

An Introduction to Popular Education



Community Capacitation Center

Multnomah County Health
Department



Multnomah County Health Department, 1999



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An Introduction to Popular Education

Workshop Objectives

By the end of the workshop, participants will:

- ❖ Increase their understanding of the main sources, the ultimate goal, the principles, and the values of popular education (PE)
- ❖ Be able to use several PE methods and understand how those methods support and embody the principles and values of PE
- ❖ Understand and be able to use the action-reflection-action (or practice-theory-practice) circle in PE

Workshop Agenda

- | | |
|---|--------|
| • Introduction | 15 min |
| • Dinámica/Movement Building Activity | 20 min |
| • Brainstorming:
What do we already know about Popular Education? | 30 min |
| • Dinámica/Movement Building Activity | 10 min |
| • Radio Play: History of Popular Education | 30 min |
| • Break | 15 min |
| • Cooperative Learning: Reflection on Radio Play | 45 min |
| • Lunch | 50 min |
| • Dinámica/Movement Building Activity | 10 min |
| • Sociodrama/Problem Posing: Identifying the
Problem and Developing Critical Consciousness | 60 min |
| • Break | 10 min |
| • Dinámica/Movement Building Activity | 10 min |
| • Cooperative Learning: Moving to Action | 15 min |
| • Evaluation | 15 min |
| • Conclusion | 5 min |

Brainstorming and Sociodramas

Ground Rules for Brainstorming

- All ideas are accepted without judgment.
- There are no wrong answers.
- Encourage participation from everyone.
- As much as possible, the facilitator should write down exactly what people say. (This means: Don't try to improve on other people's ideas!)

Think, Pair, Share (to prepare for brainstorming)

- Think . . . about the question individually
- Pair . . . off to discuss question
- Share . . . with the group what was said in pairs

Problem - Posing Questions (for use after sociodramas)

- What did you see (in the picture, in the skit, etc.)?
- What is the problem?
- What is the cause of the problem?
- How does this problem affect our community?
- How can we work together to resolve this problem?

Essential Elements of a Successful Role-Playing Activity

- Prepare participants for role-playing. Provide either information or a model.
- Create short scenarios ahead of time.
- Ask for volunteers.
- Give volunteers the scenario and tell them how much time they have. When appropriate, give them a few minutes to prepare.
- Don't let role-plays run long. Call them if necessary.
- Analyze the role-plays:
 - ❖ Ask participants what went well and how to improve.
 - ❖ Ask the observers what went well and how to improve.
 - ❖ Give your own feedback.

Steps for Planning and Conducting a Class Using Popular Education

Before the class

- ⇒ Identify several key points people need to know or skills they need to possess.
Example: People need to know three methods for doing outreach.
- ⇒ Turn the key points into learning objectives which the participants should be able to know or do.
Examples: "By the end of the workshop, participants will be able to name three methods for doing outreach."
- ⇒ Identify some methods for teaching the knowledge and skills in an interactive way.
Examples: Role plays, skits, cooperative learning activities, games.
- ⇒ Develop a lesson plan with time for each activity. It is important to include a variety of activities and not leave people sitting for too long. "Too long" can be 20 minutes to an hour, depending on the group.
- ⇒ Prepare materials. Materials include:
 - Objectives and agenda written on a sheet (or flipchart). This is required!
 - Drawings, graphics or videos to help people understand the topic
 - Written information on the subject that the participants can take to their homes to study

During the class

- ⇒ When you arrive at the workshop site, create a welcoming physical space.
Examples: Arrange chairs in a circle, make sure the temperature is comfortable, and provide food.
- ⇒ When you are ready to start, do an activity to help people feel at ease. (See attached list of dinámicas/Movement Building Activities.)
- ⇒ Find out what people already know. Fill in the gaps in knowledge and skills with interactive activities.
- ⇒ Look at the participants throughout the class to see if they are understanding, if they are bored, need a break or dinámica, etc.
- ⇒ Ask the participants how they will use what they have learned.
- ⇒ Give people a chance to practice what they have learned.
- ⇒ Evaluate the class with the participants.

