



Activities Catalog for preparatory Year students

Teaching & Learning at EHL





Introduction

Welcome to our Activity Catalog—a curated collection of dynamic, student-centered activities designed to elevate the learning experience in your classroom. This catalog serves as a resource for teachers seeking to foster more profound engagement, critical thinking, and collaboration among students. Each activity is crafted to support a range of educational objectives, whether you're introducing new concepts, encouraging peer interaction, or reinforcing knowledge through hands-on practice.

The activities in this catalog cater to various teaching goals and styles, from interactive icebreakers to thought-provoking debates, practical case studies, and immersive role-playing scenarios. They are adaptable to different subjects and skill levels, allowing teachers to seamlessly integrate them into diverse lesson plans. Alongside each activity, you'll find guidance on how to implement it effectively, tips for maximizing student participation, and suggestions for measuring its impact on learning outcomes.

We hope this catalog will inspire you to experiment with these engaging techniques, creating an enriching classroom environment where students feel motivated, involved, and empowered to take charge of their learning journey.

Icon legend



The duration of the activity



Individual activity



Group activity (3–6 students)



Whole-class activity



Debrief and feedback with the whole class

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Ice-breaker

Description

A short, engaging activity typically offered at the beginning of a class to capture students' attention, provide a glimpse of the course content, and foster a positive group dynamic. The purpose of the icebreaker is not to convey knowledge, but rather to facilitate social interactions and create a supportive learning environment. It can also serve to activate students' prior knowledge. This icebreaker activity generally helps to improve student participation and enhance their perseverance throughout the course.

Key information



Applicable tools:

- Paper
- Online quiz
- On the board

Concept Map

Description

An activity that allows students to visually map out the knowledge acquired on a subject and the relationships between its various theoretical concepts. The concepts from a course are each identified by a word or a set of words and represented as nodes. Arrows are then used to connect the nodes, illustrating the relationships between the concepts. It is also possible to label the arrows with text to further specify the nature of the established links. To make the information as visually engaging as possible, it is recommended to use various colors and to represent the concepts through drawings, images, charts, or formulas.

Key information



Applicable tools:

- Paper, small or large format
- On the board, physical or digital

Mind Map

Description

An activity that allows students to visually map out the knowledge acquired on a subject and the relationships between its various theoretical concepts. The concepts from a course are each identified by a word or a set of words and represented as nodes. Arrows are then used to connect the nodes, illustrating the relationships between the concepts. It is also possible to label the arrows with text to further specify the nature of the established links. To make the information as visually engaging as possible, it is recommended to use various colors and to represent the concepts through drawings, images, charts, or formulas.

Key information



Applicable tools:

- Paper, small or large format
- On the board, physical or digital

Misconception Hunt

Description

An activity designed to identify and address students' incomplete or incorrect preconceptions about a specific concept. Through a questionnaire, the teacher collects valuable insights into the difficulties, misunderstandings, or challenges students face in grasping the topic. This process not only helps pinpoint areas where students may struggle but also informs the teacher about potential barriers that could hinder deeper comprehension and future learning. By addressing these issues early, the teacher can tailor their approach to ensure more effective and targeted instruction, fostering better understanding and academic success.

Key information



Applicable tools:

- Orally
- Digital brainstorming space

Debate

Description

An exchange of ideas on a controversial topic between students with differing opinions.

The positions can either be chosen by the students themselves or assigned by the teacher, who acts as a moderator. This activity encourages students to share their ideas and defend a viewpoint on a given subject in a lively and interactive manner.

Key information



Applicable tool:

- Orally

Demonstration

Description

An activity where the teacher performs a series of steps in front of the students, explaining each action while ensuring all students can follow the information being conveyed. During the demonstration, the teacher actively involves the students by asking questions or encouraging them to make predictions. This activity provides students with a visual and interactive way to engage with new content, making it easier to understand and retain.

Key information



Applicable tool:

- Orally

Case study

Description

A concrete situation presenting a real or fictional problem where students are required to diagnose the issue, propose solutions, and deduce rules or principles applicable to similar cases. This activity aims to provide students with a problem-solving experience through case studies. These cases must be as realistic as possible to enable students to appreciate the relevance of theoretical concepts presented in relation to the case.

