



Key Advice

Check-in activity

When working with a group of students who may not know each other well, begin with a check-in activity designed to build a sense of connection between the students and yourself. This connection is the foundation for a safe and open learning environment, which is key to a successful session.

Adapt the activity to the group size, choosing between small groups or a full-class setting. Here are some options to help students feel comfortable and included:

Personal object sharing: Ask students to bring or select an item, photo or song that represents something important to them. Invite them to briefly explain why they chose this, and how it reflects their values or experiences.

Descriptive adjective introduction: Invite students to introduce themselves using an adjective that reflects their personality or interests (e.g., "Adventurous Sam" or "Curious Maria"). This adds a fun and memorable element to introductions, making it easier for students to connect and remember each other.

Mood card selection: Provide a set of images, mood cards, or simple drawings and ask students to select one that reflects how they're feeling in the moment. Encourage them to share why they chose that particular card. This allows creative, non-verbal expression and can help students feel more at ease expressing their current state.

As the facilitator, actively listen to each student and ask follow-up questions that show genuine interest and engagement with each participant's contribution. This will make students feel seen and heard and set a respectful and inclusive tone for the activities to follow.