

# Dinámicas

Culturally Relevant Activities to Develop Trust  
and Engage with Migrant Seasonal Agricultural Workers and  
Other Vulnerable Populations



**Overview:**

An e-book with culturally appropriate strategies and activities for Community Health Workers (CHWs) to promote engagement with Migrant Seasonal Agricultural Worker (MSAW) communities and other vulnerable populations.

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## About MHP Salud

MHP Salud, a national non-profit organization, has been dedicated to serving, strengthening and empowering individuals, families and underserved communities for more than 40 years. Through our community initiatives, we improve access to health care, local resources and social services, and we build upon individual, family and community strengths to help our neighbors experience greater health and well-being. At the heart of our work are Community Health Workers – dedicated, caring professionals who live in and love the communities they serve. We believe every person has unique skills, talents and experiences that contribute to creating and [implementing solutions](#) to address community needs, and Community Health Workers are pivotal

in building healthier communities. Through our decades of compassionate on-the-ground experience, we've amassed a wealth of experience and expertise that allows us to support other community organizations, health centers – including FQHCs – health departments and Community Health Worker advocates through comprehensive training, technical assistance and resource-sharing. We believe that, together, we will create safe, strong, healthy communities for all.

MHP Salud understands the importance of building trusting relationships with those we serve; one of our effective strategies to build this trust is to engage with our communities through Dinámicas.

## Our Mission

We serve communities by embracing the strengths and experiences of individuals and families, engaging them to achieve health and well-being.

## Our Vision

We believe everyone deserves to live healthy and resilient lives within their communities.

*As a HRSA-funded National Training and Technical Assistance Partner (NTTAP), MHP Salud has been able to provide training and technical assistance to FQHCs and other organizations looking to build or enhance Community Health Worker (CHW) programs for more than 40 years.*

# INTRODUCTION TO DINÁMICAS AND COMMUNITY CONNECTIONS



## ***Why is it important to create meaningful engagement with underserved and marginalized groups?***

Underserved and marginalized groups face significant access barriers. Through trusting relationships, we can effectively support their journeys toward health and well-being.

Oftentimes, marginalized groups can be subjected to discrimination due to their race, ethnicity, gender, sexual orientation, economic status, culture, and/or language, which compounds their challenges in accessing public health services.

When we create meaningful engagement opportunities for underserved and marginalized groups, we take significant steps to:

- Promote health equity;
- Build trust;
- Address disparities; and
- Empower all communities to proactively care for their health and social needs with informed decisions.

## ***Who are Migrant Seasonal Agricultural Workers?***

Migrant Seasonal Agricultural Workers (MSAWs) are seasonal farmworkers who travel to perform farm work and cannot return to their permanent residence within the same day.

MSAWs often experience unique challenges related to their living and working environments. These challenges – often known as [social determinants of health \(SDOH\)](#) – emerge from economic, educational, social, and environmental factors. The result: MSAWs experience significant access barriers to resources that can help support positive health and social outcomes.



## ***Unique health challenges specific to MSAWs and their families***

- Hazardous work environments
- Higher susceptibility to infectious diseases like tuberculosis and COVID-19
- Exposure to pesticides and chemicals
- Heat-related illnesses from prolonged sun exposure
- Undiagnosed or unmanaged chronic illness
- Injuries from equipment and tools
- Urinary tract infections due to limited restroom access
- Animal bites
- Mental health issues exacerbated by relocation, poverty, and stress
- Poverty and insufficient support systems
- Inadequate and unsafe housing
- Inadequate healthcare access
- Continuity of care
- Lack of insurance
- Cultural and language barriers
- Fear of using services due to immigration status
- Lack of transportation



## ***Introduction to Popular Education and Dinámicas***

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To best serve, engage with, and support vulnerable populations, we must be inclusive, respectful, and culturally sensitive. This is the basis of Popular Education, which emphasizes communication, mutual respect, and the co-creation of knowledge. This powerful model was developed by [Brazilian educator Paulo Freire](#).

Popular Education strategies support diverse learning opportunities and styles to create a more just and equal society. Through [popular education](#), learners

critically analyze their social realities and take collective action to address issues affecting their communities.

**“Dinámicas,”** which originate from Latin American education, are special activities used in popular education to engage participants in collaborative discussion. Unlike casual “icebreakers,” dinámicas are chosen with specific goals in mind. They can be short or long, simple or complex, and range in tone from playful to serious.

### ***Why use Dinámicas?***

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- To foster inclusive environments.
- To enhance health literacy, education, and interventions.
- To empower community members to make informed health decisions.
- To offer culturally sensitive activities for participants to learn about preventive measures, healthy behaviors, and available resources.

### ***Dinámicas as a Community-Focused/Person-Centered Tool for CHWs***

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Incorporating Dinámicas into CHW Practice

- Powerful tool for CHWs working with [Migrant Seasonal Agricultural Worker](#) communities and other vulnerable populations
- Facilitate learning and foster community empowerment
- Encompass culturally relevant activities
- Create spaces for open communication, mutual understanding, and shared decision-making



**Who are Community Health Workers\*?**

- Frontline public health workers
- Trusted members of and/or have an unusually close understanding of the community served
- Serve as a liaisons/links/intermediaries between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery

**The role of CHWs**

- Bridge the gap between healthcare providers and underserved communities
  - Often members of the communities they serve, which allows them to understand the cultural nuances, challenges, and needs of the population



*“Effectively serving our communities requires us to look beyond a “one-size-fits-all cookie-cutter” approach — and that’s why CHW qualities and skills are instrumental in advancing health equity.”*  
 — MHP Salud CHWI Monica Calderon

**CHWs: Key Qualities and Skills**

*Qualities:*

1. Adaptability
2. Empathy
3. Cultural sensitivity
4. Creativity
5. Flexibility
6. Leadership
7. Observation
8. Confidence

*Skills:*

1. Effective communication
2. Cultural competence
3. Time management
4. Problem-solving
5. Facilitation
6. Active listening
7. Conflict resolution
8. Understanding of group

*\*As defined by the American Public Health Association*

# DINÁMICAS IN FOSTERING A DYNAMIC ENVIRONMENT FOR EFFECTIVE LEARNING IN DIVERSE SETTINGS

Know your Audience: Individual, group,  
virtual, and in-person activities

One-to-One Activities

Group Activities



## One-to-One & Group Activities

### In-person and virtual

Dinámicas are interactive activities that promote engagement, learning, and participation. They can be adapted for multiple settings, including individual, group, virtual, and/or in-person.

Each activity creates a dynamic, inclusive learning atmosphere that embraces diverse learning styles, preferences, and cultural backgrounds.

#### Key Considerations:

First, identify the setting (in-person or virtual) and group size before planning activities.

*Regardless of the setting or activity, ensure all participants feel comfortable and respected, and provide opportunities for everyone to participate and engage.*

**One-to-one activities** involve personalized interactions between the facilitator and each participant.

- Allow for tailored discussions, exercises, and support to address each participant's unique needs and goals.
- Customize exercises to meet each participant's unique objectives and barriers.

**Group activities** are designed to engage multiple participants simultaneously.

- Emphasize teamwork, collaboration, and peer encouragement.

**In-person group activities** may include group discussions, role-playing scenarios, and team-building exercises.

- Offer hands-on experiences and direct interactions to stimulate active participation and prompt feedback.

#### Dinamica 101: Quick Tips!

- Stay enthusiastic.
- Thoughtfully select volunteers and respect individuals' decisions not to participate.
- Be prepared.
  - Quickly transition to the next activity if something isn't working.
- Use only 2 to 3 dinámicas at a time.
- Choose dinámicas appropriate for your group.
- Adapt dinámicas to foster inclusivity and connection in any setting.



**Virtual group activities** can follow the same steps as in-person activities, using digital tools to promote interaction and engagement.

- Use digital resources and platforms to encourage interactive involvement and engagement.
  - Online breakout rooms
  - Collaborative document editing
  - Multimedia presentations

**Closure:** Always conclude activities by thanking participant(s) and emphasizing the value of getting to know each other better. Transition smoothly into the next agenda item with a positive and energized atmosphere. *If you identify a need during the activity set time aside to follow up as needed.*



**Dinámicas: Individual or small-group settings**

While these examples include time allotment suggestions, feel free to adjust the allocated time based on the size of your group and event agenda.

**Dinamica Categories**

The following pages contain excercises grouped into the following categories:



DISCUSSION		ACTIVITY	WRITING/DRAWING
My Story in a Minute	Cultural Applause	Group Formation	Common Ground
Morning, Night, All Day	Head Heart Hand	Rainstorm	Four Things That Make Me Unique
My Treasure	Seeds of Self Care	Ha Ha	My Name Is
Name Discovery	I Am You Are	Name That Song	Key Takeaways
Verbal Message Relay	New & Good	Unity Web	
Two Truths and a Lie	Embracing Life Transitions	Ready to Lead	
Me, Too		Silent Communication	
Values Discussion		The People Decide	
The Interview		Rock, Paper, Scissors	
Hello, Hola		Victory Dance	
Five Things I love		Move to the Rythm	
Dice Debrief		Guided Breathing	
Rose Thorn Bud		Mindfulness Moment	
Resource Reflector		Mindful Stretching	
		Sensory Awareness	
		Shoulder Roll	

Dinamicas sourced from: [sixth.ucsd.edu](http://sixth.ucsd.edu): Icebreakers, Teambuilding Activities, and Energizers



## My Story in a Minute

**Objective:** Allows participants to learn more about each other

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.

**Instructions:** Each participant has one minute to tell their personal history.



### In-Person Instructions

1. Participant(s) can pair up for one-on-one discussions or divide into smaller groups based on the number of participants.
2. Each participant takes turns sharing their personal history within their group.
3. Encourage active listening and engagement within the groups.



### Virtual Instructions

1. Use breakout rooms for smaller group discussions (no breakout rooms required for 1 to 1).
2. Assign participants to breakout rooms based on the number of participants.
3. Each participant takes turns sharing their personal history within their breakout room.
4. Facilitate discussions and encourage participation within the breakout rooms.



## Morning, Night, or All-Day?

**Objective:** Allows participants to learn more about each other's energy rhythms.

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.

**Instructions:** Ask each participant to reflect on whether they feel most energized and productive in the morning, at night, or throughout the entire day. Share the following phrase and ask each participant to complete it:

*"I am my best in the... Morning ... Afternoon ... Night"*



### In-Person Instructions

1. Share the following phrase and ask the participant to complete it: "I am my best in the... morning, afternoon, or night."
2. Provide each participant with a chance to share their preference and briefly explain why they feel they are at their best during that time. Encourage honesty and openness.
3. Encourage active listening as each participant shares their perspective. Remind participants to respect each other's viewpoints and experiences.
4. After each participant shares, invite brief discussions or reactions from the group. Encourage participants to find commonalities and differences in their preferences.
5. Take a moment for group reflection on the insights gained from the activity. Discuss how understanding each other's energy rhythms can contribute to effective communication and collaboration.



### Virtual Instructions

1. Share the following phrase with participants in the main session and instruct them to move to breakout rooms based on their preference (morning, afternoon, or night).
2. In breakout rooms, ask to briefly explain why they feel they are at their best during that time.
3. Facilitate active listening in the breakout rooms and remind participants to respect each other's viewpoints.
4. After each participant shares in the breakout rooms, reconvene in the main session for a brief discussion. Invite reactions from the group and encourage participants to find commonalities and differences in their preferences.
5. Take a moment for group reflection on the insights gained from the activity. Discuss how understanding each other's energy rhythms can contribute to effective communication and collaboration.

