

Your Creativity, Your IMPACT



The Meeting Point

A starting place to pause,
reflect, and reconnect.

elevate
education to empower



Institution: Universidad Nacional de Río Cuarto



Subject: English Language I – First Year



Students' ages: 18–99+ y/o



Location: Río Cuarto, Córdoba, Argentina



Allotted Time: 30–45 minutes

(depending on the number of rounds)



The ELEVATE+ Activity

ELEVATE+ Pillar(s): Vital Connections and Authenticity.

Objective: To accelerate the sense of belonging and psychological safety. This activity helps students move beyond surface-level introductions by identifying shared interests, emotions, and values, effectively creating a foundation of belonging within the group.

Materials & Resources:

- **Signs:** 4 landmark signs for the classroom corners ([Downloadable here](#)).
- **Music:** A speaker and a joyful, upbeat [playlist](#).

The Landmarks (Your Stations): Make the experience immersive by using these specific, iconic meeting spots:

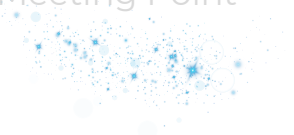
- **England, London: Piccadilly Circus** (Specifically the Statue of Eros—London's most famous meeting point).
- **Italy, Rome:** The Spanish Steps (Piazza di Spagna—where the world sits and chats).
- **Germany, Berlin:** The World Clock (Weltzeituhr—the literal "meeting point" of Alexanderplatz).
- **France, Paris:** The Louvre Pyramid (The modern, easy-to-find heart of the city).

Detailed Procedure

- 1. Set the Stage:** Paste the four landmark signs in the four corners of the classroom or your chosen space, Gym, or Playground, a square. If you are outside, you can tape the signs to trees or pillars. Play joyful, upbeat music as students enter to set a positive tone.
- 2. The Assembly:** Ask everyone to gather in the center of the room. Explain the concept: "In these four cities, people use these 'Meeting Points' to find each other. Today, we are going to find each other based on who we are."
- 3. The Reveal (Project One Round at a Time):** To maintain focus and curiosity, project only one round of the grid on the screen at a time. Each slide should show four statements, each linked to a specific landmark.
- 4. The Connection (3–5 minutes):** Once students arrive at their chosen landmark, drop the music volume. They have 3 to 5 minutes to engage in a "micro-connection." Encourage them to share why they chose that spot and one small detail about their current experience.
- 5. The Signal:** When you increase the music volume, the conversation ends. Students return to the center of the classroom for the next round.
- 6. The Loop:** Repeat for 3 or 4 rounds, revealing a new slide for each.

The Meeting Point: Coded Grid for First-Year Students

ELEVATE+ Pillar	London (Piccadilly Circus)	Rome (Spanish Steps)	Berlin (World Clock)	Paris (Louvre Pyramid)
The "New Life" Chaos	I feel overwhelmed by the "information overload" in WhatsApp groups.	I am feeling nostalgic or sad about the life I left behind today	I am currently avoiding a problem or a task because it feels too big.	I am surprised and proud of myself for a small achievement this week.
The Emotional Landscape	I find myself getting bored or losing focus easily lately.	I am deeply moved and amazed by every sunset I witness.	I feel a bit lonely at this moment, even in a crowded room.	I feel surprised by my own resilience in this new environment.
Expectations	I feel confused about the "hidden rules" of university life.	I am trying to find beauty in the small details of my new city.	I feel guilty for not reaching the high expectations I set for myself.	I am feeling brave enough to ask for help when I need it
Vital Connections	I am looking for a group of people I can truly be myself with.	I am a person who shows exactly how I feel instead of hiding my emotions.	I am worried about the future, but I am showing up anyway	I am starting to feel like I belong in this new academic community



Impact & Reflection

Impact on Students: Initially, students felt a bit hesitant or "exposed" standing in the center. However, once they arrive at a landmark and see three or four others standing there with them, I could see the relief on their faces. They realize, *"I'm not the only one."* By the third round, the "small talk" usually becomes a lively discussion, and they leave feeling seen and understood.

Teacher Experience: Implementing this at the start of the year is a transformative experience. I enjoyed observing how the micro-connections were created and seeing students find their "tribe" in Rome or Berlin. It reaffirmed that my role is to be a facilitator of connection, creating a safe emotional environment where academic learning can truly begin.


A Tip for Colleagues: > **"Balance the Emotions."** Make sure the statements aren't just about likes/dislikes. Include "vulnerable" but safe options. Normalizing feelings of loneliness or confusion alongside small achievements at a "Meeting Point" builds instant psychological safety.

Join the Movement!

I would love to see your "Meeting Points" in action!

If you implement this activity in your classroom:

- **Snap a photo** of your landmarks or your students in action (respecting their privacy, of course!).
- **Tag me on Instagram** @elevateeducationtoempower.
- **Share** one "aha!" moment you had while facilitating.



Let's inspire each other to
build classrooms where every
student feels they have a place
to belong.



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