

# Popular Education Manual



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# Table of Contents

<b>Agenda Design</b> .....	<b>3</b>
• Popular Education Principles .....	3
• Purpose .....	3
• Objectives .....	4
• Participant Characteristics .....	6
• Community Engagement Continuum .....	7
• Content, Methods & Process .....	8
• Flow .....	9
• Time .....	9
• Materials .....	9
<b>Room Arrangement</b> .....	<b>11</b>
• Tips on Using the Space Democratically .....	11
• Space Considerations .....	12
<b>Decision Making</b> .....	<b>13</b>
• What is the question? .....	13
• Who is making the decision? .....	13
• How are you making the decision? .....	13
• Collecting Input .....	14
<b>Facilitation Tips</b> .....	<b>15</b>
<b>Appendices</b>	
• A: Popular Education methods .....	16
• B: Dinámica List. ....	21
• C: Resources / Bibliography. ....	41
• D: Sample facilitator agenda .....	46
• E: Facilitating an Introduction to Popular Education Workshop .....	50

## Agenda Design

### Popular Education Principles

Some of the guiding principles of popular education include:

- The goal of popular education is organized action to change the world.
- The current distribution of the world's resources is unjust and change is possible.
- It is important to create an atmosphere of trust so that people can share their ideas and experiences.
- We all know a lot. As educators and organizers, we should always start with what people already know and/or do.
- The knowledge we gain through life experience is as important as the knowledge we gain through formal education.
- People should be active participants in their own learning process.
- In each situation in which we try to teach or organize, the conditions should reflect the conditions of the society we are trying to construct. This means equality between "facilitator" and "participant," and democratic decision-making.

### **How can popular education principles guide the agenda that you create?**

**Purpose:** The purpose flows from the need. It is important to let the purpose shape the meeting.

Questions for consideration:

- What time is it in the world now?
- What time is it in our initiative / project / program now?
- What are the challenges and opportunities that we are facing?
- What is the need that this project can uniquely meet?

A key is to decide whether the meeting already has a determined content - does it need to have a formal structure (i.e. the group wants to agree upon or make a decision around a predetermined issue/content) - or is the purpose of the meeting to explore, inquire, develop ideas or in other ways make space for co-creation and development - in other words, let a new content emerge.

Different purposes:

- Relationship building
- Learning processes

- Idea development / innovation
- Dialogue
- Experience sharing
- To find consensus
- Team building
- Informational
- Planning
- Distribution of tasks
- Decision making
- Problem solving

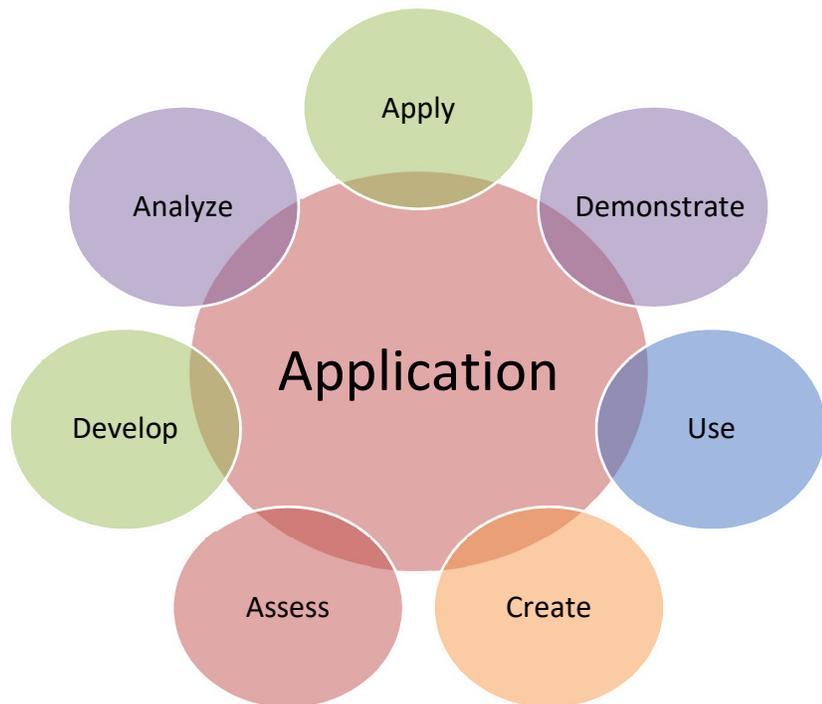
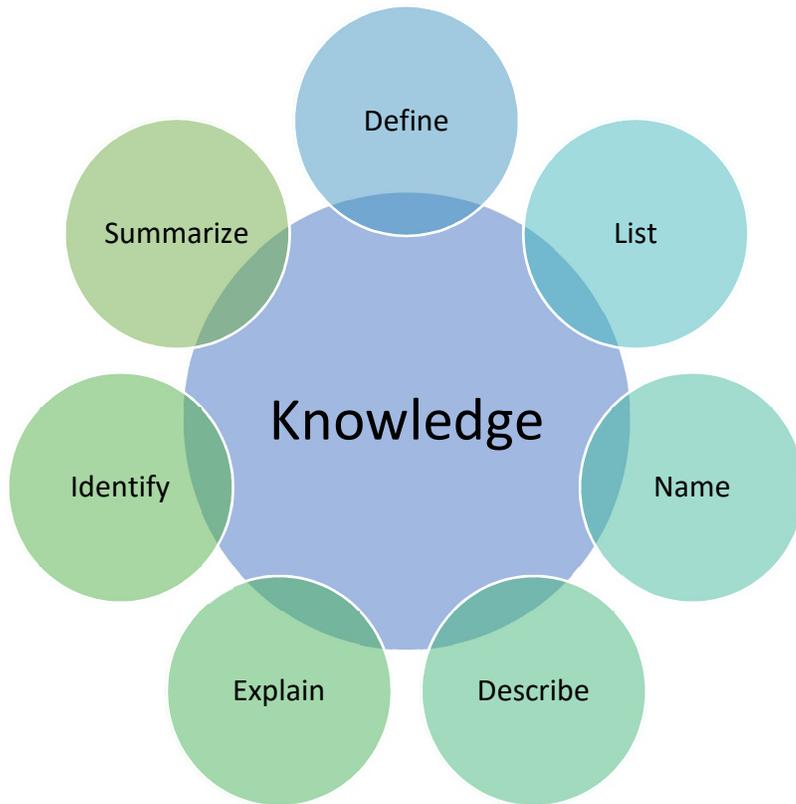
*Source: Art of Hosting*