Key information



Applicable tools:

- Paper
- Digital document(s)

Applied exercises

Description

An activity where students practice performing a targeted task (calculations, analyses, timelines, processes, etc.) based on the skills or abilities to be developed in the course. The instructor guides the students in completing the task and questions them about their methods. Regular feedback is provided to guide or correct them. This activity should be followed by a plenary session to summarize the lessons learned and address any mistakes made. Applied exercises provide students with an opportunity to apply and solidify their theoretical and procedural knowledge on a specific topic.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Presentation and Q&A

Description

An activity in which the student(s) orally present information on a specific topic after conducting research on it. The presentation can be done individually or in small groups, with or without the use of audio-visual aids. It is possible that students in the audience may ask questions to the speakers. This activity allows students to share their learning while developing their skills in communication and reasoning.

Key information



Applicable tools:

- Orally
- Board
- Paper
- Digital document(s)
- Demonstration objects

Feedback – One-Minute Paper

Description

An activity in which students highlight their learning from a course or activity, as well as their misunderstandings or questions. To do this, they fill out a generic form distributed by the instructor, containing questions such as "What did you learn in this course?" and "What should I explain further?" The "One-minute paper" feedback allows students to structure their thoughts, reflect on their own learning and challenges, and provide quick feedback on a course or activity to the instructor. It can also be used as an attendance check.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Peer feedback

Description

An activity during which students first complete a task individually or in teams. Then, peers critique each other's work through comments based on criteria provided by the instructor. Finally, the instructor provides collective feedback on the task. Peer feedback allows students to develop skills in critical analysis, giving constructive feedback to others, and enhancing their learning by drawing on their peers' work.

Key information



Applicable tools:

- Paper
- Digital document(s)
- Physical or digital brainstorming tools

Description

An activity during which students first complete a task individually or in teams. Then, peers critique each other's work through comments based on criteria provided by the instructor. Finally, the instructor provides collective feedback on the task. Peer feedback allows students to develop skills in critical analysis, giving constructive feedback to others, and enhancing their learning by drawing on their peers' work.

Key information



Applicable tools:

- Paper
- Digital document(s)

Collective Graffiti



Description

An activity during which students spontaneously exchange ideas on a wide range of questions. To create the collective graffiti, the instructor starts by forming teams and distributing a sheet with a different question to each team. The groups have 5 to 10 minutes to write down any ideas that come to mind. Once the time is up, each team passes their sheet to the neighboring group and repeats the process with the new question they receive. The rotations continue until the teams get their original sheet back and create a summary. The instructor concludes the activity with a plenary session, during which each team presents the summary of responses to the question initially assigned to them.

Key information



Applicable tools:

- Paper
- Digital document(s)
- Physical or digital brainstorming tools

Alternative:

The Envelope Game, by Thiagi:
The same principle, but with sheets of paper placed in envelopes, which are passed from group to group.

The activity can also be done online, using collaborative work tools.

Clues / Bombs

Description

Techniques that allow teachers to adapt to the speed at which students complete a task, thereby maintaining their engagement and motivation to learn. To implement the "hints" or "bombs" technique, the teacher must prepare small sheets of paper in advance, each containing a statement that will either help the students in completing the assigned task or make the task more challenging. While the students work in teams, the teacher circulates around the classroom to monitor the progress of the different groups. If the teacher notices that a group is stuck or not progressing quickly enough, they can give them a hint. Conversely, if the teacher notices that a group is nearly finished with their assigned task, they can give them a bomb—meaning an additional challenge related to the task.

Key information



Applicable tools:

- Paper
- Online messages

Expert Intervention

Description

Techniques that allow teachers to adapt to the speed at which students complete a task, thereby maintaining their engagement and motivation to learn. To implement the "hints" or "bombs" technique, the teacher must prepare small sheets of paper in advance, each containing a statement that will either help the students in completing the assigned task or make the task more challenging. While the students work in teams, the teacher circulates around the classroom to monitor the progress of the different groups. If the teacher notices that a group is stuck or not progressing quickly enough, they can give them a hint. Conversely, if the teacher notices that a group is nearly finished with their assigned task, they can give them a bomb—meaning an additional challenge related to the task.

