

Methodological guide for incorporating qualitative techniques in youth-oriented extension

Workbook No 1: Introduction and Icebreaker Techniques





Methodological guide for the incorporation of qualitative techniques for agricultural extension for young people. Workbook n.° 1: Presentation techniques and icebreakers
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Editorial coordination: Andrea Marcela Ávila Segura

Translation: IICA language unit

Layout and Cover Design: Fernanda Rojas Rodríguez

Rojas Poveda, Maritza

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Table of Contents

1. Purpose of the workbook.....	4
2. Methodological foundations of icebreaker techniques	4
3. Techniques	5
3.1. Map of who we are and where we come from.....	5
3.2. My connection to the land in three words.....	6
3.3. Knowledge round: what I know and what I want to learn	6
3.4. The image that represents us	7
3.5. The community web	8
3.6. The object that represents me.....	9
3.7. Timeline of my rural life	10
3.8. Shields of youth identity	10
3.9. Energy traffic light	11
3.10. Storytelling circle	12
3.11. My rural superpower.....	12
3.12. Expectation bridge.....	13
3.13. Circle of coincidences.....	14
3.14. Paths towards the future.....	14
3.15. My virtual background tells a story (virtual).....	15
3.16. Emojimeter (virtual).....	16
3.17. Photo of the moment (virtual)	16
3.18. Flash poll (virtual)	17
4. Closing: guidelines for continuing the training process	18
5. Bibliography	19



1. Purpose of the workbook

Workbook No. 1: *Introduction and Icebreaker Techniques* is a practical tool designed to strengthen the capacities of those who facilitate training processes and participatory spaces, with a particular focus on the work of extension agents. It approaches communication and facilitation not only as the transmission of content but also as pedagogical and relational processes through which extension agents build trust, encourage participation, and create a supportive environment for collective learning.

It is grounded in ethical and pedagogical principles that promote safe, respectful, and inclusive environments. The notebook proposes techniques aligned with the objectives of each session and the territorial context, while integrating approaches related to interculturality, inclusion, human rights, mutual care, and intergenerational dialogue. It offers simple criteria to help extension agents select and adapt activities according to the characteristics of the group and the territory.

The notebook includes techniques that help break initial barriers, reduce tensions, and give voice to those who tend to participate less, thereby fostering more horizontal dialogue between local knowledge and technical expertise, in support of community organization and cohesion.

This is a flexible resource that can be adapted to the style of each extension agent and to the realities of rural youth, emphasizing the strategic role they play in their territories. Through the use of presentations, icebreakers, and short dynamics at the opening, during the development, and at the closing of sessions, it contributes to a more participatory and responsive extension practice that is consistent with respect for human dignity, the strengthening of the social fabric, and the care of the territory.

2. Methodological foundations of icebreaker techniques

The icebreaker techniques included in this workbook are grounded in the tradition of popular education, participatory methodologies, and contemporary territorial approaches to rural extension. Consequently, the opening activities of these training processes should not be understood as ancillary or merely recreational moments, but rather as strategic pedagogical tools to build trust, stimulate participation, recognize the knowledge and experiences of rural youth, and facilitate the establishment of the relationships that sustain collective learning.

They are also inspired by the principles of horizontality, dialogue of knowledge, meaningful learning, interculturality, and youth leadership put forward by Latin American popular education and various strands of participatory extension. This implies taking as a starting point the knowledge of young people's real experiences, their relationship with the territory, their rural life trajectories, and their personal and community aspirations. Icebreakers therefore serve a dual function: to energize the working environment and to generate valuable information about the group that can be used to guide facilitation, adjust content, and strengthen support processes.

These techniques were selected and adapted in accordance with the specific characteristics of rural youth: territorial diversity, productive and family responsibilities, community identity, and differentiated uses of technology, as well as with the needs of extension agents, who require

practical, flexible, and culturally relevant tools. The dynamics proposed in this booklet are adaptable and draw on classic group work methods (participatory mapping, timelines, symbolic objects, collective narratives, and rapid surveys, among others), which have proven effective in processes of community development, organizational strengthening, and leadership training.

