

LESSON PLAN 1

3 QUESTION MINGLE



ABOUT THE LESSON PLAN

DURATION: 30-40 minutes

MATERIALS REQUIRED: 3 post its per participant and 1 pen/pencil for each participant

OBJECTIVES :

The activity is entitled **3 Questions Mingle** and aims at ensuring a high level of participation, lowering inhibition levels, supporting the participants to get to know each other, to subserve a friendly and open environment, but also to facilitate the creativity within the group. The creativity consists in the creation of three questions per participant. The activity involves participants moving around and meeting each other one-on-one. It's useful in the early stages of group development.

LEARNING OUTCOMES:

Skills and competencies developed:

- Creativity;
- Interpersonal skills;
- Self-confidence;
- Communication and language skills.

Can do:

- Making connections - finding similar and different ideas and perspectives among the participants;
- Making observations - discovering the people's characteristics, nonverbal language, etc.
- Networking - sharing new ideas, inspirations and creating a bond with people from different backgrounds and environment.

LEARNING CONTENT

Step 1



Each participant writes down three questions, each on one post-it that receives from the facilitator. These questions should be open questions to ask other members of the group to better get to know them.

Give participants a few examples, such as: What skill would you most like to develop? Who in your life do you really look up to? When was the hardest you've ever laughed?

If you want to increase the difficulty of the activity or to make it more interesting, you can indicate a topic/ theme/ concept of the questions, depending on the lesson focus.

Encourage participants to be thoughtful, curious and creative with their questions. There are no good or bad answers. It's all about having an opportunity to share some information with each other that we don't often share, and learn something about the other people in the room that's outside of typical conversations.

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In the Handout_1-1 are proposed a set of icebreaker questions, that can be used as an example, being a great way to activate people's imagination.

Step 2

The facilitator sets a time limit. Once all participants have written questions, they begin to mingle.

Give an example of an interaction with a participant. Supposing you are practicing questions, ask a student your question then listen to the response and reply if necessary. Then get the participant to ask you his/her question. After the exchange switch papers and randomly choose a new partner for a new exchange.

Participants meet one-on-one, for one minute per meeting, and ask each other one of the questions they are holding. After asking a question and listening to the answer, they hand over that question. Thus, in each one-on-one meeting, participants will swap one question each.

Step 3

Continue the mingle for a fixed amount of time and encourage participants to try to meet every other member of the group. If time allows, continue until everyone meets everyone.

Step 4

After the mingle, have participants put all the post-its up on a flip-chart or the wall so that all the questions are visible. Invite participants to look at the questions and to use them as inspiration for continued conversations throughout the day and beyond.

TIPS FOR FURTHER READING

Bibliography

- <https://www.sessionlab.com/methods/3-question-mingle>
- <https://www.indeed.com/career-advice/finding-a-job/icebreaker-questions-to-use-when-meeting-new-people>

HANDOUTS

Handout 1