Things to Do In the Introduction to a Class Using Popular Education

- ⇒ Welcome people to the presentation. Thank them for inviting you to present.
- ⇒ Introduce yourself. Explain who you are, what you do now, and your experience with the topic of the presentation (i.e. develop your credibility).
- ⇒ If you are **not** going to do a *dinámica de presentación/Movement Building Activity* (introduction game), ask participants to go around and introduce themselves now.
- ⇒ Present the **objectives** for the presentation.
Reason: If people know what they are supposed to learn from a class, they are more likely to learn it.
- ⇒ Present the **agenda** for the presentation.
Reason: When people know what is coming, they can relax and get into the presentation. Also, presenting the agenda further establishes your credibility. It demonstrates that you know what you are doing.
- ⇒ Explain that you will be using **Popular Education**. Explain that this methodology may be new to some people, but that they can relax and enjoy themselves.
- ⇒ Explain a little about the **origins and philosophy of Popular Education**.
Example: “Popular Education is a philosophy and methodology that has many sources. It has been used all over the world to educate and organize communities. Some of the main ideas of Popular Education are: 1) We are all teachers and we are all learners; 2) Everyone knows a lot as a result of their life experience; and 3) The goal of education should be to create healthier communities.”
- ⇒ Ask people if they have any questions before you proceed.
- ⇒ Proceed to the *Dinámica/Movement Building Activity*.

Cooperative Learning Methodology

Why use Cooperative Learning?

In order to make our communities healthier and better places to live, it is essential that we all work together. We need everyone's skills, opinions, and ideas. Cooperative Learning methodology helps us gain the skills we need to work together effectively.

Where does Cooperative Learning come from?

Cooperative Learning was developed by two brothers, David and Roger Johnson. It was developed for use in public schools in the U.S., but it has been used successfully with groups of all ages in many parts of the world. The best short book about Cooperative Learning is called *Circles of Learning*.

BASIC PRINCIPLES OF COOPERATIVE LEARNING

1. A large group is divided into small groups of 3 – 6 participants. Four is the ideal number of group participants.
2. Everyone in the group is assigned a role. Roles are chosen and designed to give people an experience of success.
3. The group is given a task.
4. In order for the group to complete the task, everyone must participate.
5. Everyone has a responsibility to assure that everyone participates.
6. Before participants can ask the workshop facilitator a question, they must ask other members of their group.
7. On-going skill development is an essential part of cooperative learning. This means that after each activity, we talk about how our group functioned and how it can function better. We also spend time talking about how to be successful in all roles.
8. Over time, all participants have the opportunity to play all the roles.

STRUCTURE OF COOPERATIVE LEARNING GROUPS

1. Facilitator
 - a. Animates and motivates the group.
 - b. Keeps the group on task.
 - c. Makes sure everyone is heard.
 - d. Asks for consensus.
 - e. Provides helpful and supportive feedback.
2. Recorder
 - a. Keeps notes of the group's work, either on newsprint or notebook paper.
3. Reporter
 - a. Shares the group's work and ideas with the larger group.
4. Timekeeper
 - a. Makes sure group completes the task within the time provided.
5. Observer
 - a. Pays special attention to how the group is working together, i.e., Is everyone participating? Is anyone dominating the group?
 - b. After the activity, shares her/his observations with the group.

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Note: To order books from the Hesperian Foundation, visit <http://hesperian.org/>. Many of the other books on this list are available from bookfinder.com or at [Amazon.com](http://amazon.com).

Dinámicas/Movement Building Activities for Popular Education



Noelle Wiggins
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March 1999

Introduction

“Dinámicas” are games used in Latin American popular education. They are also commonly used by popular educators in the U.S. Unlike the “icebreakers” used in the U.S., dinámicas are used intentionally with a specific purpose. They can be short or long, simple or complicated, funny or more serious. I learned the dinámicas included in this booklet while working in El Salvador from 1986-1990. Many of them are also included in a book called, *Dinámicas Para la Educación Popular* (Dinámicas for Popular Education) published by Alforja, a Costa Rican publisher of materials for popular education, as well as *Games for Actors and Non-Actors* by Augusto Boal.

I hope that you will enjoy the dinámicas in this booklet and use them often!

Noelle Wiggins
March 1999

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DINÁMICAS/MOVEMENT BUILDING ACTIVITIES To Get to Know Each Other

Piña y Naranja/Pineapple and Orange

Purpose:	To help people get to know one another's names
Seating Pattern:	Everyone seated in a circle
Number of Participants:	Can be done with as few as six, but works better with 10 or more. Can be done with a very large group (40 or more).
Level of Movement:	High

Process: The leader stands in the center of the circle. Go around the circle and have everyone say her/his name. The leader points to someone and says "piña" or "naranja." If the leader says "piña," the person must say the name of the person on her/his **right**. If the leader says "naranja," the person must say the name of the person on her/his **left**. If the person says the wrong name or takes too long, s/he comes to the center and becomes the leader.