Key information



Applicable tool:

- Orally, in person, or remotely

Educational Games

Description

An activity sharing the same essence as entertainment games while aiming to foster learning aligned with specific educational objectives.

"Gamification" involves incorporating game mechanics or other game-related elements into educational activities, often implemented over multiple sessions.

There are two categories of educational games:

1. Academic games, which teach and provide practice opportunities.
2. Life simulation games, which replicate real-life contexts with either strict rules or open and flexible social science frameworks.

In all cases, educational games are characterized by interaction within a predetermined context involving competition, cooperation, conflict, or collusion. Consequently, educators are encouraged to employ games that require reasoning, critical thinking, and collaboration.

Key information



Applicable tools:

- Classic games repurposed (e.g., the game of "Happy Families"), either physical or online
- Dedicated games

Role-Playing Games

Description

An activity in which students are invited to make a spontaneous and subjective interpretation of a character's role in a specific situation. The centralized technique involves dividing students into small groups. An observer is designated in each group, while the other students improvise and spontaneously interpret the role assigned to them.

After the role-playing exercise, a discussion takes place where the observers provide feedback to the other students. This discussion also allows the other participants to share their feelings and emotions about their experience immediately after their performance. This method is used, among other purposes, to develop professional attitudes and skills for interacting with certain types of clients.

Key information



Applicable tool:

- Orally, in person, or remotely

Jigsaw

Description

An activity in which students are divided into small groups, each group tasked with becoming an expert on a different aspect of the same problem or topic. Members of the same group first discuss their assigned material together until everyone in the group has a solid understanding of it.

Then, the initial groups split up to form new mixed groups, each containing at least one representative from each expert group. Each representative teaches their material to the other members of the mixed group so that everyone gains a better understanding of the various aspects of the problem or topic.

Afterward, students complete a group problem-solving task or an activity that synthesizes the material they have learned. The jigsaw is a cooperative learning technique that promotes interdependence, student accountability, and the creation of non-competitive learning environments.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Learning Journals

Description

An activity conducted after reading a text or watching a video, during which students are invited to keep a learning journal. This journal is completed in two stages.

First, in one column, students write down the ideas, statements, and arguments they find most significant or controversial. Then, in a second column, they explain what these elements mean to them and respond to them.

This activity engages students in a dialogue with the course material and encourages them to analyze their own reactions. For the teacher, it provides detailed insights into how students read, analyze, and respond to certain texts.

Key information



Applicable tools:

- Paper
- Digital document(s)

Memory Matrix

Description

An activity in which students are asked to complete a table divided into rows and columns. The teacher defines the titles of these rows and columns, which represent concepts or ideas related to a specific topic that are relevant to connect. Students then fill in the blank cells.

The memory matrix helps organize information and illustrates the relationships between different ideas or concepts, creating a quick and visual synthesis of the material.

Key information



Applicable tools:

- Paper
- Digital document(s)

Pecha Kucha

Description

A technique designed to encourage students to think differently about their subject, helping them prepare shorter, more creative, and refined oral presentations. Pecha Kucha requires students (individually or in groups) to create a timed oral presentation using software such as PowerPoint or Keynote.

Typically, the format follows the 20x20 rule: 20 slides, each displayed for 20 seconds. While the number and duration of slides can vary, the maximum time per slide is limited to 30 seconds. This encourages students to prioritize visual elements, resulting in clearer and more streamlined presentations.

It also compels students to plan their oral presentations more thoroughly and practice them multiple times, leading to more structured and professional work. From the audience's perspective, the fast-paced rhythm makes the presentation more dynamic and engaging. The time limit also allows for discussions and questions between students or with the teacher.

Key information



Applicable tool:

- Digital document(s)

Questionnaire / Quiz



Description

An activity designed to gather precise and useful information about students' learning. It can be implemented at various stages depending on the desired objective: before introducing a new topic to check prior knowledge, during an activity to inform students and teachers about progress or areas for improvement, or after an activity to assess acquired knowledge.

The quizzes or questionnaires prepared by the teacher are short, straightforward, and provide students with instant feedback on their performance. Questions can also be asked orally. This activity helps students identify specific concepts they need to review, enabling better preparation for course success.