### **Objectives**

After you have identified the purpose(s) of your meeting, you then craft the meeting objectives by asking:

**What do you want people to be able to know and/or do as a result of the meeting?**

Here are examples of key verbs that relate to creating objectives:



## Sample Objectives:

By the end of the meeting, participants will be able to:

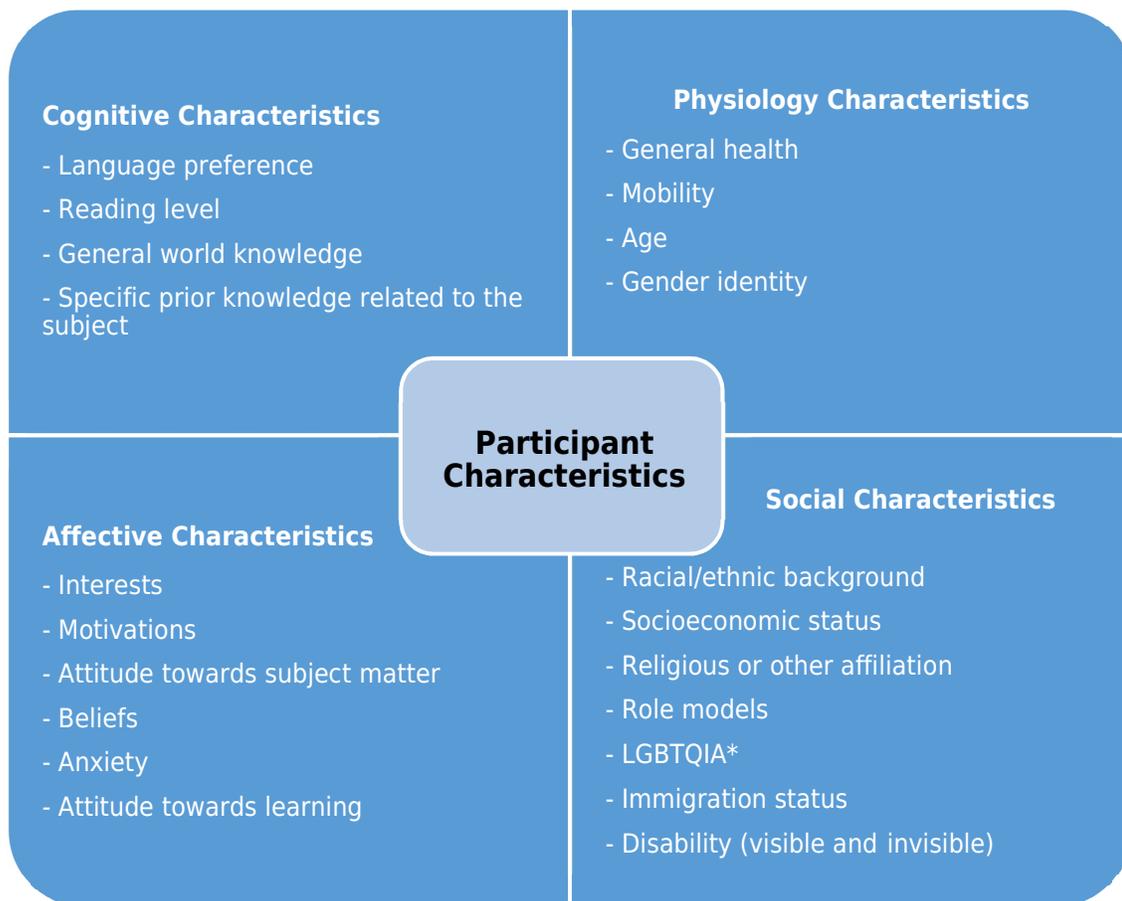
- Build relationships based on rapport and trust with one another
- Analyze how the various project teams' work intersects and can support one another and the whole organization
- Gather feedback from each other about a pressing policy proposal

Your objectives will guide what topics you cover and the activities / methods that you use to cover the content. You will want to consider who will be creating the objectives - the designated facilitator? A design team? Staff? The whole group?