If it appears that everyone knows the names of the people to their right and left, then the leader can say "canasta revuelta," (fruit basket turnover.) Everyone must get up and find another seat. While they are moving, the leader finds a seat. Whoever is left in the middle becomes the leader.

Los Vecinos/The Neighbors

Purpose:	To help people get to know one another's names; animation
Seating Pattern:	Everyone seated in a circle
Number of Participants:	At least 8; can be done with as many as 20-30.
Level of Movement:	High

Process: The leader stands in the center of the circle. Go around the circle and have everyone say her/his name. The leader asks someone in the circle, "¿Te gustan tus vecinos?" (Do you like your neighbors?) If the person answers "yes," then everyone stays where they are. If the person answers "no," then the leader asks, "¿Con quién quieres cambiar?" (With whom would you like to exchange?) The person who is asked names another person on the other side of the circle. Then, the neighbors of the person asked and the neighbors of the person named must switch places. **The person asked and the person named do not move.** In the meanwhile, the leader also looks for a place to sit. Whoever is left standing becomes the leader and must ask, "¿Te gustan tus vecinos?"

Good Day

Purpose:	To help people get to know one another's names
Seating Pattern:	Everyone is standing
Number of Participants:	8 to 30
Level of Movement:	Moderate; involves standing

Process: Everyone starts by shaking hands with someone they don't know and saying their own name. They can only let go of the other person's hand when they have grabbed another person's hand. They then say their own name to that person, and so on.

Adaptation: Use different greeting styles instead of shaking hands.

Circle of Names of Belo Horizonte

Purpose:	To help people get to know one another's names
Seating Pattern:	Everyone is standing in a circle
Number of Participants:	6 to 30
Level of Movement:	Moderate; involves standing and some movement

Process: The first participant makes a gesture while saying their name and another word with the same first letter as their name. This word should in some way suit this participant's personality. Everyone in the circle repeats the name, word, and gesture. Then the next person in the circle does their own gesture, name, and word. This is repeated around the circle.

Optional: Each name/word/gesture combination can be repeated several times in the first round and then in the second round, the rest of the group tries to remember the name/word/gesture combination for each person in the circle.

Adaptation: Can be done sitting down.

El Cartero Trae Cartas/The Mail Carrier Brings Letter

Purpose:	Animation; Getting to know each other
Seating Pattern:	Everyone seated in a circle
Number of Participants:	6 to 50
Level of Movement:	High

Process: The leader stands in the middle of the circle of chairs, and says, "El cartero viene de Madrid y trae cartas para todos los que le gustan a leer. (The mail carrier comes from Madrid and brings letters for everyone who likes to read.)" Everyone in the circle who has black shoes must get up and find another seat. They cannot take the seat

next to them. In the meanwhile, the leader also tries to find a seat. The person who is left standing becomes the leader and must say, "The mail carrier comes from (somewhere else) and brings letters for everyone who (some other characteristic)." Based on the level of trust within the group, you can encourage characteristics that are more personal and not based on what people are wearing. You can also use the Mail Carrier to introduce a topic by creating pre-printed characteristics related to the topic. For example, "I bring letters for everyone who has helped a community member apply for health insurance."

My Name Is and I Like To

Purpose:	Getting to know each other
Seating Pattern:	Everyone standing in a circle
Number of Participants:	6 to 30
Level of Movement:	Moderate

Purpose: The leader invites all of the participants to stand in a circle. They begin by sharing their name and an activity that they like to do. When they say the name of the activity, they will do a physical motion that goes along with that activity. The participants will then say back the leader's name, their activity and do the motion. The next participant will follow the same pattern, sharing their name and an activity that they like to do. Allow everyone a chance to share their name and activity.

Adaptation: Other characteristics can be substituted for favorite activities, including favorite stretch, what their homeland is famous for, their hairstyle when they were 13, or what they want to do over the summer.

DINÁMICAS/MOVEMENT BUILDING ACTIVITIES To Build Participation and Energy

Regálame Fuego/Give Me a Light

Purpose: Animation
Seating Pattern: Participants seated in a circle
Number of Participants: This dinámica works best with more than 8 people and can be done with very large groups.
Level of Movement: High

Process: The leader stands in the middle of the circle. S/he goes to someone sitting in the circle and says, “Regálame fuego. (Give me a light.)” The person says, “Vaya al otro rancho. (Try the next house.)” The leader continues to ask for a light and people continue to send her/him away for awhile. Then, someone who is asked for a light answers by saying, “¡Se me quemó el rancho! (My house burned down!)” At this point, everyone in the circle has to get up and find another chair. The leader also tries to get a chair. Whoever is left standing in the middle of the circle then becomes the leader and has to go around asking for a light.