Finally, considering that the role of the extension agent is to facilitate dialogue and mediate learning rather than transmit information in a one-way manner, this compendium of techniques provides tools to foster more human, reflective, and collaborative interactions, consistent with a model of rural extension that recognizes the dignity of young people and their capacity to transform their territories.

3. Techniques

These techniques, which can be applied in both in-person and virtual settings at the beginning of training sessions or during intermediate or closing activities, are designed so that extension agents can adapt them to different rural contexts, group sizes, and topics, while maintaining an inclusive perspective, a rights-based approach, and recognition of youth as protagonists of processes of change in their territories.

3.1. Map of who we are and where we come from

 Objective	Build trust among the group of rural youth and highlight their diversity in terms of territories and experiences.
 Time	20-30 minutes
 Materials	A large flip chart or poster board, markers, adhesive tape, and stickers or sticky notes.
 Procedure	1. Draw a simple map of the territory (canton, district, or community) on the flip chart, including only basic references (river, main road, town, etc.). 2. Explain to the group that when their name is called, each person should locate their community or place of origin on the map and then introduce themselves. 3. Give each young person a sticker or sticky note and ask them to write their name on it. 4. Call each person to: • Say their name and the community they belong to. • Place their note on the map where their community is located. • Mention something they like or feel proud of about their territory (landscape, production, local celebrations, organization, etc.). 5. As the activity progresses, make comments such as “We see many coffee-growing communities,” “Some people come from very distant areas,” etc. 6. Close the activity with a brief reflection on how diverse the group is, the common elements that appear (agricultural work,

	migration, community organization, etc.), and how this diversity will be a strength throughout the process.
 Example	In a regional workshop, young people from different coffee-growing and livestock-raising communities take part. On the map of the territory, Ana places her name on a mountain community and says she feels proud of her family's coffee harvest. Luis places his note in a lowland area and says that in his community they organize farmers' markets. By the end, the map filled with names reflects a network of rural youth connected by diverse realities but facing similar challenges. In this regard, the extension agent notes: "This process belongs to all these communities, not just one."

3.2. My connection to the land in three words

 Objective	Break the ice by fostering a connection between the personal experiences of rural youth, the territory, and production.
 Time	15-20 minutes
 Materials	A flip chart, cards or strips of paper, and markers
 Procedure	1. Give each participant a card and ask them to write three words that describe their relationship with the land or the countryside (e.g., work, pride, and fatigue). 2. Provide the group with a few examples, but without influencing their choice too much. 3. Form a circle with the group and ask each person to say their name, read their three words, and briefly comment on why they chose at least one of them. 4. Write on a flip chart the words that are repeated. 5. Review with the group the words that appear most frequently (e.g., family, future, responsibility, etc.) and what they tell us about life in rural areas. 6. Connect these words to the objective of the workshop (leadership, entrepreneurship, production, innovation, etc.).
 Example	From a group of 18 young people, terms such as responsibility, pride, tradition, poverty, and hope emerge. Among the words shared, one young woman includes "fatigue" and explains that she wakes up at 3 a.m. to help on the farm before going to school. Another participant writes "future," because they dream of studying and supporting the family's production in a more technical way. The extension agent connects these ideas with the theme of the workshop and states: "We are going to work precisely on transforming these experiences and efforts into opportunities for training and productive projects."

3.3. Knowledge round: what I know and what I want to learn

 Objective	Create an environment of trust, recognize previously acquired knowledge, and identify learning expectations.
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 Time	25-30 minutes
 Materials	A soft ball or another similar object that can be tossed, a flip chart, and markers.
 Procedure	1. Form a circle and explain to the group that the activity will focus on knowledge and learning aspirations. 2. Present the two phrases that each person should complete: • Something I know how to do in my community or on my farm is... • Something I would like to learn or improve is... 3. Take the ball, briefly introduce yourself, and model the activity by completing the two phrases. 4. Toss the ball to a young person. Whoever receives it should introduce themselves, complete the two phrases, and toss the ball to another person, until everyone has participated. 5. Write on the flip chart examples of participants' "knowledge" and the "things they would like to learn." 6. Review what was written together with the group and highlight that the workshop builds on these forms of knowledge and expectations, rather than starting from scratch.
 Example	In the workshop, knowledge such as vegetable growing, horse management, the use of Facebook to sell products, and the preparation of traditional foods is mentioned. In addition, participants express aspirations related to pest control, forming a producers' group, improving sales, and learning new cultivation techniques. The extension worker closes the activity with an idea such as: "There is a great deal of knowledge here, and therefore the process will consist of an exchange, not of one person teaching while the others simply listen."