**CHW Top Pick!**

*"It's all about starting a conversation between them and making them feel welcome."*

— Linda Medrano, CCHW, MHP Salud

**My Treasure**

**Objective:** Allows participants to learn more about each other.

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.

**Instructions:** Invite each participant to bring an item to the meeting that holds personal significance, or an item they won't leave home without. Then, encourage them to share the story behind their chosen item.

**In-Person Instructions**

1. Introduction: Begin the meeting by explaining the purpose of the activity. Encourage participants to share something meaningful.
2. Sharing: Allow each participant to take turns sharing their chosen item and the story behind it with the group. Provide a comfortable environment for open sharing and listening.

**Virtual Instructions**

1. Preparation: Send instructions to participants prior to the meeting, asking them to have their chosen item ready for sharing during the virtual session.
2. Introduction: At the start of the virtual meeting, remind participants about the activity and its purpose. Emphasize the importance of sharing personal stories to foster connection.
3. Sharing: Give each participant a chance to present their item and share the story behind it. Use virtual communication tools to facilitate smooth transitions between speakers and encourage active listening.
4. Discussion: After each participant shares, encourage brief discussions or reactions from the group to deepen understanding and connection.



## Name Discovery

**Objective:** Allows participants to engage in meaningful conversations in smaller groups and still allows for broader sharing and discussion as a larger group.

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants.

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.

**Instructions:** Inform participants they will have one minute to share their personal history related to their name.



### In-Person Instructions

1. Can be 1 to 1, or participants can divide into smaller groups.
2. Ask participants to take turns sharing the story behind their name. They can discuss who named them, any cultural or familial significance, or interesting anecdotes related to their name.
3. After everyone has shared, open the discussion to the larger group and invite participants to share one interesting name story they heard.
4. Foster connections and understanding with participants by exploring the significance of names in different cultures and backgrounds.



### Virtual Instructions

1. Use breakout rooms for smaller group discussions.
2. Ask participants to take turns sharing the story behind their name. They can discuss who named them, any cultural or familial significance, or interesting anecdotes related to their name.
3. After everyone has shared, bring the group back together and invite participants to share one interesting name story they heard.
4. Foster connections and understanding with the participants by exploring the significance of names in different cultures and backgrounds.



## Verbal Message Relay

**Objective:** Allows participants to understand the challenges of verbal communication and emphasizes the importance of clarity and accuracy in message transmission within a group.

**Number of Participants:** From 1 to 20 (In-person only).

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.



## In-Person Instructions

1. Explain the goal – to pass a message verbally along the group and observe how it may change as it travels.
2. Gather all participants in a group formation, ensuring everyone can easily communicate with each other.
3. Choose one participant as the “message initiator” to come up with a short message or phrase.
4. Instruct the message initiator to whisper the message quietly to the person next to them.
5. Each recipient whispers what they heard to the person next to them until the message travels around the entire group.
6. The last person announces the message aloud to the group.
7. Compare the original message with the final one and discuss any changes.
8. Reflect as a group on the challenges of verbal communication and strategies for improving communication.



## Two Truths & A Lie

**Objective:** Allows participants to foster connections with each other by sharing personal experiences and interests, promoting comfortable communication and understanding.

**Number of Participants:** This activity can be conducted with any number of participants.

**Time Required:** Each person will take approximately 3–5 minutes

**Materials:** None required.

**Instructions:** Ask participants to think of interesting or meaningful facts to share, as well as a false statement that may sound true as well.



### In-Person Instructions

1. Invite participants to introduce themselves to the group and come up with two true statements/facts about themselves and one false statement/lie.
2. Ask a volunteer to start by sharing their two truths and a lie with the group.
3. Allow other participants to guess which statement is a lie. The person who guesses correctly goes next.
4. Encourage participants to expand on their truth statements if they wish to provide more context or details.



### Virtual Instructions

1. Instruct participants to introduce themselves to the group and prepare two true statements/facts about themselves and one false statement/lie.
2. Nominate a participant to begin by sharing their two truths and a lie with the group verbally or through chat.
3. Allow other participants to guess which statement is a lie by typing their guesses in the chat or using virtual reactions. The person who guesses correctly goes next.
4. Encourage participants to share additional information about their truth statements if desired, fostering engagement and conversation.



## Me, Too

**Objective:** Allows participants to foster connections and build rapport by discovering shared experiences within small groups.

**Number of Participants:** This activity works best for small groups or with a large group divided into smaller groups of 4–6 participants.

**Time Required:** Each person will take approximately 2–3 minutes

**Materials:** Each participant will need small items to use as tokens.



### In-Person Instructions

1. Distribute 10 small items to each participant.
2. The first person in the group states something they have done (e.g., walking, gardening).
3. Participants who have also done the same thing place one token in the center of the table.
4. The second person in the group states something they have done (e.g., swimming).
5. Participants who have also done it put another token in the center.
6. Continue until someone has run out of tokens.



### Virtual Instructions

1. Instruct each participant to have 10 small items ready for the activity.
2. Divide participants into smaller groups of 4-6 individuals in breakout rooms or virtual chat groups.
3. The first person in each group states something they have done, sharing it verbally or typing it in the chat (e.g., walking, gardening).
4. Participants who have also done the same thing type a message indicating their agreement and place a token aside.
5. The second person in the group states something they have done (e.g., swimming).
6. Participants who have also done it type a message and put another token in the center.
7. Continue until someone has run out of tokens in their virtual group.



## Common Ground

**Objective:** Allows participants to strengthen team cohesion and identify shared interests.

**Number of Participants:** This activity works best for small groups, with 4–6 participants in each group.

**Time Required:** 15–20 minutes

**Materials:** Each group will need a pen and paper or a digital device to write down their list.



### In-Person Instructions

1. Divide participants into small groups of 4-6 participants, ensuring they are sitting together as a team.
2. Provide each group with a pen and paper or a digital device. Ask one person in each group to volunteer as the recorder.
3. Set a specific time limit, such as 5 minutes, for the groups to write down everything they all have in common. Encourage them to avoid obvious answers like “we’re all taking this course.”
4. When the time is up, ask each group how many items they have listed.
5. For fun, invite groups to announce some of the most interesting items they have in common.



### Virtual Instructions

1. Divide participants into small breakout rooms, with 4-6 participants in each room. Ask one person in each group to volunteer as the recorder.
2. Assign each group a specific time limit, such as 5 minutes, to write down everything they all have in common using the chat or a shared document.
3. Monitor the breakout rooms to ensure participants stay on task and provide assistance if needed.
4. When the time is up, bring the groups back to the main session and ask each group how many items they have listed.
5. For fun, invite groups to share some of the most interesting items they have in common with the rest of the participants.



## Four Things That Make Me Unique

**Objective:** Allows participants to foster connections and enhance understanding, offering valuable insights into each learner’s unique perspectives and passions.

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants.

**Time Required:** 15–20 minutes (adjust according to group size)

**In-Person Materials:** One piece of paper per participant  
Pencils, colors, or markers for drawing and coloring  
Optional: Materials for discussion and sharing  
*See next page for Virtual Materials.*



### In-Person Instructions

1. Introduction:
  - Explain the “Four Things That Make Me Unique” activity.
  - Emphasize how it will help participants connect and share with each other.
2. Preparation:
  - Provide each participant with a piece of paper and drawing materials.
  - Instruct participants to divide the paper into four equal parts and label them as follows:
    - Square One: What I do best
    - Square Two: Best learning experience ever
    - Square Three: The most fun thing I’ve ever done
    - Square Four: One thing I would like to do
3. Reflection and Creation:
  - Encourage participants to reflect on each square.
  - Use pencils, colors, or markers to write, draw, and color images or symbols that represent their thoughts and experiences.
4. Sharing:
  - Allow time for participants to complete their squares.
  - Encourage creativity and self-expression.
  - Invite participants to share their work, explaining their choices and what each square means to them.
5. Discussion:
  - Facilitate discussions and interactions as participants share their work.
  - Foster connection and understanding among participants.

*See next page for virtual instructions.*



## Four Things That Make Me Unique

**Objective:** Allows participants to foster connections and enhance understanding, offering valuable insights into each learner’s unique perspectives and passions.

**Number of Participants:** Minimum: 1 to 1; can be used in small groups of 3 to 5 participants.

**Time Required:** 15–20 minutes (adjust according to group size)

### Virtual/Technology-Based

**Materials:** Google Presentation document shared so each learner can have a slide.  
Internet access to find images and/or mobile devices so learners can find images.



## Virtual Instructions

1. Introduction:
  - Explain the “Four Things That Make Me Unique” activity.
  - Emphasize how it will help participants connect and share with each other.
2. Preparation:
  - Share a Google Presentation document that allows each participant to have their own slide.
  - Ensure everyone has internet access and the capability to upload images.
3. Reflection and Creation:
  - Instruct participants to divide their slide into four parts and label them as follows:
    - Square One: What I do best
    - Square Two: Best learning experience ever
    - Square Three: The most fun thing I’ve ever done
3. Reflection and Creation (cont.)
  - Square Four: One thing I would like to do
  - Encourage participants to reflect on each square.
  - Use text, images found online, or photos taken with mobile devices to fill in their slides.
4. Sharing:
  - Allow time for participants to complete their slides.
  - Encourage creativity and self-expression.
  - Host a virtual meeting where participants can share their slides and explain their choices.
5. Discussion:
  - Facilitate discussions and interactions as participants share their work.
  - Foster connection and understanding among participants.



## ***Dinámica Questions***

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These engaging questions help groups of any size, whether in-person or virtual, have an opportunity to get to know each other better.

1. If you had to teach a class on one thing, what would you teach?
1. If you could eliminate one thing from your daily routine, what would it be and why?
2. Would you rather be the funniest or smartest person in the room?
3. What would you like to be known/remembered for?
4. What would you like to do when you retire?
5. What is the best perk you have ever enjoyed at a job?
6. If you could magically become fluent in any language, what would it be?
7. What is your favorite time of the day and why?
8. What adventurous activity do you dream of trying someday?
9. What is your idea of fun?
10. What two things do you consider yourself to be very good at?
11. What two things do you consider yourself to be very bad at?
12. What is something you hate doing? Why?
13. What is something you love doing? Why?
14. What was one new experience you tried that was completely unknown or uncomfortable to you at the time you tried it?
15. Who was the last person you felt inspired by?
16. What do you value most in a friendship?
17. What's something that you've never learned to do?
18. Where do you feel most at home?
19. What's one characteristic you admire in others?
20. What's your favorite thing about the place where you live?
21. Where did you grow up, and what was it like?
22. What's something from your childhood that you still love today?
23. What is your favorite emoji?
24. What is your favorite meme?
25. What is your favorite scent and why?

*Dinamica questions sourced from Michigan Tech University RSO and Parabol.*



## Values Discussion

**Objective:** Allows participants to engage in meaningful conversations, allowing them to explore and share their personal values and experiences.

**Number of Participants:** Any, though groups of 3 participants each is recommended.

**Time Required:** Approximately 15–20 minutes.

**Materials:** None required.



### In-Person Instructions

1. Group Formation:
  - Instruct participants to find two other individuals wearing the same color as them.
  - Once grouped, guide them to sit down in a circle a little away from other groups.
2. Discussion Rounds:
  - Explain to the groups that they will engage in a series of discussions, with a new topic provided every few minutes.
  - Provide each group with the list of discussion topics list.
3. Rotation:
  - After a few minutes of discussion on each topic, rotate to the next topic until all topics have been covered.
4. Closure:
  - Gather the groups back together.
  - Optionally, invite volunteers to share any insights or reflections from their discussions.
  - Thank participants for their openness and participation.