## Participants

Participant Characteristics

- What do you already know about your meeting participants? What would you like to know ahead of time? How can you use the following characteristics to help you create a meeting environment that is welcoming, inclusive, and empowering? That maximizes transparency, accountability and access?



## Participant Roles

Consider where your group falls on the following Community Engagement Continuum.

**What can your group do to share power more effectively?**

### Community Engagement Continuum

<b>Community leads</b>	<b>Institution &amp; community lead together</b>	<b>Institution engages community in dialogue</b>	<b>Institution consults</b>	<b>Institution informs / educates</b>
Community initiates and directs strategy and action with participation and technical assistance from institution	Community and institution share in decision-making to co-create solutions together	Institution engages community members to shape the institution's priorities and plans	Institution gathers information from the community to inform institution-led interventions	Institution initiates the effort, coordinates with departments and uses a variety of channels to inform the community to take action
Multiple interactions	Multiple interactions	Multiple interactions	1 to multiple interactions	
Short to long-term	Medium to long-term	Medium to long-term	Short to medium term	One time or time limited interaction
<b>Strategies:</b> Community-led planning efforts, community-hosted forums, collaborative partnerships / coalitions, policy development and advocacy	<b>Strategies:</b> Co-led community meetings / advisory boards / coalitions / partnerships; policy development and advocacy	<b>Strategies:</b> Community involvement in advisory boards, coalitions, policy development and advocacy, stakeholder involvement, workshops	<b>Strategies:</b> Focus groups, interviews, surveys	<b>Strategies:</b> Media releases, brochures, outreach to vulnerable communities, lecture-based forum, translated information

*Source: King County Community Engagement Guide*

## **Activities: Content, Method & Process**

After you have identified the need, purpose, and objectives for your meeting (content), and how to create an inclusive and empowering space, you are ready to create your activities.

### **Content**

The content in your agenda are the topics that you will cover. This could include relationship building or evaluating a project proposal. It is important to relate your content to your meeting objectives.

### **Method**

Once you have identified the topic / content area, you will then need to choose a method to help you achieve your objective. Examples of different popular education and participatory methods include (see Appendix A for activity descriptions):

- Brainstorming (individual writing, in pairs, small groups, large groups)
- Dinámica / Movement Building Activities (see Appendix B for examples)
- Cooperative Learning groups
- Problem Posing
- Image Theater
- Gallery Walk
- World Cafe

#### **Tips:**

- Use a variety of methods during your meeting.
- Include activities that are done individually, in pairs or small groups, and with the large group.
- Consider the “Participant Characteristics” to create inclusive, accessible, and empowering activities.
- For additional method ideas, visit Liberating Structures (see Appendix C).

### **Process**

The “Process” section of your facilitator agenda includes the activity instructions and any additional information or context setting that you want to provide to the participants.

### **Flow**

You will want to consider how the meeting agenda flows. Some points to consider:

- What sequencing of the topics will help you to achieve your objectives? Are there topics that build upon each other?
- What is the most important content for you to cover? Is it near the beginning of the agenda?
- Have you built enough trust to enter into difficult or sensitive topics? If not, you may want to move those pieces to later in the agenda or to a future meeting.
- We recommend that you always start your meetings with time for relationship building, whether that be through a dinámica or check ins.
- Prioritize work that is best done when people are together for your meetings.

### **Time**

Consider how much time you need to effectively cover your objectives. Do you need to split the meeting into two sections and cover the second half at a later date? A way that White Supremacy culture can often show up in meetings is under the practice of the urgency of time. A common mistake is to create an agenda that does not have room for sharing power through participatory practices, which results in reproducing dominant ways of doing work. We have to slow down to go far.

### **Materials**

In your facilitator's agenda, list the materials that you will need for each activity. Commonly used materials may include:

- Flip chart and easel
- Markers
- Fidget toys
- Sticky notes
- Handouts
- PowerPoint slides
- Art supplies
- Snacks

**Sample Facilitator's Agenda:** See Appendix D.

## Room Arrangement

### *Conventional*

Various research studies have demonstrated that room arrangement influences who will participate in a discussion and who will not. Those participants who can see everyone else have an advantage in comparison to those who cannot see everyone. If people are seated in a theater style format, it is highly unlikely that they can participate in a good discussion because they cannot see all the other faces in the room. In addition, the majority of questions and comments will be addressed to those in front of the group.



### *Popular Education*

An effort should be made for all participants to sit in a circle style format in which every person can see everyone else. If participants cannot hear each other because the circle has become too large, then it is better to have two concentric circles (or a horseshoe style format, if participants need to see something on the wall).