3.4. The image that represents us

 Objective	Break the ice and facilitate the expression of rural youth identities, dreams, and challenges through images.
 Time	30-35 minutes
 Materials	Printed images of farms, rivers, roads, markets, families, youth, technology, animals, etc., and a flip chart.
 Procedure	1. Place the images on the floor or on a table so that everyone can see them clearly. 2. Explain to participants that they should choose an image that represents them at that moment as individuals or as members of their community. 3. Allow a few moments of silence for each person to observe and choose their image.

	- Decide whether the sharing stage will take place with the whole group or in small groups (if the group is very large, it is recommended to begin the sharing in subgroups). - Ask each person, when introducing themselves, to: - Say their name and the community they belong to, - Explain why they chose that image, and - Indicate what they would like to see change or improve in their community. - Write on the flip chart some of the common aspirations or challenges expressed by participants (e.g., the desire to pursue technical studies, lack of opportunities, difficulties in marketing products, etc.). - Close the activity by linking these elements to the purpose of the training or extension process.
 Example	In a workshop, a young woman chooses a photo of a dirt road and says: “I think my life is like this road, full of ups and downs, but I want to keep moving forward.” Another participant chooses an image of a local market because they dream of selling their products there under their own brand. Several people select images of groups carrying out different tasks, highlighting the value of organization. The extension agent draws on these elements to introduce the topics of associativity, entrepreneurship, and youth leadership.

3.5. The community web

 Objective	Build a symbolic network of connections, support, and cooperation among rural youth.
 Time	20-30 minutes
 Materials	A ball of yarn or strong thread.
 Procedure	- Ask the group to stand in a circle. - Explain to participants that they will build a “community web” representing how they can connect to support one another. - Hold one end of the thread, say your name, and mention a quality you consider important for working in community (e.g., solidarity, trust, respect, etc.). - Without letting go of the thread, toss the ball of yarn to a young person, who should say their name and mention another quality or action that can help the group. - That person holds the thread and tosses the yarn to someone else. The activity continues until everyone has participated. - At the end, a network of yarn connecting everyone will be visible. Ask them to observe the web and pose questions such as: What happens if one person lets go of the thread? How does the web look when everyone is connected?

	7. Conclude the activity with an idea related to shared responsibility, such as: “Extension and processes of change require networks, not isolated individual efforts.”
 Example	In one group, participants mention qualities such as support, commitment, punctuality, listening, and joy. When one person lets go of the thread, the web becomes distorted, and the group observes that if someone disconnects, the process weakens. The extension agent links this idea to the importance of sustained participation in rural initiatives, youth committees, or associations.

3.6. The object that represents me

 Objective	Facilitate personal introductions through everyday objects from the rural environment.
 Time	20-25 minutes
 Materials	Elements from the surrounding environment such as seeds, leaves, small stones, tools, flowers, fruits, etc.
 Procedure	1. Explain to participants that they will introduce themselves by choosing an object they find in the space (in the courtyard, the room, or the immediate surroundings) that they feel represents them. 2. Define the search area and the time available (e.g., 5 minutes) to find the object. 3. Once the object has been found, ask participants to sit in a circle. 4. Each person should introduce themselves by saying their name and the community they belong to, showing the chosen object, and explaining: • What it is. • Why they think it represents them or how it relates to their rural life. 5. As participants introduce themselves, highlight the symbolism of the objects (e.g., seeds, stones, and leaves may symbolize the future, strength, and change, respectively). 6. Conclude the activity by emphasizing that each person contributes something different and valuable to the group, just as each object has its own place in the environment.
 Example	In a workshop with young people from rural communities, each participant walks around the courtyard and nearby areas to choose an object that represents them. Ana returns with a handful of bean seeds and explains that for her they symbolize her family’s constant work and the hope that, even when conditions are difficult, they always sow again. Luis picks up a smooth stone from the path and says it represents the strength of his community, which has remained united despite the difficulties of accessing markets. Another participant

chooses a dry leaf and explains that it symbolizes the changes she has experienced after migrating and returning to her community.

