

GUIDED TEACHER REFLECTION  
ENGLISH TEACHERS' NETWORKS (ETN)

# TOPIC 1: FOSTERING INCLUSIVE COMMUNICATION THROUGH WARM-UP ACTIVITIES

Pedagogical Collaboration Series: Guide 1 of 6.



Programa Inglés Abre Puertas  
División de Educación General  
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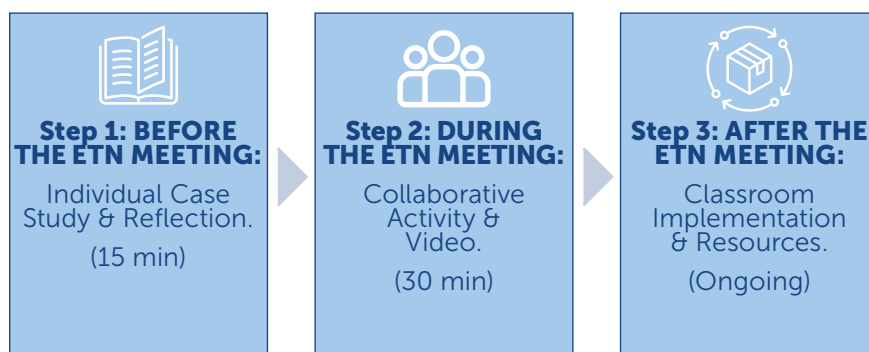
## 1. INTRODUCTION & MBE ALIGNMENT

This guide facilitates ETN meetings by linking pedagogical reflection to the Marco para la Buena Enseñanza (MBE) and Mineduc objectives through a structured, three-stage approach (pre-meeting, during, and post-meeting). It provides concrete examples, such as Beatriz’s warm-up activities, to help educators foster inclusive, communicative classrooms while encouraging collaborative, reflective practice among peers.

**Table 1. Alignment with the MBE Framework and Mineduc Learning Objectives**

TOPIC	MBE DOMAIN	MBE STANDARD	LEARNING OBJECTIVE (Mineduc)
Fostering Inclusive Communication	Domain C: Teaching for all students.	Standard 7: Deep learning strategies.	OA1 (7th–10th Grade): Oral comprehension of authentic & adapted texts.

## 2. THE LEARNING JOURNEY: How to use these guides (Progressive Flow)<sup>1</sup>



<sup>1</sup>We recommend this progressive flow:

1. Before the ETN Meeting: Independent reading and reflection on a case study featuring a “puzzling” pedagogical scenario and the strategies used to address it.
2. During the ETN Meeting: A collaborative activity focused on the case study, structured in three stages: Context, Activity, and Consolidation.
3. After the ETN Meeting: Implementation of additional resources and strategies in your own classroom.

# 1. FACILITATOR'S CORNER

The structure in Table 2 is designed to streamline your monthly session for step 2: **during the ETN meeting.** These three stages ensure a deep understanding of the topic by establishing context, fostering collaboration, and consolidating professional reflection

Table 2.

TIME	STAGE	METHODOLOGICAL KEY POINTS
5'	Context	Set the stage: Why does inclusion matter in ELT?
20'	Activity	Peer-to-peer collaboration: Building on Beatriz's case.
5'	Wrap-up	Consolidation: Connect the activity to the MBE.

## ACTION SYMBOLS KEY:

STRATEGY	COLLABORATION	REFLECTION	SEARCH	WATCH	ETN HUB	ELT ACTIVITY
						

## 4. PHASE 1 - BEFORE THE MEETING (15 min)



Read Beatriz's case and reflect on her situation by using the prompt (questions) below.

### Case Study: Beatriz's Journey Toward Inclusion




Beatriz is an English teacher in Colina who works in culturally and linguistically diverse classrooms. For her, inclusion means creating experiences where every student feels seen and respected (Mineduc, 2015).

She noticed that her **students often stuck to fixed friendship groups**, showing reluctance to interact with unfamiliar classmates. **To break these barriers**, Beatriz **designed a sequence of three 15-minute warm-up activities**: Alphabet of Interests, Find Someone Who... Bingo, and a Group Identity Task. By keeping small, diverse teams together over consecutive lessons, she helped students build trust and communicate in English in a low-pressure, meaningful way.

### Reflective Prompt

1. Which specific features of Beatriz's warm-ups make them both **inclusive** and **communicative**?
2. Comparing your own practice to Beatriz's, what common characteristics do your warm-up activities share?