### Virtual Instructions

1. Group Formation:
  - Assign participants to breakout rooms with two other individuals wearing the same color as them.
  - Instruct them to join their assigned breakout room.
2. Discussion Rounds:
  - Explain the activity and inform participants that they will engage in a series of discussions within their breakout rooms.
3. Discussion Topics: Provide each breakout room with the list of discussion topics.
4. Rotation:
  - Instruct participants to spend a few minutes discussing each topic before rotating to the next one.
  - Monitor the time and remind participants to switch topics accordingly.
5. Closure:
  - Bring all participants back to the main session.
  - Facilitate a brief sharing session where each group can share one insight or reflection from their discussions.
  - Express gratitude to participants for their engagement and willingness to share.



## Values Discussion

### Discussion Topics:

1. Talk about the most important thing you did this year.
2. What are the easiest and hardest emotions for you to express, and why?
3. Share something few people know about you.
4. Discuss what you value in a friend.
5. Envision what you want to be doing in five years.
6. Share one goal you have for next year.
7. Discuss something you want to learn to do better.
8. Share a motto you try to live by.
9. Describe yourself using five words a friend would use.
10. Reflect on the greatest challenge you are facing.
11. Share what you like most about yourself.
12. Discuss what you value in a loving relationship.
13. Share what you value most in life.





## Group Formation Activities

**Objective:** Ready to form groups? This activity allows participants to get to know each other better through shared interests and experiences.

**Number of Participants:** Any

**Time Required:** Approximately 10–15 minutes

**Materials:** None



### In-Person Instructions

1. Introduction:
  - Gather all participants together.
  - Explain they will form groups based on shared characteristics.
2. Group Formation Prompts:
  - Read each prompt and have participants form groups based on their answers.
3. Prompts:
  - Has made the longest journey
  - Prefers to play a sport or read a book
  - Prefers cats or dogs as a pet
  - Speaks a foreign language
  - Plays a musical instrument
  - Has 2 or more pets
  - Has been to the most foreign countries
  - Has 2 or more siblings or is an only child
  - Name begins with an 'S'
  - Loves to try new foods or loves traditional foods
  - Loves spicy, sweet, or sour flavors
  - Loves coffee or tea in the morning
  - Likes to get up early
  - Likes funny, scary, or sentimental movies
4. Discussion:
  - In groups, participants introduce themselves and discuss what they have in common.
  - Allow a few minutes for each prompt before moving to the next.
5. Closure:
  - Thank participants for their engagement.
  - Invite anyone to share interesting discoveries if time allows.

*See next page for virtual instructions.*



## Group Formation Activities

**Objective:** Ready to form groups? This activity allows participants to get to know each other better through shared interests and experiences.

**Number of Participants:** Any

**Time Required:** Approximately 10–15 minutes

**Materials:** None



## Virtual Instructions

1. Introduction:
    - Start the virtual meeting.
    - Explain participants will form groups based on shared characteristics.
  2. Group Formation Prompts:
    - Read each prompt and use breakout rooms for group discussions.
  3. Prompts:
    - Has made the longest journey
    - Prefers to play a sport or read a book
    - Prefers cats or dogs as a pet
    - Speaks a foreign language
    - Plays a musical instrument
    - Has 2 or more pets
    - Has been to the most foreign countries
    - Has 2 or more siblings or is an only child
    - Name begins with an 'S'
    - Loves to try new foods or loves traditional foods
    - Loves spicy, sweet, or sour flavors
    - Loves coffee or tea in the morning
    - Likes to get up early
    - Likes funny, scary, or sentimental movies
  4. Discussion:
    - In breakout rooms, participants introduce themselves and discuss what they have in common.
    - Allow a few minutes for each prompt before moving to the next.
  5. Closure:
    - Thank participants for their engagement.
    - Invite anyone to share interesting discoveries if time allows.
- By following these instructions, participants will have fun discovering shared interests and forming connections.

# EXAMPLES OF INCLUSIVE STRATEGIES AND EXERCISES THAT ENGAGE PARTICIPANTS

## Getting Started



*“My name is”*

**Objective:** Allows participants to form personal connections by sharing their names along with an adjective that reflects a prominent trait.

**Number of Participants:** Suitable for any number of participants.

**Time Required:** Approximately 15–20 minutes, depending on the size of the group.

**Materials:** For in-person sessions, provide paper and pens. For virtual sessions, use a virtual whiteboard or shared document.

**In-Person Instructions**

1. Gather the group and explain the purpose of the activity: To introduce themselves using an adjective that corresponds with the initial letter of their name.
2. Begin by demonstrating the activity. For example, “I’m Brave Brian, Marvelous Maria.”
3. Proceed around the group, inviting each participant to state their name and attach an adjective that starts with the same letter as their name, representing a notable characteristic.
4. Provide everyone an opportunity to introduce themselves, sharing the names they came up with.
5. As participants share, write down their compiled names on paper or on a flip chart.

**Virtual Instructions**

1. Gather the participants in the virtual meeting room and explain the activity.
2. Begin by demonstrating the activity. For example, “I’m Brave Brian, Marvelous Maria.”
3. Encourage each participant to take turns stating their name and attaching an adjective that starts with the same letter as their name, representing a notable characteristic. They can type their introduction in the chat or unmute themselves to speak.
4. Provide everyone an opportunity to introduce themselves, sharing the names they came up with.
5. As participants share, type their compiled names on the virtual whiteboard or shared document.



## Hello, Hola (Cultural Greeting Exchange)

**Objective:** Allows participants to explore and celebrate cultural diversity within the group while sharing of different cultural greetings.

**Number of Participants:** Any number

**Time Required:** Approximately 20–30 minutes, depending on the number of participants and depth of discussion.

**Materials:** None



### In-Person Instructions

1. Gather participants in a circle or group setting, ensuring everyone has a clear view and can easily communicate.
2. Explain the purpose of the activity: To learn about and exchange cultural greetings from around the world.
3. Start by demonstrating a greeting from your own culture or one you find intriguing, explaining its significance and any associated customs or gestures.
4. Invite each participant to take turns sharing a greeting from their own cultural background or one they find interesting.
5. As participants share, encourage them to demonstrate the greeting, explain its meaning, and share personal experiences or memories associated with it.
6. After each presentation, open the floor for questions and discussion to deepen understanding and foster cultural appreciation.
7. Encourage active listening and respectful engagement as participants share their cultural insights.
8. Once all participants have had the opportunity to share, facilitate a group reflection:
  - Discuss common themes or differences among the greetings shared.
  - Reflect on the importance of cultural diversity and understanding within the group.
  - Encourage participants to consider how they can incorporate elements of different greetings into their own interactions and cultural awareness.

*See next page for virtual instructions.*



## ***Hello, Hola (Cultural Greeting Exchange)***

**Objective:** Allows participants to explore and celebrate cultural diversity within the group while sharing of different cultural greetings.

**Number of Participants:** Any number

**Time Required:** Approximately 20–30 minutes, depending on the number of participants and depth of discussion.

**Materials:** None



### **Virtual Instructions**

1. Gather participants in the virtual meeting room and explain the activity.
2. Start by demonstrating a greeting from your own culture or one you find intriguing, describing its significance and any associated customs or gestures.
3. Invite each participant to take turns sharing a greeting from their own cultural background or one they find interesting, using gestures if possible.
4. As participants share, encourage them to explain the meaning of the greeting and share any personal experiences or memories associated with it.
5. Use chat or virtual reactions to facilitate questions and discussion after each presentation.
6. Encourage active participation and respectful engagement as participants share their cultural insights.
7. Once all participants have had the opportunity to share, facilitate a group reflection using the chat or by unmuting participants:
  - Discuss common themes or differences among the greetings shared.
  - Reflect on the importance of cultural diversity and understanding within the group.
  - Encourage participants to consider how they can incorporate elements of different greetings into their own interactions and cultural awareness.



## Five Things I Love About My Culture

**Objective:** Allows participants to foster cultural appreciation and understanding by sharing five aspects they love about their culture.

**Number of Participants:** Ideal for groups of 5 to 20 people. For larger groups, consider breaking into smaller groups for sharing.

**Time Required:** Approximately 15–20 minutes, depending on the number of participants and depth of sharing.

**Materials:** Optional: note cards and pens for participants to jot down their points



### In-Person Instructions

1. Introduction:
  - Gather participants in a circle or seated arrangement.
  - Explain the objective of the icebreaker: to share and celebrate cultural heritage by discussing five things they love about their culture.
2. Demonstration:
  - Share your own five things you love about your culture to provide an example and set the tone.
3. Sharing Session:
  - Ask for a volunteer to begin and then go around the circle, allowing each person 3–5 minutes to share their five cultural loves.
  - Encourage active listening and respectful engagement.
4. Discussion and Wrap Up:
  - Facilitate a brief discussion on common themes and unique aspects shared.
  - Thank everyone for their participation and highlight the richness of cultural diversity.



### Virtual Instructions

1. Introduction:
  - Welcome participants and explain the objective of the icebreaker.
  - Ensure everyone is comfortable with the video conferencing platform's features.
2. Demonstration:
  - Share your own five things you love about your culture as an example and to set the tone.
3. Sharing Session:
  - Recommend that participants use the “Gallery View” on the conferencing platform so everyone can see each other.
  - Call on each participant by name, allowing them 3-5 minutes to share their cultural loves.
  - Encourage use of the chat feature for additional comments or questions.
4. Discussion and Wrap Up :
  - Summarize common themes and unique aspects.
  - Thank participants for sharing and emphasize the importance of cultural diversity.



## The Interview

**Objective:** Allows participants to get to know each other better by conducting interviews and sharing interesting facts.

**Number of Participants:** Any number (pairs)

**Time Required:** Approximately 15–20 minutes.

**Materials:** None



### In-Person Instructions

1. Divide participants into pairs.
2. Instruct them to take three minutes to interview each other.
3. Each interviewer should aim to discover 3 interesting facts about their partner during the interview.
4. After three minutes, bring everyone back together as a group.
5. Ask each participant to present the 3 facts they learned about their partner to the rest of the group.
6. Encourage brief presentations to keep the activity moving along.
7. Facilitate any discussion or reactions that arise from the presentations.



### Virtual Instructions

1. Divide participants into pairs using breakout rooms or virtual breakout groups.
2. Explain that each pair will have three minutes to interview each other.
3. Instruct participants to use the chat or video/audio to conduct the interview and discover 3 interesting facts about their partner.
4. After three minutes, bring everyone back together to the main meeting room.
5. Ask each participant to share the 3 facts they learned about their partner with the whole group.
6. Encourage brief presentations to keep the activity moving along.
7. Facilitate any discussion or reactions that arise from the presentations.