Cat and Mouse

Purpose: Animation
Seating Pattern: Participants standing in the room
Number of Participants: 8 to 40
Level of Movement: High

Process: Ask everyone to find a partner and decide who will be the cat and who will be the mouse. The cat will chase the mouse in slow-motion. Once the cat tags the mouse, they switch roles and continue the chase in slow-motion. Ask participants to be careful with their fellow participants. If you are doing this activity outside, create a boundary that the participants have to stay within.

Calles y Avenidas/Streets and Avenues

Purpose: Physical activity and animation
Seating Pattern: Participants stand in rows and columns, like this:

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Number of Participants: 19-28
Level of Movement: High
Special Note: This dinámica requires a lot of space. It is best to do it outside.

Process: People form the rows and columns shown above. They link hands down the rows or down the columns. Linking hands one way forms “streets.” Linking hands the other way forms “avenues.” Two people are chosen or volunteer to be the “gato” (cat) and the “raton” (mouse). The cat chases the mouse up and down the streets and avenues and tries to catch him/her. The leader stands apart from the group and calls out “street” or “avenue.” At the leader’s command, the people forming the grid drop hands and then link up the other way to form the other formation. This means that just as the cat is about to catch the mouse, the grid may change and s/he may lose her/his opportunity. If the cat catches the mouse, then the mouse becomes the cat and someone else volunteers to become the mouse. The original cat gets to take that place in the grid.

Onda a la Derecha/Wave to the Right

Purpose: Animation
Seating Pattern: Everyone seated in a circle
Number of Participants: 4-100+
Level of Movement: High

Process: The leader stands in the center of the circle. When the leader says, “Onda a la derecha,” (“Wave to the right,”) everyone moves one seat to the right. When the leader says, “Onda a la izquierda,” (“Wave to the left,”) everyone moves one seat to the left. When the leader says, “Tempestad,” (“Storm,”) everyone must find another seat on the other side of the circle. The leader also searches for a seat, and whoever is left in the middle becomes the leader.

Peruvian Ball Game

Purpose: Animation
Seating Pattern: Walking around the room
Number of participants: 8 to 30
Level of Movement: High

Process: Each participant imagines that they have a particular kind of ball. They imagine what shape it is and what material it is made out of. They play with it in a repetitive rhythm, so that they are using as much of their body as possible in the movement. They can also make a sound of this particular ball. The participants are given a few minutes to establish a regular, repetitive action and sound, which they practice while walking around. After a few minutes, the leader says, “Find a partner.”

Each person finds a partner, and the two continue their action, facing each other, while carefully watching what the other person is doing. After about a minute, the leader says, "1, 2, 3, exchange," and each participant must immediately switch to adopt their partner's movements and sound as exactly as they can. Everyone continues moving around the space, and after a few minutes, the leader says "Find a partner" again, and the exchange is repeated.

After several exchanges, the leader can say, "Get your original ball back," and then the participants must try to find the person who has the ball they started with, all while continuing to play with the most recent ball they acquired. When they find it, the person who has it can stop playing with it. If not everyone can find the person who has their ball, the group can try to trace the path of the ball to find out who was supposed to have it.

El Pueblo Manda/The People Rule (or Say)

Purpose:	Animation
Seating Pattern:	Any formation (usually standing in a circle)
Number of Participants:	From 1 to 100+!
Level of Movement:	Adaptable; could be done while seated

Process: This game is somewhat like Simon Says but it is not exactly the same. The leader stands in front of the group where everyone can see him/her. S/he explains that when s/he does an action (like tapping his/her head with his/her hand) and says "El pueblo manda que hagan esto (The people say do this)" everyone should do that action. However, if s/he does an action and only says, "Que hagan esto (do this)" without mentioning the *pueblo*, then no one should do it. The leader begins to do actions and say "El pueblo manda que hagan esto. (The people say do this.)" At some point, the leader does an action and only says, "Que hagan esto. (Do this.)"

There are various possibilities when participants "mess up" and do an action that the people didn't tell them to do. These are: 1) The people who mess up have to sit down and you continue with the *dinámica* until only one "champion" is left standing; 2) The person who messes up has to lead the *dinámica*; or 3) Nothing happens and everyone just continues to do the *dinámica*.