- **The Challenge:** Students stuck to "friendship islands" and avoided new classmates.
- **The Goal:** Break social barriers using English as a bridge.
- **The Strategy:** A 3-session sequence of low-pressure, high-meaning warm-ups. 

### 3. PHASE 2 - DURING THE MEETING (30 min)



#### 1. Reconnect (5 min)

Beatriz used identity and shared interests as a bridge for interaction.

Before starting, watch the video of Beatriz's case. Pay attention to the intentionality behind her instructions.

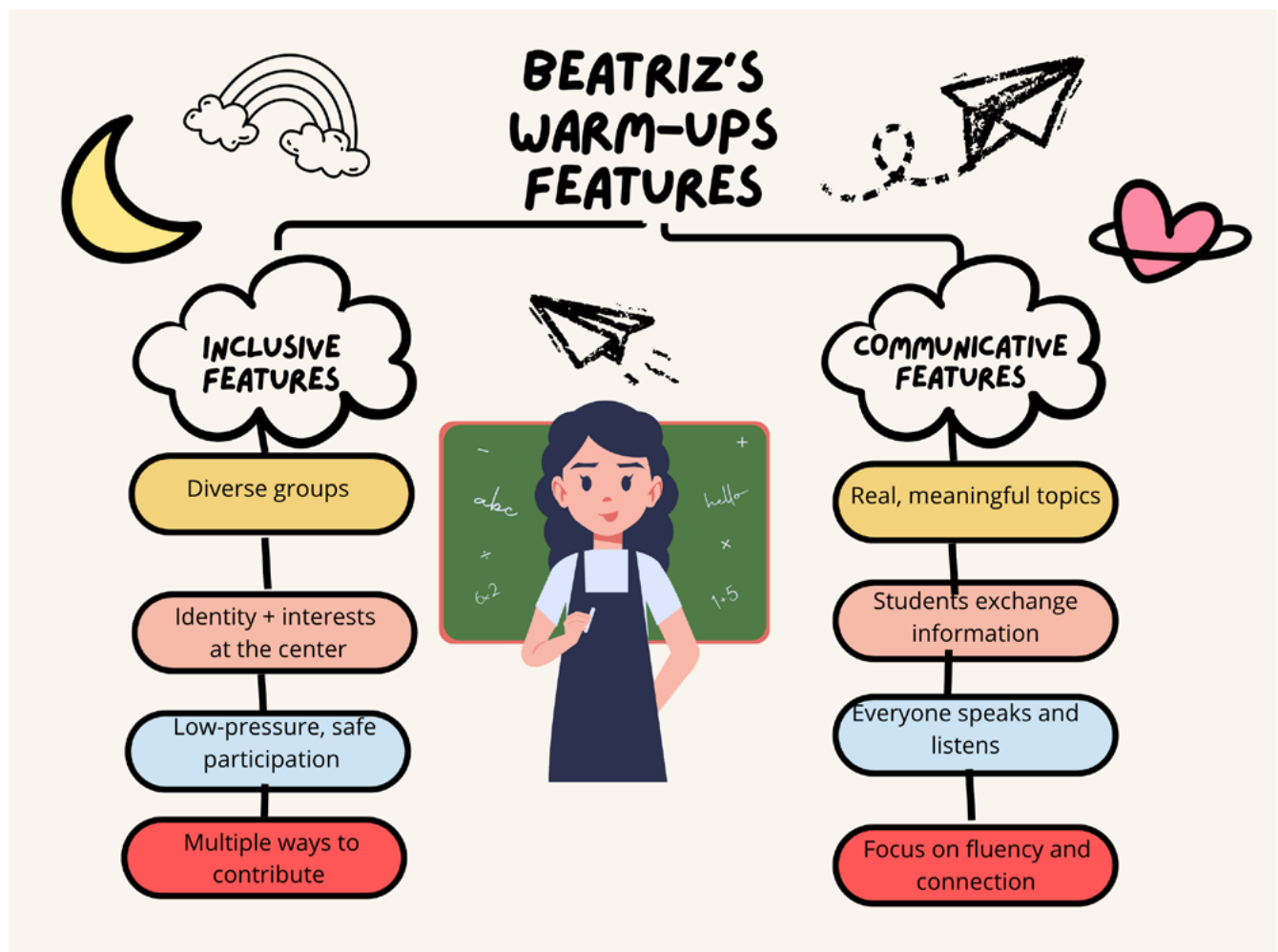
#### Beatriz's case video

#### 2. Collaborative Activity (20 min)



Task 1: Review the diagram of effective warm-up features. In pairs, discuss:

- Which **inclusive feature** from Beatriz's case is most essential for your specific school context?
- Which **communicative skill** do your students need to develop most urgently right now?