*See next page for suggested questions.*



## The Interview

### **Suggested questions may include:**

1. Would you rather be known for your intelligence or your good looks?
2. Would you rather eat pizza or ice cream as the only food for eternity?
3. Would you rather mentally or physically never age?
4. Would you rather change your eye color or your hair color?
5. Would you rather be known as a one-hit wonder for a novel or a song?
6. Would you rather live in your childhood hometown or in a different country?
7. Would you rather sing like an opera star or cook like a gourmet chef?
8. Would you rather end hunger or hatred?
9. Would you rather go without TV or junk food the rest of your life?
10. Would you rather spend the day at an amusement park or lazing on the beach?
11. Would you rather own your own boat or your own plane?
12. Would you rather live where it is always winter or where it is always summer?
13. Would you rather be a little late or way too early?
14. Would you rather have a rewind button or a pause button on your life?
15. Would you rather be able to talk with the animals or speak all foreign languages?
16. Would you rather win the lottery or live twice as long?
17. Would you rather put a stop to war or end world hunger?
18. Would you rather explore space or the ocean?
19. Would you rather go deep sea diving or bungee jumping?
20. Would you rather be a kid your whole life or an adult your whole life?
21. Would you rather lose your keys or your cell phone?
22. Would you rather have x-ray vision or magnified hearing?
23. Would you rather be too hot or too cold?
24. Would you rather be the youngest or the oldest sibling?
25. Would you rather get rich through hard work or by winning the lottery?

*These engaging dinamicas are sourced from the free resource: [Signup Genius "Would you rather cards for groups"](#)*



## Rainstorm

**Objective:** Allows participants to create a calming and refreshing experience by mimicking the sound of a rainstorm.

**Number of Participants:** Works best with at least 20–30 people

**Time Required:** Varies, but typically around 5–10 minutes.

**Materials:** None



### In-Person Instructions

1. Gather participants and explain the objective of the activity: to create a calming experience similar to listening to a rainstorm.
2. Encourage participants to refrain from talking and to listen attentively.
3. Begin the rainstorm simulation by demonstrating the actions, performing each one for a few seconds before moving to the next:
  - Lightly rub your hands together.
  - Lightly clap or snap your fingers.
  - Slap your thighs lightly.
  - Slap your thighs and stamp your feet gently.
  - Return to just slapping your thighs.
  - Return to clapping your hands or snapping your fingers.
  - Return to rubbing your hands together.
  - Finally, turn in silence.
4. Encourage participants to follow along with the actions, copying the person on their right.
5. After completing the sequence, signal the end of the rainstorm.
6. Encourage them to take a moment to notice how they feel after the calming experience.



### Virtual Instructions

1. Welcome participants to the virtual session and explain the objective of the activity: to create a calming experience similar to listening to a rainstorm.
2. Encourage participants to turn on their video cameras and mute their microphones.
3. Begin the rainstorm simulation by demonstrating the actions:
  - Lightly rub your hands together.
  - Lightly clap or snap your fingers.
  - Third time, slap your thighs lightly.
  - Fourth time, slap thighs and stamp feet gently.
  - Fifth time, return to just slapping your thighs.
  - Sixth time, back to clapping hands or snapping fingers.
  - Seventh time, back to rubbing your hands together.
  - Finally, turn in silence.
4. Encourage participants to follow along with the actions, copying the person on their right.
5. After completing the sequence, signal the end of the rainstorm.
6. Encourage them to take a moment to notice how they feel after the calming experience.

**Ha Ha**

**Objective:** Allows participants to create a fun and light-hearted atmosphere by passing the word “ha” around the circle without laughing.

**Number of Participants:** 8–15 or so

**Time Required:** Varies, typically 5–10 minutes.

**Materials:** None

**In-Person Instructions**

1. Gather the participants and explain the objective of the activity: to pass the word “ha” around the circle without laughing.
2. Form a circle with the participants.
3. Encourage the participants to maintain a serious expression without laughing.
4. The facilitator starts by saying “Ha.”
5. The next person says “Ha Ha.”
6. The third person says “Ha Ha Ha.”
7. Continue in this manner, with each participant adding one more “Ha” to the sequence.
8. The goal is to pass the word “ha” around the circle without anyone laughing.
9. If someone laughs, they’re out of the game... or you can simply restart the game and continue playing.
10. After several rounds, or once laughter ensues, conclude the activity.
11. Encourage them to reflect on the light-heartedness of the activity and how it affected their mood.

**Virtual Instructions**

1. Welcome participants to the virtual session and explain the objective of the activity: to pass the word “ha” around the virtual circle without laughing.
2. Encourage participants to turn on their video cameras and mute their microphones.
3. The facilitator starts by saying “Ha” and shows a visual cue (e.g., holding up fingers to indicate the number of “Ha”s).
4. The next participant unmutes and says “Ha Ha” and then mutes themselves again.
5. Continue in this manner, with each participant adding one more “Ha” to the sequence.
6. The goal is to pass the word “ha” around the virtual circle without anyone laughing.
7. If someone laughs, acknowledge it humorously and continue the game.
8. After several rounds, or once laughter ensues, conclude the activity.
9. Encourage them to reflect on the light-heartedness of the activity and how it affected their mood, even in a virtual setting.

**CHW Top Pick!**

*“It was so refreshing that this was done in the midst of our meeting for the day. Since it was an all-day meeting, it helped to unplug a little and be able to participate at the same time, making it a memorable experience for us all. There were different themes like music from the 80s, 90s and today. Up to this day, this is my favorite Dinámica.”*

— Liza Adame, CHW, MHP Salud

**Name That Song**

**Objective:** Allows participants to develop a sense of fellowship and fun while guessing popular songs from the 80s, 90s, and today

**Number of Participants:** 7+ people

**Time Required:** Approximately 10 minutes.

**Materials:** Computer or device with Zoom capability; PowerPoint presentation (optional, for background); Playlist of songs from the 80s, 90s, and today

**In-Person Instructions & Virtual Instructions**

1. Setup:
  - If in person, arrange seating for participants.
  - If virtual, create a Zoom meeting and share the screen with the PowerPoint presentation.
2. Introduction:
  - Explain the activity: Participants will listen to snippets of popular songs from the 80s, 90s, and today and try to guess the song title and artist.
3. Begin:
  - Start playing a snippet of the first song.
  - Allow participants to listen and guess the song title and artist.
  - For virtual sessions, use the chat feature for participants to type their guesses.
4. Guesses:
  - Encourage participants to type their guesses into the chat.
  - After a brief period, reveal the correct answer.
  - Keep track of participants' correct guesses if desired.
5. Repeat:
  - Play snippets of several songs from each era.
  - Allow participants to continue guessing and enjoying the music.
6. Interaction:
  - Encourage participants to interact and have fun with the activity.
  - In virtual sessions, monitor the chat for responses and engage with participants.
7. Closure:
  - End the activity after playing a selection of songs.
  - Thank participants for their participation and enthusiasm.
  - Optionally, announce the winners or provide a prize for the most correct guesses.
8. Follow-Up:
  - Consider discussing favorite songs or memories associated with the music played.
  - Share additional information about the songs or artists for further engagement and learning.

**CHW Top Pick!**

*“In every session, the community starts quiet ... they seem nervous. But after starting this dinámica, they smile, they lose their fear, they enjoy the time, they connect with each other, they relax ... they leave as new friends. I tell them, ‘We all have something in common: sadness, children, difficulties, likes and dislikes ... that’s how we are to help and support each other ... to always have a friend at your service.’”*

— Lorena De Leon, CHW, MHP Salud

**Unity Web**

**Objective:** Allows participants to see the interconnectedness and unity within the group through a symbolic activity.

**Number of Participants:** 7+ people

**Time Required:** Approximately 10 minutes (depends on group size)

**Materials:** Yarn or long ribbon

**In-Person Instructions**

1. Gather all participants in a circle, ensuring there is enough space between them.
2. Explain the purpose of the activity: to demonstrate how everyone is connected and supports each other within the group.
3. Start by holding one end of the yarn or ribbon and introducing yourself. Share some personal information or facts about yourself, such as your name, marital status, and any other relevant details.
4. Once you have shared something about yourself, pass the ball of yarn or ribbon to someone across the circle while holding onto your end firmly, saying “CONNECTION.”
5. The next person receives the yarn or ribbon, wraps it around their hand, and shares something about themselves that connects them to the previous person’s statement. For example, if the previous person mentioned having children, the next person could say, “I also have children.” That participant then shares a couple of additional facts about themselves, then passes the yarn or ribbon to someone else, saying “CONNECTION.”
6. Continue this process until everyone in the circle has had a turn to share and connect with others. As more connections are made, the yarn or ribbon will create a web-like pattern, symbolizing the unity and interconnectedness of the group.
7. Once everyone has shared and the web is complete, take a moment to admire the visual representation of unity

See next page for Virtual Instructions.

**CHW Top Pick!**

*“This shows how we are all connected by having similar life or work experiences. It does not matter how far we live from each other; we are still connected in some form. It also shows a common denominator, which is the willingness to help others ... the fact that we are willing to help others can become a positive life changer for someone in need.”*

— Monica Alvarez, CHW, MHP Salud

**Unity Web**

**Objective:** Allows participants to see the interconnectedness and unity within the group through a symbolic activity.

**Number of Participants:** 7+ people

**Time Required:** Approximately 10 minutes (depends on group size)

**Materials:** Yarn or long ribbon

**Virtual Instructions**

1. Start by explaining the purpose of the activity and ensuring everyone understands the instructions.
2. Encourage participants to imagine themselves forming a circle, with each person holding onto one end of the virtual yarn or ribbon.
3. Begin by sharing something about yourself. Once you have shared something about yourself, call on another participant, saying “CONNECTION.”
4. The next person shares something about themselves that connects them to the previous person’s statement. For example, if the previous person mentioned having children, the next person could say, “I also have children.” That participant then shares a couple of additional facts about themselves, then calls on someone else, saying “CONNECTION.”
5. The next participant shares something about themselves that connects to the previous person’s statement and calls on another participant, continuing the process.
6. Encourage participants to visualize the connections forming.
7. Continue until everyone has had a turn to share and connect, creating a virtual web of unity.
8. Take a moment for participants to reflect on the interconnectedness within the group.



## Ready to Lead

**Objective:** Allows participants to promote leadership skills and foster unity within the group through a fun and interactive activity.

**Number of Participants:** Any

**Time Required:** Approximately 10 minutes

**Materials:** None

**Instructions:** Welcome participants and briefly explain the objective of the activity: to promote leadership skills and foster group unity through a fun and interactive exercise.



### In-Person Instructions

1. Form a circle with the participants standing, ensuring everyone has enough space.
2. Designate one participant as the leader to start the activity.
3. The leader shouts, “Ready to Lead!” and the rest of the participants respond enthusiastically, “READY!”
4. The leader then performs a sound and movement, demonstrating their leadership style. It could be a clap, a chant, a dance move, or any action they choose.
5. Encourage the rest of the participants to imitate the leader’s sound and movement simultaneously.
6. Repeat this process three times, allowing a new participant to take a turn as the leader.
7. Encourage creativity and fun with the sounds and movements, allowing each participant to express their unique leadership style.
8. As each participant leads, observe and encourage positive engagement and support from the group.
9. Emphasize that everyone has the potential to be a leader and that leadership comes in many forms.



### Virtual Instructions

1. Ask participants to turn on their cameras. Encourage participants to have enough space around them to perform simple movements.
2. Designate the leader: Randomly select one participant to start as the leader. The selected leader will unmute themselves and prepare to start the activity.
3. Start the Activity (1 minute): The leader shouts, “Ready to Lead!” and the rest of the participants respond enthusiastically, “READY!” The leader then performs a sound and movement, demonstrating their leadership style (e.g., a clap, a chant, a dance move).
4. Imitate the leader:
  - All participants simultaneously imitate the leader’s sound and movement.
  - Repeat this process three times, allowing each participant to take a turn as the leader.
  - Encourage creativity and fun with the sounds and movements, allowing each participant to express their unique leadership style.
5. Encourage engagement throughout the activity:
  - Observe and encourage positive engagement and support from the group.
  - Highlight moments of creativity and unity.
  - Emphasize that everyone has the potential to be a leader and that leadership comes in many forms.