*Source: Hope & Timmel, "Training for Transformation"*

## Tips on using space democratically

- **Do your homework.** In your planning, ask about the usual spatial arrangements for educational sessions in the place you're going to, and how open to change participants might be.
- **Request the kind of space that you need.** If possible, see the space in advance or request a full description. Ask about the size, and if there are windows, carpets, and wall space for flipchart paper. Ask about disruptive noise. Request an additional room for small group work. Get there early enough to ensure that you have the space that you need and that it is set up appropriately.
- **Use your design to shift things.** Use different activities to get participants to move their bodies and chairs and to use as many parts of the room as possible. Share the power and get up and move around [if possible].

- **Occasionally move the “front” of the room.** Following a group work activity, get participants to report using their own flip chart notes from wherever they are sitting. If you need to be standing or commenting, move to where the participants are.
- **Share the “props”.** Share the tools you are using. Avoid maintaining a bank of markers, masking tape, folders and flipchart paper that only you as a facilitator can touch or use.
- **Make the process explicit.** Spatial arrangements are not accidental, whether conscious or not. Particularly if you are training other educators, make time to pose specific questions about the “politics of furniture.”

*Source: Arnold, et. al, “Educating for a Change”*

#### **Venue considerations:**

- Is the space ADA accessible, e.g. hearing (microphone), visual (projector or display content for sight-impaired), etc.?
- Is there easy access to public transportation?
- Is there parking available?
- What neighborhood is the venue located in?
- Does the venue have a welcoming, trauma-informed atmosphere? For example, what might it feel like for some of your participants to attend a meeting at a police station?
- What else?

## Decision Making Processes

There are many decision making processes that your group can use to balance and share power. Before you begin, we encourage you to center those most impacted by asking:

- Who benefits? Who is burdened?
- Who is most impacted?
- Who is at the table? Making this decision? Holding power and influence?
- Are we asking the right questions?

### WHAT

Be clear about what you are deciding. Write the proposal where everyone can see it before making a final decision OR if you think a decision has just been made, stop and write it down to make sure everybody else thinks so too.

### WHO

Be clear about who is making the decision. Is the group making the decision? Is the leader or a small group making the decision?

### HOW

#### Group Decision Making Processes Examples

- Consensus. Everyone agrees. Usually, consensus means that everyone in the group can live with the decision, even if it is not their first choice.
- Super majority vote. Most of the group agrees. Your group can decide how many must agree. For example: 60% agree,  $\frac{3}{4}$  of members
- Majority vote. More than half of the people in the group agree. A “simple majority” is anything more than half of the group.

#### Leader(s) Make Decision

- Decides after seeking input from others.
- Decides without discussion. This could be useful in a crisis situation.

**How do you collect input?** There are many ways to collect people's input. Some things to consider:

- Accessibility
- Cultural norms
- Communication / learning styles
- Privacy vs. transparency
- Amount of additional information sought
- Binding decision vs. gauging support

*Source: Resolutions Northwest*

# Principles or Guidelines for Facilitating Groups

## Purpose and Preparation

- Think about what your goal or purpose is as a facilitator. How can you not only move groups through the agenda, but also guide them in a way to think more critically about how they see the world?
- Develop a facilitation philosophy. What kind of facilitator do you want to be? Think about all the meetings that went well...what did the facilitator(s) do? Think about the meeting that didn't go very smoothly...what happened? What are some facilitation best practices?
- Consider what your role is as a facilitator, particularly in groups that you are not familiar with.
- Get to know your audience. Information about their prior and current work, hopes for the training, and demographic data should be used to adapt your training to make it relevant for the audience.
- Although facilitators are not expected to be experts, they should be familiar with the content. Think about your process for including updated information into the meeting.
- For each activity, know what your objective is and the process (or methods) used to help the participants achieve that objective.
- Take the time to ground yourself before you arrive. Allow enough time to set up the space so that you don't feel rushed.

## Sharing Power

- Think critically about how to balance power and privilege in the room.
- Share as much power as possible with the participants.
- Allow and provide space for groups to make their own decisions.
- Facilitators should bring their own personality and life experience to the table. At the same time, consider limiting your own comments as facilitators to points that will help the group move forward.

## In the Moment

- Learn how to build trust with the participants. Do this early and often.
- Be humble and flexible.
- Remember that the agenda is a tool to help you achieve the objectives – don't feel like you have to strictly follow the agenda if the objectives are being met in another way.

- Use different strategies to balance participation in the room.
- Think about how to actively involve participants in the meeting / decision-making.
- Provide enough space for participants to respond to questions and requests for input (i.e. allowing more than 1-2 people to respond; being comfortable with silence and counting to 8 in your head before moving on).
- Invite, don't force people to participate. Some people don't feel comfortable talking in front of a large group and may participate more in a pair or small group activity.
- Learn to read the energy in the room and know when to give space for healing, for exploration or extension of the topic addressed, or to move on.
- Use a "Bike Rack" when there is a question that cannot be answered or if a discussion were off topic and the group would like to return to it at a future time.
- Be aware of your own perceptions, judgments or prejudices in the moment and how this may be influencing your behavior.
- When a group member raises a question, first put it back to the group to see what others already know. Clarify as needed.
- Consider how you will clarify information that is shared that is not up to date or correct in a way that is respectful and not shaming.
- Know how you react to conflict and feelings of discomfort. Recognize when conflicts arise and do your best to handle it in a healthy way.