Task 2: In pairs, analyze your own practice using this matrix:

My Warm-Up Activity	Inclusive Feature	Communicative Feature	In my class, this looks like...
e.g., Pictionary	Total participation	Spontaneous speaking	Students helping each other with vocab.

### 3. Consolidation (5 min)

Final group reflection: "What are the non-negotiable elements we must include when designing an inclusive and communicative English activity?"

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## 4. PHASE 3 - AFTER THE MEETING (Additional Resources)

Beatriz's Activity Bank: Building Connections

Ready-to-use activities for your bank:

- **The Alphabet of Interests:** Personal identity focused. Students list interests by letter and find common ground.

-Reflective Question: "How did it feel to share your personal interests in English?"
- **"Find Someone Who..." Bingo:** A classic for movement and interaction.

-Reflective Question: "What was the most surprising thing you learned about a classmate today?"
- **Team Statistics:** Visualizing collective identity. Groups create a visual (chart/cloud) representing their collective identity.

-Reflective Question: "How do our individual differences strengthen our team identity?"

## Suggested implementation for the three warm-up activities.



These activities can be adapted based on your students' age and level.

### Warm-up 1: The Alphabet of Interests

**Objective:** To activate prior knowledge, expand vocabulary, and encourage personal sharing through a playful alphabet challenge.

#### Instructions:

- 1. Grouping:** Form teams of 3–4 students and distribute Worksheet 1.
- 2. Individual Task:** Students list one English word representing a personal interest (movies, music, food, etc.) for each letter from A to Z.
  - e.g., A – Avengers, B – Basketball, C – Cheesecake.
- 3. Organization:** Students use the worksheet to organize their words. Allow 3–5 minutes for completion.
- 4. Team Sharing:** Students compare lists within their groups using the following prompts:
  - Which words do we have in common?
  - Which letters were the most challenging to fill?
- 5. Plenary Discussion:** Reflect as a class on the following:
  - How did it feel to share your personal interests in English?

### Warm-up 2: “Find Someone Who...” Bingo

**Objective:** To promote peer interaction, active listening, and oral fluency through an interest-based social challenge.

#### Instructions:

- 1. Preparation:** Hand out a Bingo-style sheet containing different prompts (e.g., Likes science, plays an instrument, enjoys spicy food).
- 2. The Mission:** Explain that students must walk around the room to find classmates who match the descriptions.
- 3. Interaction Rules:**
  - Ask questions in English: “Do you like...?” or “Have you ever...?”
  - Write the classmate’s name in the corresponding box.
  - **Rule:** Each classmate’s name can only be used once on the sheet.
- 4. Scaffolding:** Encourage polite conversation strategies:
  - “Excuse me, could I ask you something?”
  - “Thanks! That’s interesting.”
- 5. Winning:** The first student to complete a line (horizontal, vertical, or diagonal) or the full grid shouts “Bingo!”
- 6. Reflection:** Collect the sheets for the next session and discuss:
  - What was the most surprising thing you learned about a classmate today?

## Warm-up 3: Our Team Statistics

**Objective:** To foster teamwork and self-expression by identifying and visually representing shared group identities.

### Instructions:

- 1. Setup:** Form teams of 3–4. Explain that this final activity focuses on finding common ground.
- 2. Review:** Redistribute the Bingo sheets from the previous session to help students recall their peers' data.
- 3. Data Analysis:** Groups identify patterns or shared preferences.
  - e.g., "60% of us love horror movies" or "We all prefer pizza over pasta."
- 4. Creative Representation:** Teams create a visual "Group Identity" poster using one of these formats:
  - **Pie Chart:** Showing percentages of interests.
  - **Word Cloud:** Highlighting the most frequent preferences.
  - **Team Slogan:** A short statement (e.g., "The Jazz-loving Sci-Fi Foodies").
- 5. Gallery Walk:** Display the posters. Students have 3 minutes to walk around in a "Museum Exhibition" style to view other teams' findings.
- 6. Closing:** Lead a final class discussion:
  - What did you discover about the diversity of the class?
  - How do our differences and similarities strengthen the group?
  - **Key Takeaway:** Summarize the importance of communication, respect, and diversity.

## 5. ANNEXES (PHOTOCOPIABLE MATERIAL)

ANNEX A: STUDENT WORKSHEET - THE ALPHABET OF INTERESTS.



NAME :

### The Alphabet of interests

Fill in the gaps with a word that represents something you like or an interest you have, starting with that letter. You can use English or help yourself with a dictionary!