For the teacher, the questionnaire helps determine the students' level of mastery and adjust their teaching accordingly. Due to their ease of implementation, quizzes can be conducted regularly, actively engaging students in their learning process.

Key information



Questioning

Description

An activity in which one or more questions are posed to students during a lesson to stimulate their thinking. This method also allows the teacher to gather more information about the students' understanding of a concept. Questioning can occur at different times during the lesson depending on the desired objective:

1. At the beginning of the lesson, the goal is to spark reflection and engage students.
2. During the lesson, the teacher uses questioning to better tailor explanations to the audience.
3. At the end of the lesson, the aim is to ensure that students have understood the concepts.

Several types of questions exist, each with its own advantages and disadvantages.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Superlatives

Description

An activity that allows students to solidify their learning by reviewing a lecture from different perspectives. Before presenting the content in a lecture format, the teacher forms teams of 3 to 5 students. At the end of the presentation, the teacher asks each team to note the point they believe is the most important from the lecture. Then, the teacher asks some teams to share their answer and justify it with arguments, which sparks a discussion. The teacher comments on the teams' choices and arguments, then repeats the process by asking them to find other superlatives, such as the most useful, the most interesting, or the most complex point.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Tasting

Description

An activity during which students taste products related to the relevant workshop. Most of the time, the tasting is paired with an educational activity based on the students' senses. For example, associating the tasted chocolate with its correct name, exploring the different ways to cook eggs, or discovering the various characteristics of a type of alcohol. The tasting is also followed by a discussion in small groups or with the whole class.

Key information



Applicable tools:

- Oral
- Paper
- Digital document(s)
- Materials needed for the tasting

Think Tank

Description

An activity that brings together a group of experts to develop ideas on a specific topic or examine problematic situations with the goal of proposing action suggestions. In class, students play the role of experts on questions related to the relevant workshop. This activity serves as a catalyst for ideas and actions. It opens the door to debate and asks students to be both creative and pragmatic in their thinking.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Tournament

Description

An activity designed to enhance learning in a context of healthy and motivating competition. Learners first study content, then are divided into teams by the teacher to conduct the tournament itself. There are two types of tournaments: the tournament with several small teams and the one with only two large teams. In the case of the tournament with several small teams, students answer questions as groups (one answer per group). However, in the tournament with two large teams, the teacher designates two team captains who freely choose their teammates. The task then consists of answering the teacher's questions, taking turns within the same team. Upon the first wrong answer, the question is directed to the opposing team, and so on.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)

Virtual reality

Description

Virtual reality (VR) is a computer-generated simulation that alters the user's perception of reality and allows them to interact with a three-dimensional environment. This environment can either be entirely created or replicate a real-world situation. In both cases, the experience is immersive. VR enables learning through experience in an environment that is both playful and safe. Students are more engaged, experiencing more positive emotions (compared to readings or videos).

Key information



Applicable tools:

- Virtual Reality Experience
- Orally

Description

An activity based on exchange that allows participants to share their ideas by moving between different teams. The World Café can be useful for analysing or resolving situations where several answers are possible but not known. Participants gather in small groups around tables where they discuss questions posed by the teacher. Paper tablecloths cover the tables so that ideas can be scribbled, links drawn and discoveries noted. Words, drawings and symbols are encouraged, so that everyone can contribute to the best of their ability, according to their own style. The World Café consists of three rounds of conversation. Students move to a different table in each round, except for one person who stays behind to share the essence of previous conversations with new participants. Between each round, the students reflect on their discussions in the large group. The exchanges during this activity can generate learning, consensus and awareness.

Key information



Applicable tools:

- Orally
- Paper
- Digital document(s)



Sources

This activity catalogue was inspired by

Polytechnique Montréal
<https://www.polymtl.ca/vignettes/>

Pennsylvania State University
<https://sites.psu.edu/pedagogicalpractices/>

Iowa State University
<https://www.celt.iastate.edu/instructional-strategies/evaluating-teaching/classroom-assessment-techniques-quick-strategies-to-check-student-learning-in-class/>

University of Kentucky
<https://www.uky.edu/celt/>

Vanier College
<https://www.vaniercollege.qc.ca/pdo/>

Moodle Documentation



<https://research.ehl.edu/teaching-learning-pedagogy-resources>