## Appendix A - Popular Education Methods

### Gathering Feedback

#### Brainstorming

**Purpose:** To gather input and ideas from the participants.

#### 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

#### World Cafe

**Description:** A World Cafe is a great way of fostering interaction and dialogue with both large and small groups. It can be used for different purposes - information gathering, relationship building, deep reflection, exploration, and action planning.

#### Process:

- Seat 4-5 people at tables.
- Set up progressive rounds of conversation, usually 15-30 minutes each. Have some good questions!
- Ask one person to stay at the tables as a "host" and invite other table members to move to other tables as ambassadors of ideas and insights.

- Ask the table host to share the key insights, questions and ideas briefly to new table members and then let folks move through the rounds of questions.
- After you've moved through the rounds, allow some time for a whole group report back on the conversations.

**Materials Needed:**

- Small tables with chairs
- Flip chart paper and markers for taking notes / doodling
- Questions (if each table is discussing a different set of questions)

**Gallery Walk**

**Purpose:** Similar to a World Cafe, a Gallery Walk can be used for brainstorming purposes.

**Process:** Pieces of flip chart paper are posted around the room with different topic headings. Participants go to each of the flip charts and write their ideas under the topic prompt (they can go in pairs or with a small group). Participants can move to each of the flip charts in a structured way (e.g. in a clockwise formation after the facilitator indicates it is time to switch stations) or in a "popcorn style" way by choosing their own order for which flip chart stations to visit. At the end of the activity, ask a volunteer from each of the flipchart stations to report out what was written on that flipchart.

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**Cooperative Learning Methodology**

**Purpose:** 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**

### Facilitator

- Animates and motivates the group.
- Keeps the group on task.
- Makes sure everyone is heard.
- Asks for consensus.
- Provides helpful and supportive feedback.

### Recorder

- Keeps notes of the group's work, either on newsprint or notebook paper.

### Reporter

- Shares the group's work and ideas with the larger group.

### Timekeeper

- Makes sure group completes the task within the time provided.

## Energy Watcher

- Pays special attention to how the group is working together, i.e., Is everyone participating? Is anyone dominating the group?
- After the activity, shares their observations with the group.

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## Problem Posing

### Problem Posing

**Purpose:** Problem posing is used to help participants explore an issue/problem that is of current relevance to them. The facilitator and/or participants present a “code” which is a representation of the problem. Examples of codes can include sociodramas, image theater, pictures, songs, story telling, etc. After the code has been presented, the participants analyze the code using the Problem Posing Questions.

**Problem - Posing Questions** (for use after sociodramas, pictures, story telling, image theater, etc.)

- 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?

## Image Theater

**Description:** “Image Theater is a method used within the Theater of the Oppressed, which uses theater as a tool for transformation. It was created by Brazilian Augusto Boal, a colleague of Paulo Freire. Image Theater uses the participants’ bodies as “clay” used to “sculpt” statues – still images representing their experiences, feelings, ideas, oppressions, and/or dreams.” - *Marc Weinblatt, Mandala Center*

**Process:** The facilitator breaks the participants into groups and then shares a prompt that relates to an issue that is relevant to the participants. For example, prompts could include, “What practicing equity looks or feels like” or “Shared decision making.” Each group then creates a statue using their bodies to represent their response to the prompt. Once the groups are ready to share, ask one group at a time to demonstrate their statue. After each group has shared, reflect on the images/statues and how they relate to the prompt.

## **Sociodramas**

**Description:** Sociodramas are short plays, or skits, that highlight an issue that is of importance to the group. It is used to help the group analyze together the issue or problem. Sociodramas can be scripted or unscripted, and have been planned out ahead of time. The actors are generally the facilitators. Facilitators lead the participants through the Problem Posing Questions after the sociodrama.