Letter	My Interest	Letter	My Interest
A	e.g., Animals	N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	



Find a classmate who has at least three similar interests. Write their name here: \_\_\_\_\_

Editable word version: [HERE](#)

# ANNEX B: STUDENT WORKSHEET - FIND SOMEONE WHO... BINGO!

**Find Someone Who...** BINGO

Walk around the classroom and ask your classmates questions. When someone says "YES", write their name in the box. Try to get a "BINGO" (4 boxes in a row or a full house!)

has a pet

been on an airplane

can ride a bike

prefers pizza over burgers

enjoys reading

loves nature

has a sister

loves anime

can dance Cueca

writes poetry

is wearing something blue

loves winter

loves K-Pop

can swim under water

can play the guitar

NAME: \_\_\_\_\_

Editable word version: [HERE](#)

## ANNEX C: REFLECTIVE CHECKLIST (For the Teacher)

**Objective:** To assess the inclusive and communicative impact of the warm-up activity.

- **Participation:** Did students who usually remain silent participate in the activity?
- **Grouping:** Did students interact with classmates outside their usual “friendship groups”?
- **Language Use:** Was the language level accessible for all students (scaffolding provided)?
- **Safe Environment:** Did the activity promote a respectful and low-anxiety atmosphere?
- **Relevance:** Did students find common ground or shared identities during the task?

## 6. INTERNET SEARCH - DIGITAL TOOLS FOR INCLUSION

To enhance the warm-up activities suggested in this guide, we recommend exploring these digital resources. They allow you to create accessible, visually engaging, and interactive materials for all students.

### 1. Tools for Activity Creation

- **Canva for Education:** Use the “Bingo” app within Canva to generate personalized bingo cards in minutes. It offers pre-made templates that can be adjusted for different vocabulary levels and interests.
- **Wordwall:** Search their community for “English warm-up activities” to find ready-to-use games like “Random Wheel” or “Match Up,” which are excellent for low-pressure participation.
- **Flippity:** This tool transforms simple Google Spreadsheets into interactive flashcards, “Random Name Pickers,” and scavenger hunts, perfect for “Find Someone Who...” adaptations.

### 2. Interactive Engagement & Inclusion

- **Kahoot!:** Beyond quizzes, use it as a warm-up to review vocabulary or conduct “pulse checks” on student interests. It allows for a gamified, high-energy start to the lesson.
- **Padlet:** Create “Idea Walls” where students can post images or text about their identity and interests (like the Alphabet of Interests). This is ideal for students who may feel more comfortable communicating through visuals first.
- **Seesaw:** Excellent for diverse learners as it allows students to respond via audio, video, or drawing, ensuring multiple means of expression.

## 7. ETN COLLABORATIVE HUB

The ETN Collaborative **Hub** is a shared space designed to connect English teachers across the network. It fosters reflection, collaboration, and the exchange of practices aligned with the 2026 Reflective Guides.

- The hub is divided into two main areas:
- Inclusive Practices Hub: for sharing your reflections on inclusion and communication.
- ICT Use Hub: for sharing strategies and resources for digital tools and technology integration.

How to participate?

### 1. Access the Hub

Click the following link to enter our collaborative space:  
Access the ETN Collaborative Hub **Padlet**

### 2. Add your contribution

- Post: Choose your column (Inclusive Practices or ICT Use) and click the (+) button.
- Title: Give your post a clear title (e.g., "Warm-up: Alphabet of Interests - Guide 1").
- Description: Write a brief summary of your idea (2–3 sentences).
- Resources: Attach any worksheet, link, or image.
- Reflective Question: End with a question for your colleagues (e.g., "How could this activity be adapted for older students?").

### 3. Engage with others

- Read your colleagues' posts and leave comments or adaptations.
- Use the hub as a source of inspiration for your ETN meetings.

## A STEP TOWARDS A MORE INCLUSIVE CLASSROOM



### **“Inclusion is not a destination, but a journey we take in every lesson.”**

“As English teachers, we are not only teaching a language; we are building bridges of understanding. By implementing these inclusive warm-ups, you are taking a deliberate step toward a classroom environment where every student—regardless of their background or level—feels they belong.

Remember that inclusion is not a final destination, but a continuous journey of observation, empathy, and adjustment. We hope this guide serves as a valuable tool for your professional growth and a spark for meaningful collaboration within your English Teachers’ Network (ETN).

Thank you for your commitment to excellence and for making English a space for connection and respect.

**Keep inspiring, keep reflecting, and let’s continue transforming our English classrooms together!**

## References

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