## Silent Communication

**Objective:** Improve non-verbal communication skills and teamwork.

**Number of Participants:** 2–50

**Time Required:** 15–30 minutes depending on group size.

**Materials:** Scenario cards (pre-prepared and distributed to participants in person or via email).



### In-Person Instructions

1. **Group Formation:** Have participants pair up or form small groups.
2. **Scenario Sharing:** Assign one person in each pair/group a scenario card. This person reads the scenario silently and memorizes it without speaking, writing, or drawing anything.
3. **Communication Relay:** The person with the scenario then communicates the scenario to their partner(s) non-verbally, using gestures, facial expressions, or any other means except spoken words.
4. **Interpretation Sharing:** Once the communication is complete, the partner or someone from the group shares with everyone what they believe the scenario was. The person who received the scenario confirms if the interpretation is correct or not.
5. **Scenario Presentation:** Finally, the person who initially received the scenario reveals what it actually was.



### Virtual Instructions

1. **Group Formation:** Assign participants to small groups in breakout rooms. Ensure each group has a designated person who will receive the scenario.
2. **Scenario Sharing:** Assign one person in each group a scenario by sending it to them via private message or email. This person reads the scenario silently and memorizes it without speaking, writing, or drawing anything.
3. **Communication Relay:** The person with the scenario communicates the scenario to their partner(s) non-verbally, using gestures, facial expressions, or any other means except spoken words.
4. **Interpretation Sharing:** Once the non-verbal communication is complete, the partner or someone from the group shares with everyone what they believe the scenario was. The person who received the scenario confirms if the interpretation is correct or not.
5. **Scenario Presentation:** Finally, the person who initially received the scenario reveals what it actually was.

### Suggested Group Discussion Questions:

- Bring everyone back together.
- Discuss the experience using the following suggested questions:
  - How challenging was it to convey the scenario without using words?
  - Did the message come across clearly, or were there misunderstandings?
  - How did it feel to have someone else interpret your non-verbal cues?
  - How did it feel to interpret someone else's non-verbal cues and speak on their behalf?



## ***The People Decide (or Speak)/ El Pueblo Manda/The People Rule (or Say)***

**Objective:** Allows participants to become energized and ready to begin the meeting.

**Arrangement:** Any formation.

**Number of Participants:** From 1 to 100+

**Materials:** None



### **In-Person Instructions**

1. **Introduction:** The leader stands in front of the group where all participants can see them clearly. They explain the rules of the activity.
  2. **Explanation of Actions:** The leader explains that when they perform an action and say, “El pueblo manda que hagan esto” (The people say do this), everyone should imitate the action. However, if they perform an action and only say, “Que hagan esto” (Do this) without mentioning the people, no one should do it.
  3. **Example Action:** The leader demonstrates the difference between the two types of commands by performing an action and stating, “El pueblo manda que hagan esto.”
  4. **Beginning the Activity:** The leader starts the activity by performing various actions and stating, “El pueblo manda que hagan esto.” Participants mimic the actions accordingly.
  5. **Introducing Variation:** At some point, the leader performs an action and only says, “Que hagan esto.” This introduces the element of surprise and tests participants’ attention to detail.
  6. **Consequences of Mistakes:**
    - Option 1: Those who make mistakes must sit down, and the activity continues until only one “champion” remains standing.
    - Option 2: The person who makes a mistake becomes the leader and takes over the activity.
    - Option 3: No consequences, and the activity continues as normal.
- Variations:
- **Language Variation:** Since this activity doesn’t require verbal communication from participants, it can be conducted in any language. Alternatively, you can start in one language and switch to another to add an additional challenge.
  - **Leadership Development:** If participants who make mistakes have to lead the activity, it can serve as a fun way for them to learn a few words in another language and develop their leadership skills.



## Paper, Rock, Scissors Showdown

**Objective:** Allows participants to facilitate quick connections and become energized through a fun and interactive game.

**Number of Participants:** 6+

**Time Required:** 5–10 minutes.

**Materials:** None

**Benefits:** Promotes teamwork and camaraderie.  
Encourages quick thinking and decision-making skills.  
Provides an energetic and entertaining way to break the ice and encourage engagement.



### In-Person Instructions

1. Gather all participants into a circle or form smaller groups, depending on the size of the group.
2. Explain you'll be playing a group version of the classic game "Rock, Paper, Scissors."
3. Demonstrate the rules of the game:
  - On the count of three, each participant will simultaneously choose to be either a rock, paper, or scissors by forming the corresponding hand gesture:
    - Rock: Make a fist.
    - Paper: Extend your hand flat.
    - Scissors: Extend your index and middle fingers in a V shape.
  - The rules for winning are:
    - Rock crushes scissors (rock wins)
    - Scissors cut paper (scissors win)
    - Paper covers rock (paper wins)
    - If both players choose the same gesture, it's a tie.
4. After explaining the rules, have everyone practice the hand gestures together a few times.
5. Start the game by having all participants pair up with someone nearby. If there's an odd number of participants, you can join in or have one person sit out for each round.
6. Once everyone is paired up, count down from three, and have each pair simultaneously make their gesture.
7. Determine the winners of each round based on the rules of the game.
8. Winners advance to the next round and find a new partner, while those who lost cheer on the remaining participants or form small cheering squads.
9. Repeat the process, with winners advancing to subsequent rounds until there is an ultimate champion or until everyone has had a chance to participate in several rounds.
10. After the game, congratulate the winners and encourage positive interactions between participants, regardless of the outcome.

## FACILITATING TRANSITIONS TO ACTIVITIES AND SESSIONS

Energizing Activities: Maintaining Momentum

Reflections and Key Takeaways

Mental Check-In: Fostering Emotional Awareness





## Victory Dance!

**Objective:** Allows participants to foster unity, positivity, and excitement by creating a collective victory dance

**Number of Participants:** Any

**Time Required:** Approximately 15–20 minutes.

**Materials:** Spacious area for movement  
Upbeat music



### In-Person Instructions

1. **Formation:** Gather all participants in a spacious area where they can move freely.
2. **Introduction:** Explain each participant will contribute to creating a spontaneous victory dance, celebrating unity and positivity.
3. **Music Selection:** Choose an upbeat song with a strong rhythm.
4. **Song and Dance Moves:** Play the selected song and invite participants to dance freely, incorporating unique moves and gestures that represent victory and celebration.
5. **Team-Building Support:** Encourage participants to observe and build upon each other's movements, fostering unity and collaboration.
6. **Promote Excitement:** Use words of encouragement to keep the energy high and motivate participants to showcase their best moves.
7. **Reflection:** Pause the music after a few minutes and gather the group to reflect on the experience, discussing memorable moments and the sense of camaraderie built.
8. **Closure:** End the activity by playing the song one last time and allowing participants to continue dancing freely, celebrating together.



### Virtual Instructions

1. **Formation:** Encourage participants to clear a space in their surroundings for movement.
2. **Introduction:** Explain the purpose of the activity and how each participant will contribute to the virtual victory dance.
3. **Music Selection:** Play an upbeat song with a strong rhythm through the virtual meeting platform.
4. **Song and Dance Moves:** Invite participants to dance freely in their own space, incorporating unique moves and gestures.
5. **Team-Building Support:** Encourage participants to watch and engage with each other's dance moves through the virtual platform, fostering unity and collaboration.
6. **Promote Excitement:** Use verbal cues and emojis to keep the energy high and motivate participants to showcase their best moves.
7. **Reflection:** Pause the music after a few minutes and invite participants to share their thoughts and experiences in the virtual chat or through verbal communication.
8. **Closure:** End the activity by playing the song one last time and allowing participants to continue dancing in their own space, celebrating together virtually.



## Move to the Rhythm

**Objective:** Allows participants to experience relaxation and enjoyment as they move to the rhythm of multicultural instrumental music at their own comfort level.

**Number of Participants:** Any

**Time Required:** 5 minutes.

**Materials:** Multicultural instrumental music (accessible via a speaker for in-person or shared audio in virtual settings).



### In-Person Instructions

1. Introduction: Gather participants in an open space where they have room to move freely.
  - Explain the objective: To relax, enjoy, and move at your own comfort level to the sound of multicultural instrumental music.
2. Play Music and Encourage Movement: Start multicultural instrumental music.
  - Encourage participants to move in any way they feel comfortable. They can dance, sway, stretch, or simply tap their feet. Emphasize the focus is on relaxation and enjoyment, not on performing any specific dance moves.
3. Wrap Up: Gradually lower the music volume and bring the group back together.



### Virtual Instructions

1. Introduction: Welcome participants and ensure everyone can hear the audio clearly.
  - Explain the objective: To relax, enjoy, and move at your own comfort level to the sound of multicultural instrumental music.
2. Play Music and Encourage Movement: Share your screen or audio to play multicultural instrumental music.
  - Encourage participants to turn on their cameras if they are comfortable and move in any way they feel relaxed. They can dance, sway, stretch, or simply tap their feet.
  - Remind everyone it is a judgment-free zone focused on relaxation and enjoyment.
3. Wrap Up: Gradually lower the music volume and bring the group's attention back to the session.



### Reflections and Key Takeaways

*“Takeaways occur after every training topic concludes. If there are two topics, then the takeaway question is asked after each one finishes. The takeaways can be anything participants learned, found interesting or that stuck out to them.*

*Doing takeaways gives me a chance to see what topic/content during the training really made an impact. It also gives me an opportunity to expound upon things that may not have made as much of an impact as I had hoped. I’ve found it’s a great way to get feedback and true feelings on the topic. It always makes for a great way to wrap up the session.”*

— Kyraneshia Coleman, Health Strategy Specialist, MHP Salud



### Key Takeaways

**Objective:** Allows participants to identify and summarize the main points or lessons learned.

**Number of Participants:** Any

**Time Required:** Depends on the complexity of the discussion or presentation

**Materials:** Pen and paper, whiteboard or flip chart (optional)



#### In-Person Instructions

1. Gather all participants in a designated area where they can comfortably sit or stand.
2. Encourage participants to think about the main points, insights, or lessons learned during the session.
3. Provide each participant with pen and paper to jot down their key takeaways individually.
4. After a few minutes, facilitate a group discussion where participants share their key takeaways one by one. (Optional: use a whiteboard or flip chart to list down the key takeaways as they are shared.)
5. Summarize the key takeaways collectively and ensure everyone has had the opportunity to contribute.



#### Virtual Instructions

1. Gather all participants in the virtual meeting room.
2. Share the objective of the activity and encourage participants to reflect on the key takeaways from the discussion or presentation.
3. Encourage participants to jot down their key takeaways individually.
4. Allow a few minutes for participants to write down their thoughts.
5. Facilitate a discussion where participants can share their key takeaways verbally or by typing them in the chat.
6. Encourage active participation and respectful engagement throughout the discussion.
7. Summarize the key takeaways as they are shared and ensure everyone has had the opportunity to contribute.