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## **Role Plays**

**Purpose:** A role play is generally used to practice a skill, such as motivational interviewing.

### **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.

## Appendix B - Dinámica List



### 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  
Multnomah County Health Department

## Dinámica / Movement Building Activity Table of Contents

<b>To Get to Know Each Other</b>	<b>Page</b>
• Pineapple and Orange/ Piña y Naranja/	23
• The Neighbors/Los Vecinos	23
• Good Day	24
• Circle of Names of Belo Horizonte	24
• The Mail Carrier/ El Cartero Trae Cartas	25
• My Name Is and I Like To	25
<b>To Build Participation and Energy</b>	
• Give Me a Light/ Regálame Fuego	26
• Cat and Mouse	26
• Streets and Avenues/ Calles y Avenidas	26
• Wave to the Right/ Onda a la Derecha	27
• Peruvian Ball Game	27
• The People Rule (or Say)/ El Pueblo Manda	28
• Elephant and Giraffe/ Elefante y Girafa	29
• Rice, Beans and Corn/ Arroz, Frijoles y Maiz	29
• I Am Going to Paris/ Me Voy A Paris/	30
• Whoosh, Whoa, Zip!	31
• Sea, Land and Air/ Mar, Tierra y Aire	31
• Who Started the Movement?/¿Quién Empezó el Movimiento?	32
• A Round of Rhythm and Movement	32
• Chain Rhythm Dialogue	33
• Rhythm with Chairs	33
• This is a Dog/ Este es un Perro	33
• Paul Calls Peter/ Pablo Llama a Pedro	34
• Two by Three by Bradford	34
<b>To Promote Teamwork</b>	
• The Circle of Knots	36
• Rock, Paper, Scissors Cheering	36
• Bear, Warrior, Princess	36
• Colored Dots	37
<b>To Break Participants into Groups</b>	
• Las Lanchas/The Lifeboats	38
• Thank You	38
• Animal Cards	38
• Silent Birthday Shuffle	39
• Bags of Mystery	39
<b>To Learn, Brainstorm, or Review Content</b>	
• The Hat Song (a.k.a. The Hot Potato)/ Canción del Sombrero	40
• The Mail Carrier/ El Cartero Trae Cartas	40

## DINÁMICAS/MOVEMENT BUILDING ACTIVITIES

### To Get to Know Each Other

#### Pineapple and Orange/ Piña y Naranja

<b>Purpose:</b>	To help people get to know one another's names
<b>Seating Pattern:</b>	Everyone seated in a circle
<b>Number of Participants:</b>	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).
<b>Level of Movement:</b>	High

**Process:** The leader stands in the center of the circle. Go around the circle and have everyone say their 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 their **right**. If the leader says "naranja," the person must say the name of the person on their **left**. If the person says the wrong name or takes too long, you can invite them or anyone else to come to the center and become 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.

#### The Neighbors/ Los Vecinos

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

**Process:** The leader stands in the center of the circle. Go around the circle and have everyone say their 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.

## **The Mail Carrier/ El Cartero**

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

**Process:** The leader stands in the middle of the circle of chairs, and says, My name is (your name) and I am the mail carrier from (place), and I bring letters for everyone who (some characteristic, such as speaks more than one language). Everyone in the circle who speaks more than one language 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, “My name is \_\_\_\_ and I am the mail carrier from \_\_\_\_ and I bring letters for everyone who \_\_\_\_..” 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**

<b>Purpose:</b>	Getting to know each other
<b>Seating Pattern:</b>	Everyone standing in a circle
<b>Number of Participants:</b>	6 to 30
<b>Level of Movement:</b>	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**

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#### **Give Me a Light/ Regálame Fuego**

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

**Process:** The leader stands in the middle of the circle. They go 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 them 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.

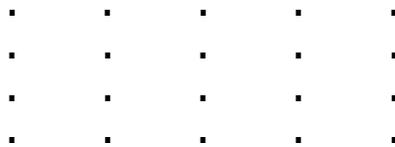
#### **Cat and Mouse**

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	Participants standing in the room
<b>Number of Participants:</b>	8 to 40
<b>Level of Movement:</b>	High; Involves touch

**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.

#### **Streets and Avenues/ Calles y Avenidas**

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



**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 them. 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 they may lose their 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.

**Wave to the Right/ Onda a la Derecha**

**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, 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 them. They explain that when they do an action (like tapping their head with their hand) and says "El pueblo manda que hagan esto (The people say do this)" everyone should do that action. However, if they do 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.)" If someone does an action without the people saying to do it, the movement starts and you can invite a new leader to start the game.

**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.

### **Elephant and Giraffe/ Elefante y Girafa**

**Purpose:** Animation  
**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. They point to someone in the circle and says either “elefante” or “girafa.” If they say, “elefante,” then the person pointed to must put out their hands, making the trunk of the elephant. The people to their 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 their arms up in the air to make the long neck of the giraffe. The people next to them 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.

### **Rice, Beans and Corn/ Arroz, Frijoles y Maiz**

**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 a while, 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 are 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.

### **I Am Going to Paris/ Me Voy A Paris**

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

**Process:** The leader stands in the circle with the rest of the group. The leader turns to the person to their left and says, "Me voy a Paris. (I am going to Paris.)" The person to their 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 their right hand. The person to their left responds with pleasure or surprise or horror, as desired. Then they turn to the person to their 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 their 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!**

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	Everyone standing up in a circle (or seated)
<b>Number of Participants:</b>	4-100+
<b>Level of Movement:</b>	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 them, or says "whoa," putting one hand up to the "whoosher." This action will block the "whoosh." The "whoosher" must then turn to the other side and attempt to "whoosh" again. However, if that person also says "whoa," then the "whoosher" must "zip" by pointing to someone else in the circle and saying "zip!" This will start the whole cycle over again with a new "whoosher."