Variations: Since this *dinámica* does not require that participants speak, you can teach the *dinámica* in any language. Or, you can start in one language and then switch to another. If people who mess up have to lead the *dinámica*, it's a good way for them to learn a few words in another language.

Elefante y Girafa/Elephant and Giraffe

Purpose:	Animation
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Seating Pattern: Everyone standing in a circle
Number of Participants: 8-20
Level of Movement: Moderate; can be done while seated

Process: The leader stands in the middle of the circle. S/he points to someone in the circle and says either “elefante” or “girafa.” If s/he says, “elefante,” then the person pointed to must put out his/her hands, making the trunk of the elephant. The people to her/his left and right must make the ears of the elephant by shaping their arms into large circles next to the “elephant.” If the leader says, “girafa,” then the person pointed to must put his/her arms up in the air to make the long neck of the giraffe. The people next to her/him must put one arm up to the giraffe and one arm down to the floor, making the legs of the giraffe. If any of the three people make a mistake or don’t respond quickly enough, that person becomes the leader and must say “elefante” or “girafa” to others.

Arroz, Frijoles y Maiz/Rice, Beans and Corn

Purpose: Animation
Seating Pattern: The group can be sitting in any formation – a circle, rows of chairs, or theater seating.
Number of Participants: 6-100+
Level of Movement: Moderate; mostly sitting

Process: Divide the group into three sections. Explain that one section is “corn,” one section is “beans,” and one section is “rice.” Ask each section to identify themselves by calling out their name. Explain that you are going to tell a story and that in the story you are going to mention the three names. When a section hears its name, everyone should stand up, turn around once, and sit down again. Practice this once. Then tell a story something like this:

Once upon a time there was a great ship. On the ship were many women, men and children. On the ship there was also a lot of corn, beans and rice. The ship set sail from Argentina headed for Spain. For awhile, everything went fine. The people enjoyed the lovely weather and ate lots of corn, beans and rice. But suddenly the wind started to blow and the waves started to get bigger. The corn, beans and rice in the ship’s hold started to bounce and jostle around. The people started to get worried. They said, “What will happen to us if we lose our rice? What will happen to us if there are no more beans to eat? How can we live if the corn falls overboard?” The people got very excited and ran to the ship’s hold. There, they saw beans, corn and rice flying everywhere. They tried to catch the beans. They tried to catch the corn. They tried to catch the rice. As the ship neared the Spanish coast, the winds began to calm and the waves grew smaller. The people were happy! They arrived in Spain with all their corn, beans and rice intact. They took all the corn, beans and rice off the boat and shared it with the Spaniards. Everyone was happy.

Variations:

- 1) Other versions of this story take place in rural areas of Latin America where everyone depends on these basic food items for sustenance. Sometimes there is a plague and the food items are in danger of being wiped out. You can vary the story any way you want. The only essential is that the corn, beans and rice get mentioned often.
- 2) You can tell this story in any language, even a language that no one in the group speaks. They only have to learn three words in the other language in order to be able to play the game. Sometimes it is more fun if they only know three words and have to listen hard for them.

Me Voy A Paris/I Am Going to Paris

Purpose:	Animation
Seating Pattern:	Participants standing in a circle
Number of Participants:	4 to 12
Level of Movement:	Moderate; can be adapted

Process: The leader stands in the circle with the rest of the group. The leader turns to the person to her/his left and says, “Me voy a Paris. (I am going to Paris.)” The person to her/his left responds by asking, “¿A qué? (What for?)” and the leader answers, “A comprar un molino. (To buy a mill.)” The leader starts to crank an invisible mill with her/his right hand. The person to her/his left responds with pleasure or surprise or horror, as desired. Then s/he turns to the person to her/his left and says and does the same thing. Continue around the circle ‘till everyone has spoken and everyone is cranking an invisible mill.

Continuing to crank the invisible mill, the leader says to the person to her/his left, “My voy a Boston (or wherever). (I am going to Boston.)” The person asks again, “¿A qué? (What for?)” and the leader answers, “A comprar una silla mesadora. (To buy a rocking chair.)” The leader starts to rock back and forth, while still cranking the mill. Continue around the circle in the same manner.

Continue to add more actions until the group is tired. Other things to buy include: *una bicicleta* (a bicycle), and *una hoola* (a hoola hoop).

Whoosh, Whoa, Zip!

