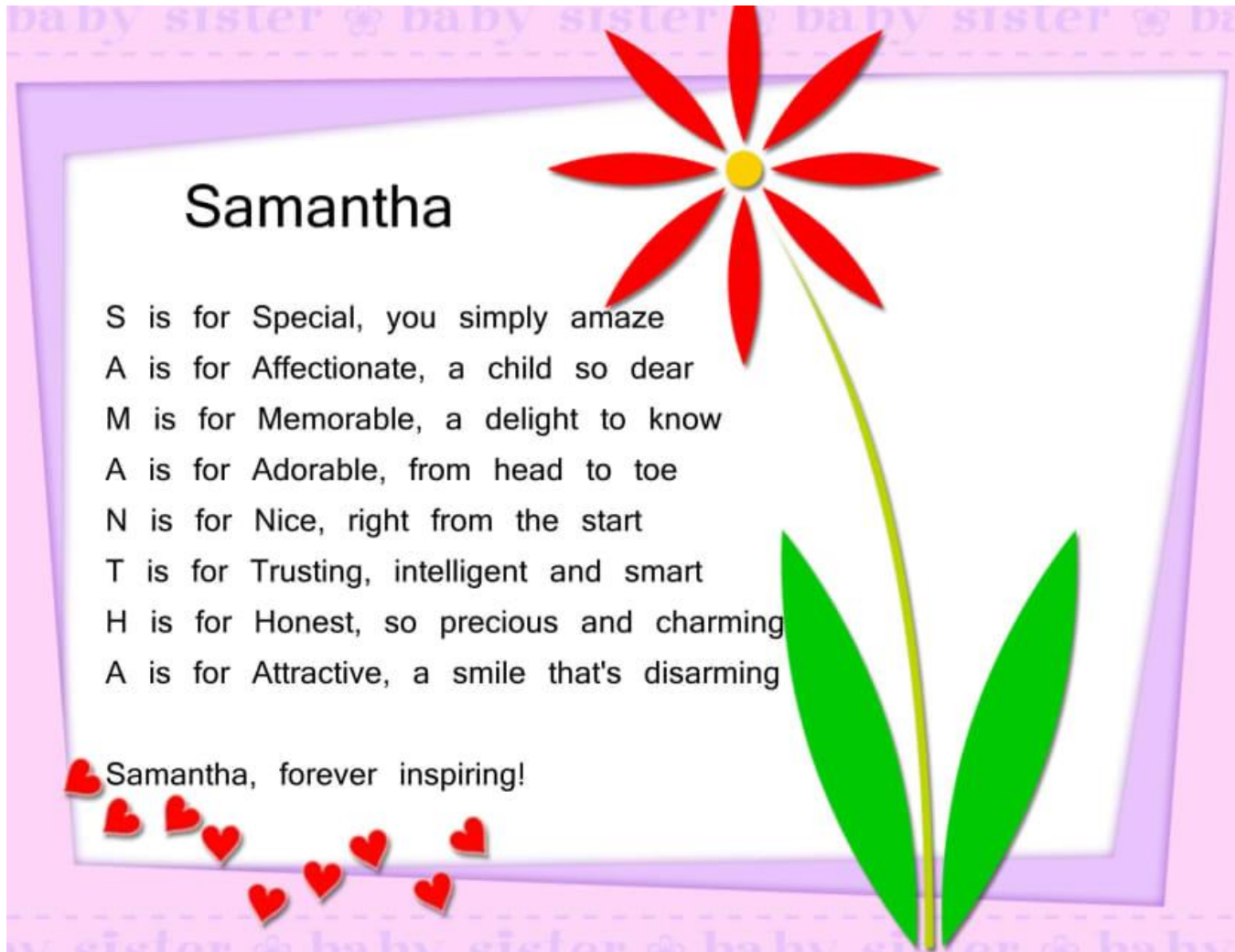
# An all about me acrostic

Lower Secondary  
Upper Secondary  
Creative writing

Start by brainstorming with your class a large list of adjectives that might be used to describe people. Put these words up on the board (and if you have a daring class, you might even want to have students act out some of the adjectives). Once your lists are complete, have each person write his full name vertically down the left side of a piece of paper. He must then choose an adjective that begins with each of the letters of his name that also describes him/her and write it next to the letters. Once the acrostics are complete, have students share their adjectives with the rest of the class. You might even invite your class to suggest other adjectives each person might have used to describe himself.



# An all about me acrostic



<https://letterpile.com/poetry/acrostic-name-poems#gid=ci026eadbbb004257e&pid=acrostic-name-poems>

<https://everydaychaosandcalm.com/acrostic-name-poems/>

# <https://padlet.com/fmarvel/not-only-web-2-0-tools-in-fl-b1ioqgz9mhfxarxn>

:Padlet

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## (Not only) Web 2.0 tools in FL

Sharing is caring!

Interactive Activities Διαδραστικές Ασκήσεις

Quizzes Κουίζ

Wordclouds Συννεφόμελα

Games Παιχνίδια

Mind Maps Νοητικοί χάρτες

Learning Apps

Kahoot

WordArt

Educandy

Coggle

Quizizz

Keep Calms

MindMup

The image shows a Padlet board with a background of smooth, rounded stones. The board is organized into a grid of tool cards. At the top, there's a header with the Padlet name, user information, title, and a search icon. Below the header, there are four main category labels: 'Interactive Activities', 'Quizzes', 'Wordclouds', 'Games', and 'Mind Maps'. Each category has a corresponding tool card. The 'Learning Apps' card features a yellow and white graphic with 'Learning Apps.org'. The 'Kahoot' card shows a group of children and the Kahoot logo. The 'WordArt' card displays a word cloud on a white mug. The 'Educandy' card has a purple header and a 'PLAY!' button. The 'Coggle' card has a green header and the 'coggle' logo. The 'Quizizz' card has a pink and purple graphic. The 'Keep Calms' card shows a 'KEEP CALM' poster. The 'MindMup' card features a blue and white graphic. On the right side of the board, there is a vertical toolbar with icons for search, share, copy, refresh, play, settings, and a plus sign for adding more content.

# References

Hughes, J. (2014). Etpedia, 1000 ideas for English language teachers. UK, Hove: Pavillion Publishing and Media Ltd.

## ELT / ESL WEBSITES

<https://www.tolearnenglish.com/>

<https://www.teacherspayteachers.com/>

<https://www.tes.com/>

<https://englishteaching101.com/>

<https://eslvault.com/>

<https://www.abcteach.com/>

<https://en.islcollective.com/>

<https://www.teach-this.com/>

<https://www.eslprintables.com/>

<https://www.weareteachers.com/>

<https://www.eslactivity.org/>

<https://www.twinkl.gr/>

**Thank you for your attention**

**Maravelaki Sofronia**  
**Education Counsellor for ELT**

**BACK TO SCHOOL**

***ICEBREAKERS***

