**Fiesta Time**

**By:** Heather Garcia-Mendoza, Washington State Office of Secondary Education for Migrant Youth

**Time:** 10-15 minutes

**Objective:** Participants use listening skills to develop relationships with group by learning similarities and differences. Participants will also become familiar with some of the barriers and attributes of a migrant student.

**Materials**: Easel paper, markers, and easel stand or projector with slide. Music or chime. Pencil or pen for each participant.

**Handouts:** “Fiesta Time” Facilitator/Participant Handout

**Set Up:** Facilitator prepares easel paper or slide with the 12 questions designated for each hour. If facilitator uses music, it must be set up where it can be easily accessed to turn off and on throughout activity. Or facilitator could decide to use a chime to signal to participants when to stop.

1. Share the name and outcome of the activity.
	1. “The name of this activity is “Fiesta Time.” This is an icebreaker activity to help us get to know each other and some of the barriers and attributes of a migrant student while having a little fun.”
2. Invite participants to stand.
3. Set the scene for the activity. Ask participants to envision:
	1. *“In the spirit of summer, for this activity we are going to imagine it’s a cool summer night. We are at a BBQ with family and friends. Music is playing in the background, kids are surrounding us with laughter, and adults are enjoying time together and talking. As a host it is always polite to meet, greet, and make your guests feel welcome…right?”*
4. Invite participants to stand and share with them:
	1. *“Today each of you is the host at this BBQ. As the host you have two goals today”*
5. Ask for volunteer and model goal 1:
	1. *“Goal 1: is to work the room and greet as many of the people in the room as possible by shaking their hand, giving them a hi-five, or a side hug. Call them by name, ask them how they are doing, thank them for being here, and give them an affirmation and of course always smile! Let’s make it easy on each other and make sure our name tags are showing!”*
6. Ask volunteer to stay:
	1. *“As a host, there are usually certain things you want to get done at a BBQ that make us keep track of time. It could be serving food, cutting a cake, having the children gather for the piñata, etc. We will be using time as a way for us to remember to do something specific too.”*
	2. *“Our second goal is that when the music stops (or chime is sounded) you will find someone near you that you know the least, introduce yourselves, and do the activity for that hour before the music starts again.”*
7. Begin activity by playing some upbeat music. Give participants about 30 sec. - 1 min then pause music.
	1. “Wow, we have such great hosts and hostesses at this party. It’s time to get our first fiesta activity done, find someone around you to help you with the 1:00 activity.”
8. Keep doing the same for about 5 -10 min. pending time.

**Reflection:**

1. What did you notice as we did this activity?
2. Why do you think we did this activity?
3. What did you learn about yourself?
4. What did you learn about your peers that surprised you?
5. In what ways does knowing similarities/differences help us to work together?
6. What purpose might this activity have if used with migrant students?
7. What adaptations might be necessary to use this activity with students?

**Fiesta Time Facilitator/Participant Handout**

**The activities below may be modified to use with students.**

1:00 p.m. On your peer’s paper, draw the state where you were you born.

2:00 p.m. You will have 30 seconds to write, on your peer’s paper, as many academic obstacles migrant students experience as possible…GO! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3:00 p.m. **SHOUT** one thing that inspires you about working with migrant students.

4:00 p.m. Act out one activity you like to do for fun!

5:00 p.m. You will have 30 seconds to write, on your peer’s paper, as many social obstacles migrant students experience as possible…GO! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6:00 p.m. On the count of three turn to your peer and show them your best funny face! 

7:00 p.m. On your peer’s paper, write three words your migrant students use to describe you or you would like them to use to describe you?

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8:00 p.m. Share who stood out to you when you were in school and why?

9:00 p.m. You will have 30 seconds to write, on your peers paper, as many characteristics of a migrant student as possible…GO! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10:00 p.m. Share who stood out to you when you were in school and why?

11:00 p.m. On the count of three turn to your peer and show them your best super hero pose!

12:00 a.m. Give your peer a hi-five and tell them they are “FANTASTIC!”