3.7. Timeline of my rural life

 Objective	Promote reflection on important milestones in the rural lives of young people.
 Time	25-30 minutes
 Materials	Adhesive tape, cards or sticky notes, and markers.
 Procedure	1. On a wall or on the floor, place a long strip of tape representing a timeline. 2. Explain that each person should write on a card or sticky note an important moment in their life related to the rural environment (e.g., the first time they worked on a farm, their participation in a youth group, migration, the start of technical studies, etc.). 3. Give participants a few minutes to think and write. 4. Ask each person to place their card on the timeline, positioning it toward the left end if the event happened many years ago, or toward the center or end if it occurred more recently (exact placement is not necessary). 5. Ask them to read their milestone aloud and explain why it is important to them. 6. Observe together with the group how these stories intersect over time. Ask questions such as: What patterns do we see? How many stories include working since childhood? How many involve education, organization, and migration? How many relate to climate disasters? 7. Link these reflections to the importance of examining life experiences in extension and support processes.
 Example	In one group, experiences such as early work on the farm, temporary school dropout, and a return to technical education appear repeatedly. Many stories include the support of a family member or another key person. The extension agent highlights that training processes do not start from zero, since life experiences already carry learning, effort, and even pain.

3.8. Shields of youth identity

 Objective	Strengthen self-esteem, recognize abilities, and encourage aspirations.
 Time	30-40 minutes
 Materials	White sheets of paper (preferably with the outline of a shield drawn on them), colored markers, and optionally cutouts and glue.
 Procedure	1. Give each young person a sheet of paper with the outline of a shield divided into four sections.

	- Explain to participants that in each section of the shield they should draw or write: - Something they know how to do well, - Something they feel proud of, - Something they would like to improve or learn, and - A dream or future goal. - Give them 10 to 15 minutes to complete their shield with drawings and words. - Form small subgroups (3–4 people) so that members can share their shields and get to know one another better. - Ask one person from each subgroup to present to the rest of the group an idea that stood out to them (e.g., the diversity of talents, shared dreams, etc.). - Close the activity with a statement highlighting the richness of the group’s skills and aspirations.
 Example	On the shields, participants drew and wrote about skills such as milking cows, designing social media posts, organizing activities, and controlling tomato pests. Among the dreams mentioned were “having my own greenhouse,” “studying agronomy,” “expanding the hectares under production,” and “owning my own land.” The extension agent uses this information to reinforce the idea that the workshop can help young people move toward achieving some of these dreams.

3.9. Energy traffic light

 Objective	Assess the group’s energy level and mood in order to adjust the pace of the work.
 Time	10-15 minutes
 Materials	Colored cards (green, yellow, and red) or small cards in those colors.
 Procedure	- Explain the meaning of each color: - Green: high energy level or strong motivation to work - Yellow: medium energy level or some tiredness - Red: very low energy level or a need for calm - Give each person a card of each color or designate three areas in the room: one green, one yellow, and one red. - Ask participants, depending on how they feel at the beginning of the workshop, to raise the corresponding card or move to the respective area. - Give a few participants the opportunity to briefly explain why they chose that color. - As the facilitator, take note of how the group is feeling. If many people are in the red zone, it may be useful to carry out a more energizing activity. If most are in the green zone, the group can move forward with more demanding activities.

	6. Comment that it is normal for energy levels to change and that expressing this is perfectly fine.
 Example	One morning, after completing farm work, many participants place themselves in the yellow zone and some in the red. The extension agent decides to begin with a gentler physical activity before addressing more demanding content, and as a result the group feels heard and well supported.

3.10. Storytelling circle

 Objective	Stimulate creativity, listening, and the collective construction of stories related to rural life.
 Time	15-20 minutes
 Materials	None
 Procedure	1. Ask participants to sit in a circle. Explain that together they will invent a story related to a rural community. 2. The facilitator begins the story with a simple sentence, for example: "Once upon a time there was a rural community where young people discovered something unexpected." 3. The next person adds a sentence, and the process continues around the circle, completing one or two rounds (depending on the size of the group). 4. Ask participants to listen carefully so that their sentence connects with what has already been said. 5. If the story moves too far from the initial idea, use a sentence that brings it closer to the themes of the workshop (teamwork, marketing, innovation, etc.). 6. Once the activity is finished, briefly comment on the themes that emerged in the story (dreams, problems with access to water, conflicts, creativity, the need for markets, etc.).
 Example	In the made-up story, a community is described in which young people establish an ecological fair, face resistance from some adults, obtain municipal support, and eventually place their products in the national market. The extension agent uses this opportunity to talk about real obstacles, allies, and the importance of youth organization in processes of change.