Purpose:	Animation
Seating Pattern:	Everyone standing up in a circle (or seated)
Number of Participants:	4-100+

Level of Movement: Moderate; involves standing but could be done while seated

Process: There are three actions in this dinámica: whoosh, whoa, and zip. The leader turns to the right or left and initiates a "whoosh" - a wave like motion using both arms accompanied by saying "whoosh!" The person who gets "whooshed" either continues the action to the person on the opposite side of him or her, or says "whoa," putting one hand up to the "whoosh." This action will block the "whoosh." The "whoosh" must then turn to the other side and attempt to "whoosh" again. However, if that person also says "whoa," then the "whoosh" must "zip" by pointing to someone else in the circle and saying "zip!" This will start the whole cycle over again with a new "whoosh."

Mar, Tierra y Aire/Sea, Land and Air

Purpose: Animation
Seating Pattern: The group stands in a circle with the leader in the middle. (Can be adapted by having people sit in chairs.)
Number of Participants: 6-30+
Level of Movement: Moderate; involves standing but could be done while seated

Process: The leader throws a ball to someone in the group and says, "land" or "sea" or "air." The person who receives the ball must name an animal that lives in that "region." S/he must name a specific animal; for example, "bird" is not acceptable for an animal that lives in the air. Also, participants should not name animals that have already been named. If a participant cannot name an animal or names a wrong animal, s/he comes to the center to lead the dinámica.

¿Quién Empezó el Movimiento?/Who Started the Movement?

Purpose: Animation
Seating Pattern: The group stands in a circle. (Can be adapted by having people sit in chairs.)
Number of Participants: 6-30+
Level of Movement: Moderate; could be done while seated

Process: One person volunteers to leave the room. When the person is gone, another person volunteers to be the leader. That person starts to do a movement (such as clapping hands or tapping shoulders) and everyone else follows him/her. The person who went outside is called back. S/he must stand in the middle of the circle and figure out who is leading the movement. The leader changes movements from time to time (when the person in the center is not looking) and the whole group follows. When the person in the center correctly guesses the leader, the leader goes outside and the game starts over again with a new leader.

A Round of Rhythm and Movement

Purpose:	Animation
Seating Pattern:	Standing in a circle
Number of Participants:	6 to 20
Level of Movement:	Moderate; is adaptable

Process: The participants form a circle. One of them goes into the middle and starts making a movement, as strange or unusual as they like, accompanied by a sound, in a rhythm. All others imitate this person, trying to imitate them as closely as possible in the same rhythm. Continuing the same movement and sound, the leader approaches and stands in front of someone else in the circle. This person goes into the middle and slowly changes the movement, sound, and rhythm any way that they like, and everyone else follows them. Repeat until everyone in the circle has had a chance to lead.

Chain Rhythm Dialogue

Purpose:	Animation
Seating Pattern:	Standing or seated in a circle
Number of Participants:	8 to 20
Level of Movement:	Moderate; can be done while seated

Process: One person thinks of something they wish to express and tries to translate this thought into movement and sound (not simply mimicking the sound of the words). The first person's neighbor watches this person, then answers them with their own movement and sound, but this answer is directed to the second person's neighbor on the other side, and so on around the circle. At the end, the participants tell each other what they were thinking.

Rhythm with Chairs

Purpose:	Animation
Seating Pattern:	Standing anywhere in the room; can be seated
Number of Participants:	8 to 20
Level of Movement:	Moderate; can be done while seated

Process: Select 5 volunteers to make a pose with their body (optional: and the chair/object). The poses are numbered from 1 to 5. Have participants move around the room, then the leader will call out a number and everyone must immediately assume the pose corresponding with that number. After a few times, the leader can start saying two numbers at a time, and the participants must try to make both poses. Then three at a time, and so on, or participants can take turns calling numbers and if more than one number is called at the same time, participants must try to make both/all poses that were called.

Optional: Each participant has a chair or other object.

Este es un Perro/This is a Dog

Purpose: Animation
Seating Pattern: The group sits in a circle.
Number of Participants: 6 to 12
Level of Movement: Low

Process: One person starts the game by turning to the person next to him/her and holding up a pen or other object and saying “This is a dog.” The other person asks, “A dog?” and the first person confirms, “Yes, a dog,” and hands the “dog” to the second person. The second person then turns to the third person and they repeat the same conversation. This continues around the circle until the first person is holding the object again. S/he starts the process over again, but this time s/he speaks with a definite emotion: fear, anger, frustration, sadness, etc. There’s nothing to figure out in this dinámica and no one wins or loses. The point is to be as dramatic and funny as possible.