### **Sea, Land and Air/ Mar, Tierra y Aire**

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	The group stands in a circle with the leader in the middle. (Can be adapted by having people sit in chairs.)
<b>Number of Participants:</b>	6-30+
<b>Level of Movement:</b>	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." They 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, they come to the center to lead the dinámica.

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

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	The group stands in a circle. (Can be adapted by having people sit in chairs.)
<b>Number of Participants:</b>	6-30+
<b>Level of Movement:</b>	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 them. The person who went outside is called back. They 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**

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	Standing in a circle
<b>Number of Participants:</b>	6 to 20
<b>Level of Movement:</b>	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**

<b>Purpose:</b>	Animation
<b>Seating Pattern:</b>	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.

### **This is a Dog/ Este es un Perro**

**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 them 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. They start the process over again, but this time they speak 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.")

### **Paul Calls Peter/ Pablo Llama a Pedro**

**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 "name cards" 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, they can **only** call Pedro. If someone (including Pablo or Pedro) makes a mistake, then they go 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**

<b>Purpose:</b>	Teamwork
<b>Seating Pattern:</b>	Everyone standing up in a circle
<b>Number of Participants:</b>	8 to 20
<b>Level of Movement:</b>	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**

<b>Purpose:</b>	Teamwork
<b>Seating Pattern:</b>	Pairs standing in the room
<b>Number of Participants:</b>	10 to 30
<b>Level of Movement:</b>	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**

<b>Purpose:</b>	Teamwork
<b>Seating Pattern:</b>	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**

#### **The Lifeboats/ Las Lanchas**

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

**Process:** The leader explains that we are on a large boat, like the “Love Boat.” They ask everyone to follow them 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**

<b>Purpose:</b>	To sort people into groups of a certain size
<b>Seating Pattern:</b>	Everyone standing up in a circle
<b>Number of Participants:</b>	15 to 30
<b>Level of Movement:</b>	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**

<b>Purpose:</b>	To sort people into groups of a certain size
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**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**

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

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

#### **The Mail Carrier / El Cartero**

<b>Purpose:</b>	Animation; Getting to know each other
<b>Seating Pattern:</b>	Everyone seated in a circle
<b>Number of Participants:</b>	6 to 50
<b>Level of Movement:</b>	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.”



## **Appendix C**

### **Popular Education and Facilitation Skills Resources**

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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](http://bookfinder.com) or at [Amazon.com](http://Amazon.com).

## Appendix D - Sample Meeting Facilitator's Agenda

**Title of meeting:**

**Meeting date and time:**

**Meeting location:**

**Meeting Facilitators:**

**Objectives:** By the end of the meeting, participants will be able to:

- Get to know each other and start developing rapport & trust
- Build a sense of team that “we are in this together”
- Basic understanding of what the 3 units are and do
- Start thinking about how our work intersects and how we can we work together

Topic & Method	Details/Process	Time (min)	Facilitator	Materials
Set up	<ul style="list-style-type: none"> <li>● Arrange tables and chairs in a circle.</li> <li>● Set up materials (i.e. taping material on walls, put together easel and flip chart pack, etc.)</li> <li>● Set up snacks.</li> </ul>	12:00-12:30 (30)	Larry, Ana, and Ashwaq	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flip chart (FC) and easel</li> <li><input type="checkbox"/> Tape</li> <li><input type="checkbox"/> Name tags</li> <li><input type="checkbox"/> Cups</li> <li><input type="checkbox"/> Tea tin</li> <li><input type="checkbox"/> Markers</li> <li><input type="checkbox"/> Fidget toys</li> <li><input type="checkbox"/> Snacks</li> </ul>
Welcome & Introductions  <i>Group</i>	<ul style="list-style-type: none"> <li>● Welcome participants to the meeting with a land acknowledgment.</li> <li>● Ask people to introduce themselves (name, gender pronoun, program, etc.).</li> </ul>	12:30-12:45 (15)	Dominique	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>FC</u>: Agenda &amp; Objectives</li> <li><input type="checkbox"/> <u>FC</u>: Group Agreements</li> </ul>

<p><i>Brainstorming</i></p>	<ul style="list-style-type: none"> <li>● Encourage people to get snacks as needed.</li> <li>● Mindfulness moment?</li> <li>● Review meeting objectives and agenda. Ask if there are any adjustments to the agenda.</li> <li>● Review the previous Group Agreements. Ask if we need to make any adjustments or further clarify any agreement. Use consensus decision making to accept the Group Agreements.</li> </ul>			
<p>Relationship building</p> <p><i>Dinámica / Movement Building Activity</i></p>	<ul style="list-style-type: none"> <li>● Invite everyone to participate in the Question Soup dinamica to help us get to know one another better.</li> <li>● Pass out index cards to everyone and ask them to write a question on the card that they would want to ask the other participants. They will then find a partner and each person will ask their partner their question. They will exchange index cards. The facilitator will ring a bell, indicating that it's time for the participants to find a new partner, asking their new partner the question on the index card that they have. Continue for a few rounds.</li> </ul>	<p>12:45 - 1:00 (15)</p>	<p>Malik</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Index cards</li> <li><input type="checkbox"/> Bell / chime</li> </ul>
<p>Our work and how it intersects</p> <p><i>Mapping</i></p>	<ul style="list-style-type: none"> <li>● Explain that we are going to have some time to share with one another about our work. Each unit will have 10 minutes to prepare flipchart pages that outline their core work areas.</li> <li>● Invite each unit to share about their work (5-7 minutes each).</li> <li>● Allow time for Q&amp;A for each unit.</li> <li>● Mapping Exercise: Using sticky notes, indicate what your unit's relationship is with other agencies outside of the organization. For a strong connection, write a solid line (_____); for an</li> </ul>	<p>1:00 - 2:00 (60)</p>	<p>Susan</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>FC</u>: 3 blank (1 for each program)</li> <li><input type="checkbox"/> Sticky notes (yellow for Unit A; blue for Unit B; purple for Unit C)</li> <li><input type="checkbox"/> Legend for mapping</li> </ul>