## Dice Debrief

**Objective:** Allows participants to engage in sharing key takeaways from their group session.

**Number of Participants:** Any

**Time Required:** 10–15 minutes, depending on the size of the group

**Materials:** Paper; Marker; Dice



### In-Person & Virtual Instructions

1. Prepare the Dice: Create a sign or visual aid that shows what each dice number represents.  
Write down the following prompts on a piece of paper:
  1. Name one new thing you learned today.
  2. Acknowledge someone for sharing something in your group.
  3. Describe a good idea you heard.
  4. Describe how you felt before and after this experience.
  5. Describe something that pushed you out of your comfort zone.
  6. How will you apply what you have learned today?
2. Roll the Dice: Have each participant roll the dice. They will then refer to the prompt corresponding to the number rolled.
3. Share Responses: Participants will take turns sharing their responses with the group based on the prompt they rolled. Encourage everyone to actively listen and engage with each other's responses.
4. Facilitate Discussion: After each participant shares their response, facilitate a brief discussion by inviting others to comment or ask questions. Encourage an open and supportive atmosphere for sharing.



## Rose, Thorn, Bud

**Objective:** Allows participants to foster connections, reflection, and positivity by sharing current positives, challenges, and future aspirations.

**Number of Participants:** Ideal for small to medium groups (5–20 participants) but can be adapted for larger groups with breakout sessions

**Time Required:** 20–30 minutes

**Materials:** In-person: None required, but a whiteboard or flip chart can be useful for capturing key points.



### In-Person Instructions

1. Introduction (2–3 minutes):
  - Welcome participants and explain the objective of the Rose, Thorn, Bud activity.
  - Briefly describe what each element represents:
    - Rose: Something positive or something going well.
    - Thorn: A challenge or issue currently being faced.
    - Bud: Something to look forward to or a new idea.
2. Sharing (15–20 minutes):
  - Have participants sit in a circle or in small groups.
  - Ask each participant to share two roses (positives), one thorn (challenge), and one bud (something they look forward to).
  - Encourage active listening and supportive responses.
3. Group Discussion (5–7 minutes):
  - After everyone has shared, open the floor for a brief group discussion.
  - Highlight common themes, encourage further sharing, and discuss any actionable ideas that emerge.
4. Wrap-Up (2–3 minutes):
  - Thank participants for sharing.
  - Emphasize the importance of acknowledging both positives and challenges and looking forward to new opportunities.
  - Summarize any key points or insights gained from the activity.

*See next page for virtual instructions.*



## Rose, Thorn, Bud

**Objective:** Allows participants to foster connections, reflection, and positivity by sharing current positives, challenges, and future aspirations.

**Number of Participants:** Ideal for small to medium groups (5-20 participants) but can be adapted for larger groups with breakout sessions

**Time Required:** 20–30 minutes

**Materials:** Virtual: Virtual meeting platform with breakout room capability (if needed).



### Virtual Instructions

1. Introduction (2-3 minutes):
  - Welcome participants to the virtual meeting and explain the objective of the Rose, Thorn, Bud activity.
  - Briefly describe what each element represents:
    - Rose: Something positive or something going well.
    - Thorn: A challenge or issue currently being faced.
    - Bud: Something to look forward to or a new idea.
2. Sharing (15-20 minutes):
  - If the group is small, conduct the sharing in the main virtual meeting room.
  - For larger groups, use breakout rooms to ensure everyone has a chance to share. Assign 3-5 participants per breakout room.
  - Ask each participant to share two roses (positives), one thorn (challenge), and one bud (something they look forward to).
  - Encourage active listening and supportive responses within each breakout room.
3. Group Discussion (5-7 minutes):
  - Bring everyone back to the main room (if using breakout rooms).
  - Open the floor for a brief group discussion.
  - Highlight common themes, encourage further sharing, and discuss any actionable ideas that emerge.
4. Wrap-Up (2-3 minutes):
  - Thank participants for sharing.
  - Emphasize the importance of acknowledging both positives and challenges and looking forward to new opportunities.



## Resource Reflection

**Objective:** Allows participants to enhance well-being by reflecting on personal resources and practicing body awareness.

**Number of Participants:** Any

**Time Required:** 5–10 minutes

**Materials:** None



## In-Person & Virtual Instructions

### 1. Resource Reflection:

- Step 1: Take a moment to think about something or someone that gives you hope, peace, or helps you during tough times. Reflect on all the reasons why this resource is meaningful to you.
- Step 2: While focusing on this resource, pay attention to any changes inside your body that feel pleasant or neutral.

### 2. Grounding Exercise:

- Step 1: Find a comfortable position, whether sitting, standing, or lying down.
- Step 2: Become aware of how your body is supported by the surface beneath you.
- Step 3: Direct your attention to any areas inside your body that feel pleasant or neutral. Notice even the smallest sensations of comfort or ease within you, and allow yourself to remain with these sensations.

**CHW Favorite**

*“This dinamica is one of my favorites to use at the beginning of every training day. It is a breathing exercise to clear everyone’s mind and allow them to be present in the moment to take the most from the training they will be receiving that day. I usually follow with a dinamica that is appropriate for the training.”*

— Karem Hirames, Program Manager, MHP Salud

**Guided Breathing Exercise**

**Objective:** Allows participants to experience a moment of relaxation and mindfulness.

**Number of Participants:** Any

**Time Required:** 5–10 minutes

**Materials:** None

**In-Person & Virtual Instructions**

1. Before You Begin: Explain the purpose of the activity, which is to provide participants with a moment of relaxation and mindfulness. Emphasize that participation is voluntary and encourage them to proceed if they feel comfortable and safe closing their eyes. Explain the exercise aims to help them find a sense of calm by guiding them to their “happy place.” Offer examples of a happy place, such as a peaceful beach or a serene forest.
2. Begin by asking participants to find a comfortable seated position with their feet flat on the floor and their hands resting on their laps.
3. Encourage them to close their eyes if they feel comfortable doing so.
4. Guide participants to visualize their happy place. Prompt them to imagine the sights, sounds, and sensations of this place, allowing them to fully immerse themselves in the experience.
5. Guide participants to take a deep breath in through their nose for 6 seconds, filling their lungs completely.
6. Hold the breath for 4 seconds, allowing the air to circulate within their body.
7. Slowly exhale through their mouth for 8 seconds, releasing any tension or stress with each breath.
8. Encourage participants to repeat this breathing pattern at least 5 times, focusing on the rhythm of their breath and the sensations it creates.
9. After completing the breathing exercises, invite participants to slowly open their eyes and return their awareness to the present moment.
10. Facilitate a brief discussion to gather feedback from participants about their experience. Encourage them to share any sensations, emotions, or thoughts that arose during the exercise.
11. Conclude by thanking participants for their participation and reaffirming the importance of self-care and mindfulness in their daily lives.

***Dinamicas with sense of humor....***

1. Does your car have a name? What is it? (Or, if you had a car...what would you name it?)
2. What fashion trend would you bring back?
3. Was there ever a moment in your life when you laughed so much you cried?
4. Would you be a cat or a dog? Why?
5. What superpower would you want?
6. If you could travel back in time, what era would it be? Why?
7. What's the weirdest thing you've ever eaten?
8. What's your favorite cartoon character and why?
9. If you were an ice cream flavor, which one would you be and why?
10. If you made a movie of your life, what would it be about, and which actor would you want to play you?
11. Would you want to have a personal assistant follow you around everywhere and do what you asked of them?
12. What is your favorite song to sing?
13. What type of music do you listen to?
14. If you could have an unlimited supply of one thing for the rest of your life, what would you pick?
15. What dance move are you good at? Or would you like to be good at it?
16. What musical instrument have you always wanted to play?
17. Who would you pick to live with on a desert island?
18. Would you rather be invisible or be able to read minds?
19. What's the most random thing in your purse/wallet?
20. Do you believe in luck, destiny or Karma?

*Icebreakers and Mixers that Promote Inclusion*

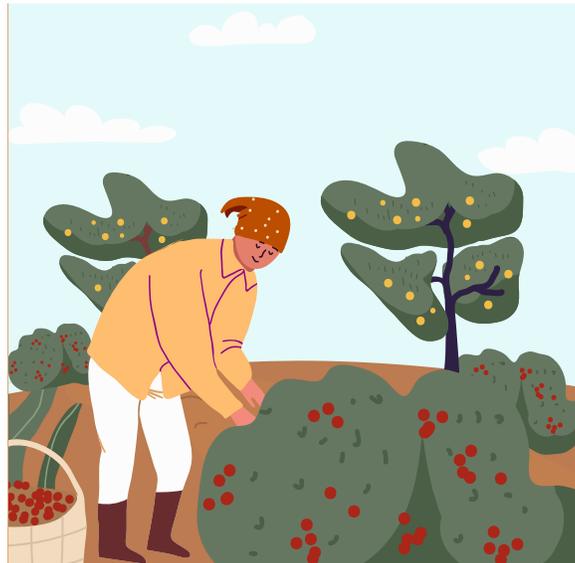
*Icebreaker Questions for Work: The #1 List*

## SESSION WRAP-UP

Cultural Expressions:  
Applause, Cheers, and  
Celebrations

Mindful Moment Activity

Gratitude Check-In:  
Sharing a Positive Outlook





## Cultural Applause Celebrations

**Objective:** Allows participants to explore and celebrate cultural diversity within the group by sharing different applause traditions from around the world.

**Number of Participants:** Any

**Time Required:** 10–20 minutes, depending on group size

**Materials:** None



### In-Person & Virtual Instructions

1. Gather participants in a circle or group setting, ensuring everyone has a clear view and can easily communicate.
2. Explain the purpose of the activity: to learn about and experience different cultural applause traditions.
3. Start by explaining the significance of applause in various cultures and how it is used to show appreciation, respect, and celebration.
4. Invite each participant to take turns sharing a cultural applause tradition from their own cultural background or one they find intriguing.
5. As participants share, encourage them to demonstrate the applause tradition, explain its meaning, and share any cultural or historical context associated with it.
6. After each presentation, invite the group to participate in the applause tradition being demonstrated.
7. Encourage participants to observe and appreciate the unique qualities of each applause tradition.
8. Once all participants have had the opportunity to share, facilitate a group reflection:
  - Discuss common themes or differences among the applause traditions shared.
  - Reflect on the importance of cultural diversity and understanding within the group.
  - Encourage participants to consider how they can incorporate elements of different applause traditions into their own interactions and cultural awareness.

**CHW Favorite**

*"I enjoy incorporating this wrap-up activity. It provides a chance for affirmation and gratitude, allowing participants to share something new they can integrate into their daily lives or pass along to others. As a facilitator, I also share what I've learned from the group, fostering a sense of respect for their contributions to the learning process."*

— Monica Calderon, CCHW, Health Strategy Specialist, MHP Salud

**Head Heart Hand**

**Objective:** To allow participants to summarize their learning, emotional responses, and acquired abilities during the session.

**Number of Participants:** Any

**Time Required:** Approximately 15–20 minutes.

**Materials:** None

**In-Person Instructions**

1. Introduction: Gather participants and explain the reflective activity that will wrap up the session. Let them know this activity will focus on three questions related to their experience during the session.
2. Head (What did you learn?): Encourage participants to reflect on what they learned during the class. Encourage them to think about any new knowledge, insights, or information they gained. Each participant will have the opportunity to share their thoughts with the group.
3. Heart (What moved you?): Encourage participants to consider what emotionally resonated with them during the class. Encourage them to reflect on moments that inspired, touched, or impacted them on a personal level.
4. Hand (What new abilities did you acquire?): Guide participants to think about any practical skills or abilities they acquired during the class. Encourage them to consider new techniques, strategies, or hands-on practices they can apply in real-life situations.
5. Sharing: Invite participants to take turns sharing their reflections with the group. Emphasize all responses are valued, and encourage active listening and respectful engagement from everyone.
6. Closing: Conclude the activity by expressing gratitude to participants for their contributions and reflections. Reinforce the importance of ongoing learning and growth, both individually and collectively.