Variation: Instead of saying, “This is a dog,” the first person asks, “Me compra este patito?” (“Will you buy this duck?”) The second person asks, “Y pica?” (“Does it bite?”) and the first person replies, “No pica.” The second person takes the “duck” and says, “Te lo compro.” (“I’ll buy it from you.”)

Pablo Llama a Pedro/Paul Calls Peter

Purpose: Animation
Seating Pattern: The group sits in a circle or semi-circle. A number (beginning with “1”) is placed on the floor in front of every chair except for 2. In front of these chairs, there are “namecards” for “Pablo” and “Pedro.”
Number of Participants: 6-20+
Level of Movement: Low

Process: “Pablo” starts out the game by saying, “Pablo calls Pedro.” Pedro answers “Pedro calls Pablo.” They repeat this two more times. After they have done it three times, then Pedro can call another number, such as “Pedro calls Number 3.” Number 3 can call any other number, or Pedro, or Pablo. If Pablo is called, s/he can **only** call Pedro. If someone (including Pablo or Pedro) makes a mistake, then s/he goes to the last numbered seat and everyone moves up one seat. The goal is to become and remain “Pablo,” who is at the top of the hierarchy. (Okay, so it’s not a very enlightened game, but it’s fun!)

Two by Three by Bradford

Purpose:	Animation
Seating Pattern:	In a circle or in pairs
Number of Participants:	8 to 50
Level of Movement:	Low; can be done while seated

Process: Participants can be in a circle or in pairs. The participants start taking turns counting to three (or any other odd number), either around the circle or in their pairs. Once they are comfortable with this, without breaking the rhythm of counting, the next participant to start the count replaces the word "one" with a sound and/or action. Now every time the count returns to one, the participant whose turn it is must make this noise/action instead of saying "one". When the participants are comfortable with the new rhythm, the word "two" is replaced with a sound/action (which should be as different as possible from the first), and so on.

DINÁMICAS/MOVEMENT BUILDING ACTIVITIES To Promote Teamwork

The Circle of Knots

Purpose:	Teamwork
Seating Pattern:	Everyone standing up in a circle
Number of Participants:	8 to 20
Level of Movement:	High; involves flexibility

Process: 1. Join hands to form a ring, then move apart until only fingers are touching. After a few moments, move together to cluster in the middle. 2. Move apart again and form a circle holding hands. Keep the same grip for the duration of the exercise. One person starts to move forward, pulling their neighbors after them (slowly, without violence, with a light touch). Go under or over the linked hands of the people opposite. The rest of the participants take turns doing the same until everyone is so tangled that no one can make further "knots". Now, slowly and without violence, and in silence, without unlinking hands, everyone tries to untangle the chain and return to the original positions.

Rock, Paper, Scissors Cheering

Purpose:	Teamwork
Seating Pattern:	Pairs standing in the room
Number of Participants:	10 to 30
Level of Movement:	Moderate; involves standing

Process: Ask everyone to find a partner and play "Rock, Paper, Scissors." On the count of three, each person either makes a fist (rock), a flat hand (paper) or a fist with two fingers (scissors). A rock beats scissors; paper beats rock; and scissors beat paper. If the participants make the same motion, they do it again until there is a winner. Whomever loses in each pair then becomes a cheerleader for the winner from their pair and stands behind the winner. The winner then finds another person to play against. Whomever loses in the second round then becomes a cheerleader for the winner (along with the person who was their cheerleader). Continue to play until you have one final winner.

Bear, Warrior, Princess

Purpose:	Teamwork
Seating Pattern:	Pairs standing in the room
Number of Participants:	10 to 30

Level of Movement: Moderate; involves standing

Process: Ask the participants to find a partner and stand back to back. On the count of three, ask everyone to turn around and face their partner while making one of three movements: a bear (arms raised), a prince (waving their arm), or a warrior (simulating using a bow and arrow). If the pair makes the same movement, they continue on for another round. If they made different movements, they are asked to sit down. Continue on until you have a pair who continues to make the same movement.

Colored Dots

Purpose: Teamwork
Seating Pattern: Participants standing a circle
Number of Participants: 10 to 30
Level of Movement: Moderate; involves standing

Process: The facilitator places a colored dot on the back of each participant. Without speaking, the participants need to find others with the same colored dot that they have. (Since participants cannot see their own dot, they will need to help each other find their group).