3.11. My rural superpower

 Objective	Strengthen self-esteem and recognize individual capacities that can be applied in community and productive work.
 Time	15-20 minutes
 Materials	Cards or strips of paper and markers.

 Procedure	1. Give each young person a card and explain that they should write their “rural superpower,” meaning something they do very well or consider a strength. 2. Provide examples such as organizing teams, selling products at the market, testing new techniques, caring for animals, etc. 3. Ask them to form a circle. 4. One by one, participants read their superpower: My rural superpower is... 5. Encourage them to use a positive tone and even a bit of humor, while ensuring that no one feels ridiculed. 6. At the end, point out that the group has many superpowers and that the challenge will be to combine them in order to undertake collective projects.
 Example	Superpowers emerge such as getting people to participate, planting in record time, telling jokes to lift the group’s mood, selecting grains, and learning from older people. The extension agent later draws on these abilities to distribute tasks: those with communication superpowers facilitate presentations, while those with technical superpowers provide support on productive aspects, among others.

3.12. Expectation bridge

 Objective	Identify individual and collective expectations regarding the training or extension process.
 Time	20 minutes
 Materials	Flip chart, markers, colored cards, and adhesive tape.
 Procedure	1. On a flip chart, draw a simple bridge with two shores: • Shore A: “What I bring to the process” (experiences, knowledge, feelings, etc.). • Shore B: “What I expect from the process” (learning, changes, results, etc.). 2. Give each person two cards: one for each side. 3. Ask participants to write on the first card something they bring to the process (e.g., knowledge about crops, fear of speaking in public, eagerness to learn). 4. Ask them to write on the second card something they hope to achieve (e.g., improving sales, learning how to organize groups, better understanding support programs). 5. Ask them, in turn, to come to the flip chart, briefly share what they bring to the training and what they expect from it, and place their cards on the corresponding side of the bridge. 6. At the end of the activity, review some of the expectations with the group and highlight the most common ones. Clarify which aspects can be addressed during the process and which cannot.

Example

In a workshop on rural entrepreneurship, many of the participants' expectations relate to learning how to sell, obtaining more information about credit, and overcoming shyness. The extension agent commits to addressing these topics and to explaining what can be achieved through the training and what can be referred to other institutions.

3.13. Circle of coincidences

 Objective	Discover shared interests, experiences, and characteristics within the group.
 Time	15-20 minutes
 Materials	None
 Procedure	1. Ask participants to form a large circle. 2. Explain that you will say different statements and that those who identify with them should step into the center or raise their hand. 3. Begin with simple statements and then use others more closely related to the theme of the workshop, for example: • Those who work on the farm with their families... • Those who participate in a youth group or association... • Those who sell a rural product... • Those who use social media to share what they do... 4. After several statements, ask: What surprises you about what you see? What things do you have in common? 5. Conclude the activity by noting that these points of connection can serve as a foundation for collective work.
 Example	The group discovers that many participants have taken part in community activities, even though they did not see themselves as leaders. They also realize that almost everyone uses WhatsApp to sell or promote a product. This leads into the exploration of communication and youth organization based on their own experiences.

3.14. Paths towards the future

 Objective	Motivate rural youth to reflect on their life projects and goals.
 Time	25-30 minutes
 Materials	White sheets of paper and pencils or markers.
 Procedure	1. Give each person a sheet of paper and ask them to draw a path that goes from one end of the page to the other. 2. Explain to the group that along this path they should mark three moments: • A starting point: where I am now (current situation), • A short-term goal (1–2 years), and • A long-term dream or goal (5–10 years).

