



# STEPS TO SCHEDULE ANIMATION OF THE TAPORI LETTER

## First step :

*Comprehension and planification of the letter*

*Facilitators' meeting*

*Read the Letter et  
Watch the vidéos :*

- Comprehension  
of the topic

- Reading of the  
particularities of the group.

- Define how much  
sessions of animations for  
each letter

- Plan each session  
Decide on the topics

Do not forget to  
write down , to  
take photos, to  
register children

In this step  
If you need help  
from Tapori  
international, do  
not hesitate to  
write to us.

- General goals  
- Activities

- Goals - Activities  
- Games - Material

**Second step :** *Evaluation of the schedule after each session. Adjust the next session's schedule.*

**Third step :** *Sort, name and classify the children's creations.*



What do we keep  
in our archives?



What do we send  
to Taporì  
international ?



2



A resume of the  
most important  
elements to share  
about the Taporì  
activity

Everything the  
children said and  
did during the  
Taporì activities.



**Fourth step :** *Final evaluation of the programming of each Taporì letter.*



## STEPS TO SCHEDULE ANIMATION OF THE TAPORI LETTER

Country/City : \_\_\_\_\_ Date : \_\_\_\_\_

Letter No. : \_\_\_\_\_ Name of the group : \_\_\_\_\_

Facilitators : \_\_\_\_\_

Goals : \_\_\_\_\_

Duration	Expectations	Activities	Materials	Who facilitates



# PREPARATION OF THE NO 437 TAPORI LETTER ACTIVITY

## TAPORI GROUP LES ARTISTES SAUCISSONS SOLIDAIRES

Duration	Expectations	Activities	Materials	Who facilitates
15 minutes	1. Creating a calm atmosphere conducive to reflection	1. Start the session with everyone sitting in a circle on a mat, with a candle lit in the middle. Listen to quiet classical music.	A mat, a candle, A telephone.	Caroline and Claire
20 minutes	2. What are the significant places for children. Step one.	2. A dream journey. Write down on a piece of paper the place where they feel good, safe, where you can really be yourself, where you are confident... "	Sheets of paper, pens	Caroline
40 minutes	3. Recognise the places that are significant to the children. Step 2: The stickers.	3. Each one talks about the places in their daily lives. Then the children put a red or green dot on the sticker. Each child came in turn to present their sticker poster	Sheets of paper, pens, scissors, markers, sticker glue, chairs, mats.	Claire

## What we received:

*What I remember from this session is the great trust I feel between the children, and within this group, because I find that they share with us things that are important to them in complete serenity, and without restraint. Claire and I thought that it was beautiful to see them confide in us like that.*

"I like to walk in my garden and play with the neighbour. I like to sleep, it's hard to get up. I like the swing, jumping in the pool, going to the beach, watering my sandcastle."

Amandine

"I like reading, cooking, going to my girlfriend's house, tobogganing, playing golf, singing. I don't really like the beach. I like horse riding. I don't like to go to my garden. "

Eiyett





# PREPARATION OF THE NO 437 TAPORI LETTER ACTIVITY

## TAPORI GROUP LES ARTISTES SAUCISSONS SOLIDAIRES

### Goals :

- To learn in a playful way what Tapori is
- To work on injustice is and how to fight it.
- For the different groups to get to know each other.

Duration	Expectations	Activities	Materials	Who facilitates
	<p>1. Learning through play to cooperate, to know each other and to have fun.</p> <p>2. Work on injustice through the heart and brain</p> <p>3. Learn the different types of art activities with water-based paint</p>	<p>1.Cooperative games</p> <p>2. work in 5 groups for 5 children. Each group receives a piece of heart and a piece of brain.</p> <p>3.Artistic part: each group decorates its room using a particular artistic technique</p>	<p>Parachutes small plastic balls</p> <p>heart and brain in big format, with its 5 parts in paper (water-based paint)</p> <p>Sheets of paper, pens, scissors, markers, glue stickers, chairs, mats.</p>	