See next page for virtual instructions.



## Head Heart Hand

**Objective:** To allow participants to summarize their learning, emotional responses, and acquired abilities during the session.

**Number of Participants:** Any

**Time Required:** Approximately 15–20 minutes.

**Materials:** None



## Virtual Instructions

1. Introduction: Gather participants and explain the reflective activity that will wrap up the session. Let them know this activity will focus on three questions related to their experience during the session.
2. Head (What did you learn?): Encourage participants to reflect on what they learned during the class. Encourage them to type their thoughts in the chat or share them verbally.
3. Heart (What moved you?): Encourage participants to consider what emotionally resonated with them during the class. Encourage them to share their emotional responses in the chat or by using virtual reactions.
4. Hand (What new abilities did you acquire?): Guide participants to think about any practical skills or abilities they acquired during the class. Encourage them to share their reflections in the chat or by unmuting themselves to speak.
5. Sharing: Facilitate a discussion where participants can take turns sharing their reflections with the group. Encourage active participation and respectful engagement from everyone.
6. Closing: Conclude the activity by expressing gratitude to participants for their contributions and reflections. Reinforce the importance of ongoing learning and growth, both individually and collectively.



## Seeds of Self-Care

**Objective:** Allows participants to explore self-awareness and practice self-care.

**Number of Participants:** 1-20, suitable for both individual reflection and group activities

**Time Required:** 15–20 minutes

**Materials:** None



### In-Person Instructions

1. Introduction: Welcome participants and explain the purpose of the session: to explore self-awareness and the importance of self-care.
2. Garden Care Reflection:
  - Ask participants to imagine themselves caring for a garden.
  - Prompt them to consider what care the plants need to thrive.
  - Discuss potential consequences if the plants do not receive the necessary care.
3. Self-Reflection:
  - Encourage participants to apply the concept of garden care to themselves.
  - Prompt them to reflect on what would happen if their health and social needs were neglected.
  - Ask participants to consider what advice they would give themselves to promote self-care.
4. Sharing and Discussion:
  - Invite participants to share their reflections with the group.
  - Encourage open discussion and support among participants.
  - Emphasize the importance of prioritizing self-care and applying the advice given.



### Virtual Instructions

1. Introduction: Welcome participants to the virtual session and explain the objectives.
2. Garden Care Reflection:
  - Instruct participants to visualize themselves caring for a garden.
  - Prompt them to consider what care the plants need to thrive.
  - Discuss potential consequences if the plants do not receive the necessary care.
3. Self-Reflection:
  - Encourage participants to apply the concept of garden care to themselves.
  - Prompt them to reflect on what would happen if their health and social needs were neglected.
  - Ask participants to consider what advice they would give themselves to promote self-care.
4. Sharing and Discussion:
  - Open the floor for participants to share their reflections in the chat or through video/audio.
  - Facilitate a brief discussion to encourage interaction among participants.
  - Encourage participants to apply self-care practices in their daily lives.

### Follow-Up:

- Provide resources and tips for further self-care exploration. Encourage participants to continue practicing self-awareness and self-care beyond the session.



## Mindfulness Moment

**Objective:** Allows participants to practice mindfulness and present-moment awareness.

**Number of Participants:** Any

**Time Required:** 5–10 minutes

**Materials:** None



### In-Person & Virtual Instructions

1. Encourage everyone to take a moment to pause and focus on the present.
2. Guide them to take deep breaths, inhaling through the nose for a count of 4, holding for 1 second, and exhaling through the mouth for a count of 5. Repeat this breathing pattern several times.
3. Prompt participants to bring their awareness to their surroundings, noticing any sounds, sensations, or sights around them.
4. Encourage them to gently return their focus to their breath whenever their mind wanders.
5. Conclude by inviting participants to carry this mindful awareness with them throughout their day.



## Mindful Stretching

**Objective:** Allows participants to experience relaxation and improve focus through mindful stretching and breathing.

**Number of Participants:** Any

**Time Required:** 5–10 minutes.

**Materials:** None



### In-Person & Virtual Instructions

1. Introduction (1 minute):
  - Explain the objective of the activity: to relax and refocus through mindful stretching and breathing.
2. Grounding (1–2 minutes):
  - Ask participants to stand up if they are able or to sit comfortably with their feet flat on the floor.
  - Instruct them to feel all four corners of their feet grounding into the earth.
  - Focus on breathing: inhale deeply, then exhale fully. Repeat for 3-4 breaths.
3. Stretching Sequence (3–5 minutes):
  - On the next inhale, bend your knees and reach up with your arms as far as you can, straightening your spine and grounding your feet. Breathe deeply.
  - On the exhale, lower your fingers toward the floor with knees bent. Breathe deeply.
  - Repeat this sequence once or twice.
  - Encourage participants to feel their spine, neck, and head align. Continue to breathe deeply.
4. Neck and Shoulder Stretches (2–3 minutes):
  - Move your right ear toward your right shoulder and breathe deeply.
  - Return to center and breathe.
  - Move your left ear toward your left shoulder and breathe deeply.
  - Return to center and breathe.
  - Perform shoulder shrugs: bring shoulders up on an inhale, then lower them on an exhale. Repeat a few times.
5. Conclusion (1 minute):
  - Thank participants for joining the activity.
  - Encourage them to take a moment to notice how they feel more relaxed and focused.



## Sensory Awareness Exercise

**Objective:** Allows participants to enhance mindfulness by engaging the senses and bringing attention to the present moment.

**Number of Participants:** Any

**Time Required:** 5–10 minutes

**Materials:** None



### In-Person & Virtual Instructions

1. 5-4-3-2-1 Sensory Countdown:
  - Step 1: Begin by noticing 5 things you can see around you. Take a moment to observe objects, colors, details, and patterns in your environment.
  - Step 2: Next, pay attention to 4 things you can feel. Focus on sensations such as the texture of surfaces, the temperature of the air, or the pressure of your clothing against your skin.
  - Step 3: Then, listen for 3 sounds in your surroundings. Notice both nearby and distant sounds, varying in volume and rhythm.
  - Step 4: Shift your awareness to 2 smells you can detect. Whether it's the scent in the air or the aroma of your surroundings, take note of any smells present.
  - Step 5: Finally, bring attention to 1 taste you can identify. Notice any lingering tastes in your mouth or any flavors from food or drink you've consumed recently.
2. Reflection:
  - After completing the exercise, take a moment to reflect on your experience. Notice any shifts in your awareness or any insights gained from tuning into your senses.



## Shoulder Roll Exercise

**Objective:** Allows participants to relieve tension and experience relaxation by performing shoulder rolls.

**Number of Participants:** Any

**Time Required:** 1–2 minutes

**Materials:** None



### In-Person & Virtual Instructions

1. Shoulder Roll Technique:
  - Sit or stand comfortably with your spine straight and shoulders relaxed.
  - Gently lift your shoulders up towards your ears, then roll them back in a circular motion.
  - Continue the rolling motion as you bring your shoulders down and forward.
  - Perform a few rolls in this direction to release tension in the shoulders and upper back.
  - Next, reverse the direction of your shoulder rolls by bringing them forward, up towards your ears, and then back in a circular motion.
  - Repeat the shoulder rolls in this opposite direction for additional relief.
2. Deep Breathing:
  - As you perform the shoulder rolls, take slow, deep breaths in through your nose and out through your mouth.
  - Inhale deeply as you lift your shoulders up, and exhale slowly as you roll them back and down.
  - Focus on the sensation of your breath filling your lungs and allow it to help you relax further.
3. Closing:
  - After completing the shoulder rolls and deep breathing, take a moment to notice any changes in the tension or relaxation in your shoulders and upper back.



## *I am ...You Are (Self-Affirmation Exchange)*

**Objective:** To allow participants to engage in positive self-affirmations and foster a supportive environment through peer affirmation.

**Number of Participants:** At least 2

**Time Required:** 10–20 minutes, depending on size of group

**Materials:** Post-its with positive self-affirmations written on them (can be shared via screen share or uploaded as a document)



### In-Person Instructions

1. Preparation: Before the activity begins, distribute a self-affirmation note to each participant. Let them know they will share their post-it message during the activity.
2. Read Aloud: Ask participants to read their self-affirmation out loud to themselves, allowing them a moment to internalize the message. For example, “I am capable of amazing things...”
3. Share with a Peer: Once everyone has read their affirmation, instruct participants to find a partner nearby (either the person next to them or in front of them, depending on the group formation). They will then share the affirmation they picked with their partner. For example, if the affirmation says, “You are capable of amazing things,” they will say this to their partner.
4. Reflection: After the activity, facilitate a brief discussion by asking participants how they felt practicing positive self-affirmations and how they felt when they heard it from someone else. Encourage participants to share their thoughts and experiences.
5. Note: This activity aims to promote self-affirmation and create a supportive atmosphere by encouraging participants to uplift each other with positive affirmations. Adjust the instructions and questions as needed to meet the needs and objectives of your group.



### Virtual Instructions

1. Preparation: Before the activity begins, share virtual post-it notes with self-affirmations with each participant.
2. Read Aloud: Instruct participants to read their self-affirmation out loud to themselves, allowing them a moment to internalize the message. For example, “I am capable of amazing things...”
3. Share with a Peer: Once everyone has read their affirmation, assign participants to breakout rooms with 2-4 people per group. Once in breakout rooms, they will then share the affirmation they picked with their group, verbally expressing it.
4. Reflection: Bring the group back together into the main room. Initiate a discussion by asking participants to share how they felt practicing positive self-affirmations and how they felt when they heard it from someone else. Encourage them to unmute themselves and share their thoughts and experiences.
5. Note: This activity aims to promote self-affirmation and create a supportive atmosphere by encouraging participants to uplift each other with positive affirmations. Adjust the instructions and questions as needed to meet the needs and objectives of your virtual group.

### Examples of Positive Affirmations:

“I am worthy of love and respect.” “I believe in myself and my abilities.” “I am capable of achieving my goals.”



## ***New & Good Check-In***

**Objective:** Allows participants to foster a sense of gratitude.

**Number of Participants:** Any

**Time Required:** 5 minutes

**Materials:** None



### **In-Person & Virtual Instructions**

1. Introduction:
  - At the start of the class or session, designate a participant to initiate the “New & Good” check-in. Explain to the group that each participant will have the opportunity to share something new and positive they recently experienced.
2. Participant Selection:
  - The designated will ask other people in the group, “What’s new & good?”
  - Encourage the selected participants to respond briefly with something positive or uplifting that they have experienced recently.
3. Sharing:
  - As each participant is called upon, they will have a moment to share their “new & good” news with the group. Participants can share anything positive, such as accomplishments, moments of joy, acts of kindness, or exciting events.
4. Encouragement:
  - Encourage active listening and remind participants to be supportive and celebrate each other’s good news, fostering a culture of positivity and encouragement.
5. Variations:
  - Instead of limiting sharing to recent events, participants can also share something they are grateful for, promoting a sense of gratitude and appreciation.
6. Closing:
  - Conclude the activity by expressing gratitude to the participants for sharing their positive news and fostering a positive atmosphere. Encourage participants to carry the spirit of positivity and gratitude throughout the rest of the class or session.