	3. Give participants enough time to draw or write a phrase at each key point. 4. Then organize them into pairs or trios so they can share their paths. 5. Ask if anyone would like to comment on something they heard that made an impression on them. 6. Close the activity by noting that some steps along those paths can be supported, since extension aims to strengthen their capacities to make decisions about their life projects.
 Example	One young woman writes: “Today I help on the farm and attend secondary school. Short-term goal: build a small greenhouse. Dream: study agronomy and create a family business.” Another young person dreams of establishing a youth cooperative. The extension agent emphasizes that these personal paths are connected to collective processes and public policies around which work can be carried out.

3.15. My virtual background tells a story (virtual)

 Objective	Encourage personal expression and build trust through the use of virtual backgrounds or the real environment during video calls.
 Time	10-15 minutes
 Materials	A video call platform (Zoom, Meet, or Teams) that allows backgrounds to be displayed or changed.
 Procedure	1. Before starting the activity, inform participants that at a certain moment they will use virtual backgrounds or show part of their surroundings. 2. At the beginning of the session, ask participants to: • Choose a virtual background related to the countryside, nature, their community, or a dream. • Those who cannot change their background can show a corner of their home, the courtyard, a window, etc. 3. Explain that when introducing themselves, each person should say their name, the community they belong to, and why they chose that background or that part of their home. 4. Give the floor in an orderly way, for example following the order of the participant list shown on the platform. 5. As participants speak, make brief comments on recurring elements, such as: “Many of you are showing plants, farms, animals...” 6. At the end of the activity, emphasize that even though participants are connecting from different places, they all form part of the same network of rural youth.
 Example	A young woman chooses a coffee plantation as her background, representing her family’s work. A young man shows the courtyard of his home, where there are chickens, and explains that this is where he

started his small egg-selling venture. Another participant uses an image of a university as a background and says that their dream is to study there. The extension agent connects these elements with the purpose of the virtual course.

3.16. Emojimeter (virtual)

 Objective	Quickly and interactively assess participants' mood and energy level in a virtual session.
 Time	5-10 minutes
 Materials	Platform chat and emojis (from the keyboard or the platform itself).
 Procedure	1. Explain to participants that they will take part in an “emotional thermometer” using emojis. 2. Ask each person in the chat to use an emoji that represents how they feel at the beginning of the session (they can open the emoji panel and choose one). 3. Give a few seconds for everyone to do so. 4. Invite a few participants (2 or 3) to turn on their microphone and briefly explain why they chose that emoji. 5. To facilitate the activity, provide a general reading, for example: “I see many energy emojis (😄 , 🍀 , etc.) and some showing tiredness (😩 and 😊).” 6. Adjust the tone of the session according to what you observe (if there is a lot of fatigue, start with a lighter activity; if there is a lot of enthusiasm, you can move more quickly into the content).
 Example	In an afternoon session, several participants use the emoji 😊 (tired but in good spirits) and others 😄 (enthusiasm). One young woman says she chose 🍀 because she sees the course as an opportunity to grow. The extension agent thanks them for their openness and proposes starting with a short movement or stretching activity before addressing the main topic.

3.17. Photo of the moment (virtual)

 Objective	Break the ice by connecting the everyday lives of rural youth with the virtual space.
 Time	8-12 minutes
 Materials	A phone or built-in camera on the device and the option to share images or show them on camera.
 Procedure	1. Ask participants to look around them (without moving too far from where they are) and choose something they would like to show: a plant, a tool, a notebook, the view from the window, an animal, etc. 2. Give them 2 to 3 minutes to take a photo with their phone or simply keep the object nearby so they can show it on camera.

	3. Tell them that when introducing themselves they should say their name and the community they belong to, show the photo or object, and explain why they chose it. 4. If the platform allows it, they can upload the photo in the chat; otherwise, it is enough to show the object to the camera. 5. Moderate the interventions so that they remain brief but meaningful. 6. At the end of the activity, highlight how virtual participation allows everyone to “enter” each other’s homes and communities without physically traveling, and how this enriches the workshop.
 Example	A young man shows a tomato plant and explains that it is his first attempt at growing his own crop. Another young woman shows her notebook filled with notes and drawings and says that it represents her desire to learn. Someone else shows the view of a mountain from their window. The extension agent comments that each image tells a story of work, learning, and territory.