DINÁMICAS/MOVEMENT BUILDING ACTIVITIES

To Break Participants into Groups

Las Lanchas/The Lifeboats

Purpose:	To sort people into groups of a certain size
Seating Pattern:	Everyone standing up in a circle
Number of Participants:	8-100+ (assuming the room is big enough!)
Level of Movement:	Moderate; involves walking

Process: The leader explains that we are on a large boat, like the “Love Boat.” S/he asks everyone to follow him/her in walking around the deck. The leader explains that they are having a lovely time on board this ocean liner. The sun is shining, the band is playing, a gentle breeze is blowing, some people are swimming, etc. (Everyone makes happy noises.) Suddenly, (the leader narrates,) the waves get bigger, the wind starts to howl, and it starts to rain and thunder. The ship starts to toss and pitch in the waves. (Everyone makes scared and howling noises.) The leader continues to narrate: The captain comes on board and says that the ship is going to sink, and the lifeboats can only hold 4 (or 2 or 6 or 5 or whatever size you want), so everyone must form groups of 4 (or 2 or 6 or 5 or whatever.) People rush to form groups of the appropriate size. Those who do not join groups will “drown.” But in order to get them into groups, the leader can attach them to existing groups so that everyone is “saved” (and everyone has a group!)

Thank You

Purpose:	To sort people into groups of a certain size
Seating Pattern:	Everyone standing up in a circle
Number of Participants:	15 to 30
Level of Movement:	Moderate; involves walking

Process: Depending on the number of groups you want, post pieces of paper around the room with the words “thank you” written in different languages. Ask the participants to practice saying thank you in the different languages with you. Pass out cards with thank you in different languages. Ask participants to find their group by saying thank you in the language written on their card.

Animal Cards

Purpose:	To sort people into groups of a certain size
Seating Pattern:	Everyone standing up in a circle
Number of Participants:	15 to 50

Level of Movement: Moderate; involves walking

Process: Depending on the number of groups that you want, pass out cards with the pictures of animals to the participants. Ask them to find their group members by making the sound and movement of that animal.

Silent Birthday Shuffle

Purpose: To sort people into groups of a certain size

Seating Pattern: Everyone standing up in a circle

Number of Participants: 10 to 40

Level of Movement: Moderate; involves walking

Process: Ask participants to line up in order of their birthdays without speaking. They will likely use their hands to share their birthday. Once everyone is lined up, starting with the beginning, ask them to share their birthdays. The facilitator can then divide up the participants into small groups.

Bags of Mystery

Purpose: To sort people into groups of a certain size

Seating Pattern: Everyone standing up in a circle

Number of Participants: 15 to 30

Level of Movement: Moderate; involves walking

Process: Pass out a paper bag to each participant with an object inside. Ask them to find other participants with a similar object in their bag without looking, only by touching the object in the bag. The participants with similar objects can then form their group.

DINÁMICAS/MOVEMENT BUILDING ACTIVITIES

To Learn, Brainstorm or Review Content

Canción del Sombrero/The Hat Song (a.k.a. The Hot Potato)

Purpose:	Review material already learned or brainstorm on a new topic
Seating Pattern:	The group stands or sits in a circle.
Number of Participants:	6-20+
Level of Movement:	Low

Process: The leader turns on taped music or plays music on an instrument. When the music begins, the group begins to pass a hat around the circle. Everyone has to take the hat, put it on her/his head, and then pass it along. When the music stops, the person with the hat must do something, such as name a piece of information (something previously learned, like a role of a CHW) or share an idea or opinion (in answer to a question like, “What are some barriers to obtaining prenatal care?”)

Variation: If for some reason people are averse to putting on a hat, you can use a potato or other object and just pass it around the circle.

El Cartero Trae Cartas/The Mail Carrier Brings Letter

Purpose:	Animation; Getting to know each other
Seating Pattern:	Everyone seated in a circle
Number of Participants:	6 to 50
Level of Movement:	High

Process: The leader stands in the middle of the circle of chairs, and says, “El cartero viene de Madrid y trae cartas para todos los que le gustan a leer. (The mail carrier comes from Madrid and brings letters for everyone who likes to read.)” Everyone in the circle who has black shoes must get up and find another seat. They cannot take the seat next to them. In the meanwhile, the leader also tries to find a seat. The person who is left standing becomes the leader and must say, “The mail carrier comes from (somewhere else) and brings letters for everyone who (some other characteristic).” Based on the level of trust within the group, you can encourage characteristics that are more personal and not based on what people are wearing. You can also use the Mail Carrier to introduce a topic by creating pre-printed characteristics related to the topic. For example, “I bring letters for everyone who has helped a community member apply for health insurance.”