	<p>emerging connection, draw a dashed line (- - -); for a connection that you would like to have, draw a dotted line (. . .). Write your name on your sticky note and place it next to the names of the agencies listed on the other units' flipchart pages.</p> <ul style="list-style-type: none"> <li>● For example, Unit A is doing work with IRCO, the Boys and Girls Club, Latino Network, and the SUN Schools. Unit B has a strong relationship with Latino Network and would like to build a connection with IRCO. Unit B would write "Unit B, _____" on their sticky note and place it next to Latino Network. They would write "Unit B, . . . ." and place it next to IRCO.</li> <li>● After the mapping exercise is done, reflect with the participants: <ul style="list-style-type: none"> <li>○ <b>What themes do we notice?</b></li> <li>○ <b>How does / can our work intersect?</b></li> </ul> </li> </ul>			<p>exercise</p> <input type="checkbox"/> Sharpies
<p>Next Steps</p> <p><i>Think, Pair &amp; Share</i></p> <p><i>Brainstorm</i></p>	<ul style="list-style-type: none"> <li>● With a partner, discuss what we would like to accomplish during future meetings. Write one idea per sticky not.</li> <li>● Ask each pair to share their idea and paste their sticky note on the flipchart.</li> </ul>	<p>2:00 - 2:15 (15)</p>	<p>Ashwaq</p>	<input type="checkbox"/> FC: "What's Next?!" <input type="checkbox"/> Sticky notes
<p>Evaluation</p> <p><i>Group</i></p> <p><i>Brainstorm</i></p>	<ul style="list-style-type: none"> <li>● Invite participants to do a meeting evaluation.</li> <li>● Pass out two sticky notes to each participant. On one sticky note, ask them to write what worked well about the meeting. On the other sticky note, ask them to write what could be done differently next time. When they have finished writing, ask them to paste their sticky notes on the flip chart page.</li> <li>● Ask if anyone would like to share verbally what</li> </ul>	<p>2:15-2:25 (10)</p>	<p>Ana</p>	<input type="checkbox"/> FC: Group Evaluation <input type="checkbox"/> Sticky notes <input type="checkbox"/> Pens

	they wrote.			
Check Out	<ul style="list-style-type: none"> <li>● Meeting check out: Ask everyone to share a 1-3 words about what they are taking away from the meeting today.</li> <li>● Thank everyone for their participation.</li> </ul>	2:25 - 2:30 (5)	Ana	
Clean Up	<ul style="list-style-type: none"> <li>● Put away materials.</li> <li>● Gather flipchart pages and give to Larry to type up for the meeting notes.</li> <li>● Rearrange the room and clean as needed.</li> </ul>	2:30 - 2:45 (15)	Susan, Malik, & Dominique	

## **Appendix E**

### **Steps for Planning and Conducting a Class Using Popular Education**

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#### **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

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- ⇒ 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*.

**The House of Popular Education**

**(Wiggins and Rios, 2007)**

**The Goal:  
A Just, Equal, and Truly Democratic  
Society**

<b>Dinámicas</b>	<b>Brainstorming</b>	<b>Radio Plays</b>	<b>Cooperative Learning</b>	<b>Problem Posing</b>	<b>Sociodramas</b>	<b>Simulations</b>	<b>Group Evaluations</b>	<b>Role Plays</b>	<b>Games</b>	<b>Songs</b>
<b>As educator/organizers, we must be humble and learn from our colleagues.</b>										
<b>Based on our expanded understanding, we need to organize with others to change the world.</b>										
<b>We need opportunities to connect our personal experience to national and global realities.</b>										
<b>We need opportunities to reflect on our personal experience and identify community problems.</b>										
<b>Feelings and emotions are an important part of learning. We learn with head, heart, and body.</b>										
<b>We learn more when we are having fun!</b>										
<b>We need to create situations where people can learn the skills they need to work collectively.</b>										
<b>People should be active participants (not passive recipients) in their own learning process.</b>										
<b>We all know a lot. We should always start with what people know and do.</b>										
<b>It is important to create an atmosphere of trust so people can share their ideas and experiences.</b>										