3.18. Flash poll (virtual)

 Objective	Energize the session, quickly identify the group’s interests, knowledge, or experiences, and facilitate effective participation.
 Time	5-10 minutes
 Materials	Online polling tool (Zoom Polls, Mentimeter, Slido, Forms, etc.).
 Procedure	1. Before the session begins, prepare a short poll (2–3 questions) related to the theme of the workshop (e.g., use of technologies, experience with projects, learning interests, etc.). 2. Explain to participants that they will take part in a “flash poll” and provide the link or activate the poll within the platform. 3. Give them a few minutes to respond from their phones or computers. 4. When they finish, display the results on the screen (graphs, percentages, word clouds, etc.). 5. Comment on what stands out to you, for example that 70% already sell something through social media or that most have never taken part in training on marketing. 6. Link the results to the planning of the session and explain how it will be adjusted or how it will respond to those realities.
 Example	In a virtual workshop on rural marketing, the poll reveals that 80% of participants use WhatsApp to sell products, but only 20% use Facebook or Instagram strategically. The extension agent decides to devote more time to presenting concrete examples of how to use social media, since there is both willingness and need. The group feels that their responses have a real influence on the development of the workshop.

4. Closing: guidelines for continuing the training process

In *Workbook No. 1: Introduction and Icebreaker Techniques*, a set of techniques has been systematized to strengthen the facilitation capacities of extension agents in training processes and participatory spaces aimed at rural youth. The proposed dynamics are not conceived as ancillary or merely recreational resources, but as strategic pedagogical and methodological tools to create enabling conditions for participation; that is, to build trust, promote horizontal interaction, recognize diverse identities and trajectories, and create a safe, inclusive, and respectful group environment. Consequently, these techniques help establish a relational foundation that is essential for collective learning and for the development of community processes sustained over time.

From a popular education and participatory methodologies perspective, emphasis is placed on the idea that the opening of meetings constitutes a key moment to encourage the use of the floor and position rural youth as protagonists of the process. Presentation and icebreaker techniques make it possible to identify, from early stages, key elements of the group's composition: territorial diversity, previously acquired knowledge, learning expectations, motivations, concerns, and aspirations. In addition to strengthening cohesion and a sense of belonging, this initial recognition generates relevant qualitative information that can guide planning, the support provided by the extension agent, and methodological decision-making throughout the process.

In this sense, it is recommended that extension agents understand these techniques as mechanisms for generating inputs for action: the stories, keywords, symbols, and agreements that emerge from these dynamics can be recorded and systematized as part of the training process. These inputs make it possible to anticipate the emergence of sensitive issues, identify factors of inequality or exclusion, recognize community resources, and establish shared starting points. Therefore, this workbook not only contributes to "opening" spaces but also provides a methodological platform that sustains the continuity of participatory work.

The *Methodological Guide for the Incorporation of Qualitative Techniques in Youth-oriented Extension* is structured as a sequence of workbooks conceived as a training and operational pathway for strengthening rural extension aimed at youth, from a participatory, territorial, and inclusive perspective. In line with this logic, *Workbook No. 2: Participatory Assessment and Baseline Surveying Techniques* seeks to enable extension agents to systematically understand the initial conditions of the group and the territory, identify problems, resources, actors, and priorities, and generate useful information for planning and monitoring processes.

Subsequently, *Workbook No. 3: Technical Support Techniques with a Participatory Approach* further develops these techniques as strategies for co-learning and capacity building for action. This workbook proposes the use of tools that promote collaborative learning through methodologies such as field schools, peer mentoring, demonstration plots, living labs, and participatory prototyping. Through these approaches, the value of dialogue between local knowledge and technical knowledge is recognized as a driver of innovation, sustainability, and community organization.

Finally, *Workbook No. 4: Participatory Monitoring and Evaluation Techniques* focuses on approaches in which the monitoring and assessment of results are understood not only as technical exercises in data collection, but also as a pedagogical and relational process that strengthens critical reflection,

transparency, and shared decision-making. Through tools such as evaluation matrices, achievement trees, most significant change stories, community traffic lights, and comparative mapping, this workbook contributes to documenting learning, making changes visible, and gathering useful evidence for the continuous improvement of extension interventions and their sustainability over time.

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