 **CHW Favorite**

*“Una vez que se introduce el programa y yo como CHW inicio la primera sesión para romper el hielo, lo que hago es preguntarles cuál fue su experiencia al retirarse. Mi programa está dirigido a adultos mayores, por lo que es vital hacerles estas preguntas para que se relajen y se conozcan mejor entre ellos. Doy la oportunidad a unas 3 personas para que la dinámica no sea demasiado larga y así poder continuar con la sesión y la platica sobre el tema del día.”*

— Melissa Garcia, CHW, MHP Salud



## Embracing Life Transitions

**Objective:** Allows participants to cultivate empathy, connection, and understanding by sharing empowering experiences and insights about life transitions.

**Number of Participants:** Any

**Time Required:** Varies, depending on the number of participants and depth of discussion.

**Materials:** None



### In-Person & Virtual Instructions

1. Gather participants in a circle or a designated virtual space with an uplifting atmosphere.
2. Explain the purpose of this activity is to celebrate and share empowering experiences and insights about various life transitions.
3. Start by sharing a brief personal story of your own related to a life transition, emphasizing the positive aspects and growth it brought into your life.
4. After sharing your story, encourage the next person in the circle to share their own empowering experience related to the prompt. For example, “Tell me about a life transition that led to unexpected opportunities and personal growth.”
5. Continue around the circle, with each participant sharing their story in response to the prompt, focusing on the positive outcomes and lessons learned.
6. Foster an environment of active listening, support, and encouragement from other participants.
7. Optionally, you can provide multiple prompts to cover a range of life transitions, such as overcoming challenges, discovering new passions, or finding inner strength during difficult times.
8. After everyone has had a chance to share, invite open discussion or reflections on common themes or empowering lessons learned from the stories shared.
9. Encourage participants to celebrate each other’s resilience and growth, fostering a sense of unity and inspiration within the group.

*This activity serves as a powerful reminder that every life transition, no matter how challenging, has the potential to lead to personal growth, resilience, and empowerment.*



### ***Mental Health Awareness Dinamica Questions***

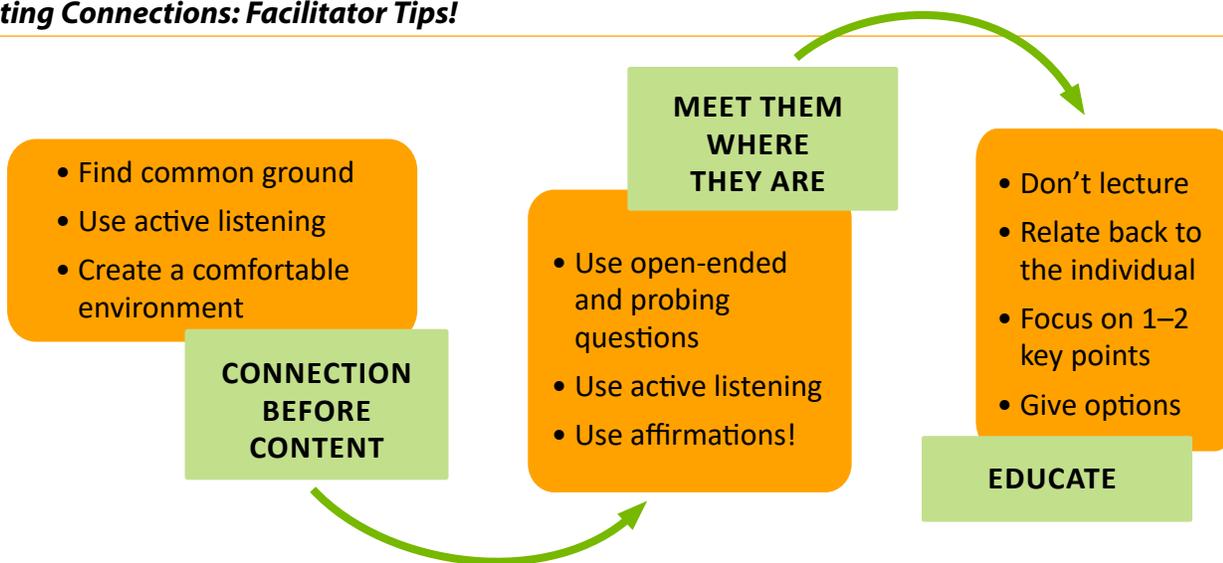
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1. What's one thing you're grateful for today, no matter how big or small?
2. If you could give one piece of advice to your younger self about mental health, what would it be?
3. What's one small step you've taken recently to prioritize your mental well-being?
4. What's one thing that always brings a smile to your face, no matter how tough your day has been?
5. Share one self-care practice or activity that helps you relax and recharge.
6. Share a book, movie, or song that has had a positive impact on your mental health and explain why.
7. What emoji would describe your current mood?
8. Describe how you are feeling today using a color. (Colors help us express our feelings when we might not have the right words.)
9. How are you feeling on a scale of 1–10? With 1 being very low and 10 being fantastic, this is a good honesty exercise and can help you reflect on what might be going on, especially if you're feeling a little out of sync.
10. The one-word check-in: Go around the group and ask for one word that describes how each person is feeling. If completing the exercise virtually and the group is very large, have participants put their word in the chat box. Use this same check-in again at check-out.
11. Health check: What's the last thing you did to support your health (physical, social and/or emotional)?

*These engaging questions, sourced from Free Resource: Free Resource: Mental Health Awareness Month Ice Breaker Questions for Your Next Wellness Webinar or Live Meeting and [https://www.mentalhealth.org.uk/sites/default/files/2023-08/Ice\\_Breaker\\_Resource\\_2023.pdf](https://www.mentalhealth.org.uk/sites/default/files/2023-08/Ice_Breaker_Resource_2023.pdf)*

## TOOLBOX

### *Creating Connections: Facilitator Tips!*



### *Developing Effective Cross-Cultural Communication Skills:*

- Acknowledge and learn about different cultures and languages.
- Understand how your own culture affects how you interact with and care for others.
- Know how culture influences health beliefs and behaviors.
- Learn about the backgrounds of the people you help.
- Offer language assistance services to address language differences.
- Watch out for communication barriers like idioms.
- Avoid assumptions; ask questions to clarify understanding.
- Use simple words.
- Check for understanding and encourage questions.

ACTIVE LISTENING

**Essential for Communication**

Active listening is the practice of listening to understand. It is an active process. Think of it this way: Are you truly present when you are listening, or are you waiting to respond?

When you practice active listening, you focus on what is being said without planning your response.

You listen for meaning. Active listening contributes to more meaningful and engaged interactions. When you successfully “listen,” other people often say they “feel heard.”

Like any other skill, it takes practice to develop. Here are some tips to practice:

**Show You Are Listening**

VERBAL	NON-VERBAL
Tell me more about that	Nod in agreement
Hmm, huh	Make eye contact
Ok, that makes sense	Smile

\*Your actions are more important than your words. If you are watching TV, using your phone or multi-tasking, you are not listening ...you may be hearing, but you are not paying attention to the message; they will not feel they are being heard no matter what you say.



**Encourage Them to Share**

Ask open-ended questions – example: Can you tell me more about that?

Use reflections – example: It sounds like .....you are going through a tough time .... how have you been able to cope?

PRACTICE, PRACTICE, PRACTICE

**Reflection Scenario:**

You are a supervisor of a team that’s going through a transition at work where they are being asked to do more with less. They are visually stressed, and it shows in their work product. They are verbally expressing their frustrations during team meetings. How do you show support?

Your job is to understand the speaker’s point of view. It is not your job to “fix” the situation; in some cases, you cannot fix it, but you can understand and empathize.

**Possible Response:**

What I hear you saying is that this transition has caused you additional stress. I can see it is affecting you. I can’t change the situation; however, I would like to hear more from you about how it is affecting you personally. We are in this together. Let’s discuss how we can support each other through this situation.

\*You don’t have to fix it for them. If you can actively listen, that can be the beginning of showing support that they feel. Even if you don’t agree with their sentiments, it is ok. Don’t pass judgment and do not disagree, as that minimizes their feelings and does not show support. Listen with curiosity. It will make all the difference.



## “HOW TO BUILD YOUR OWN DINÁMICA” TEMPLATE

*Step-by-step guide to creating a Dinámica activity sheet.*

**Objective:** To create a personalized Dinámica to engage participants and foster meaningful interactions.

**What is the title of your Dinámica?** \_\_\_\_\_

### **Step 1: Define the Purpose**

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- Determine the objective of your Dinámica. What do you want participants to gain? Examples may include icebreaking, team building, or brainstorming.

### **Step 2: Choose a Theme**

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- Select a theme or topic that aligns with the purpose of your Dinámica. This could be related to the event or workshop you’re hosting, or it could be a general theme like creativity, communication, or problem-solving.

### **Step 3: Identify Key Elements**

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- Decide on the key elements you want to include in your Dinámica activity sheet. This could include questions, prompts, challenges, or tasks that will engage participants.



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**Step 4: Develop Questions or Prompts**

- Write questions or prompts that encourage participants to think creatively and engage with the theme of your Dinámica. Consider using open-ended questions to spark conversation and exploration.

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**Step 5: Include Instructions**

- Provide clear instructions on how participants should engage in this activity. Explain what they need to do, how much time they have, and any other relevant details.

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**Step 6: Add a Personal Touch**

- Consider adding a personal touch to your Dinámica activity sheet, such as a quote or anecdote related to the theme. This can help create a connection with participants and make the activity more memorable.

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**Step 7: Test and Repeat**

- Test your Dinámica activity sheet with a small group of participants and gather feedback. Use this feedback to make any necessary adjustments and improve the activity for future use.



**Step 8: Finalize and Distribute**

- Once you're happy with your Dinámica activity sheet, finalize it and distribute it to participants. Make sure to provide any additional materials or resources they may need to complete the activity successfully.

**Step 9: Reflect and Learn**

- After the Dinámica is complete, take time to reflect. What worked well? What could be improved for next time? Use this feedback to refine your approach and continue building engaging Dinámica activities in the future.

**Remember!**

- Dinámicas can range from simple questions to themed activities tailored to your audience.
- Start with a warm welcome to foster inclusivity and appreciation for everyone's background.
- Emphasize respect for all opinions and identities, promoting constructive dialogue and discouraging negativity.
- Celebrate diversity by acknowledging and valuing each individual's unique qualities and perspectives.
- Encourage unity through shared experiences while appreciating the differences that make each person special.
- Create a safe space where everyone feels valued and respected, promoting active listening and empathy.



## RESOURCES

## Tips for Successful Virtual Facilitation

- [THINK CULTURAL HEALTH: ADDRESSING framework](#)
- [THINK CULTURAL HEALTH: Effective cross-cultural communication skills](#)
- [THINK CULTURAL HEALTH: Communication styles](#)
- [RHI hub: Migrant and Seasonal Farmworker Health](#)
- [MHP Salud Dinámicas Booklet \(Bilingual\)](#)
- [MHP Salud A Guide To Developing Easy To Understand Materials For Any Audience Assessment Tool](#)
- [Dinámicas for Popular Education](#)
- [CDC.gov: A Guide to Active Listening](#)
- [Boston University Office of the Ombuds: Active Listening](#)

Virtual Online Tools: User-friendly tools that help you create custom activities for your learning activities: You can create quizzes, match ups, word games, and much more.

Mentimeter

Kahoot

Wordwall



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