



Facilitator's guide

Newsletter N°439

Learning from others!

August - October 2022

Hello,

In this facilitator's guide, you will find different tools to help you facilitate the “Learning from others” activity of Newsletter N°439.

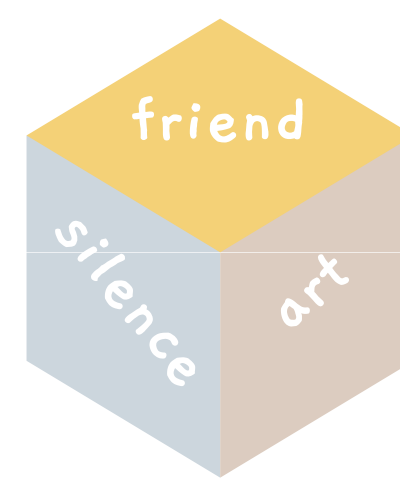
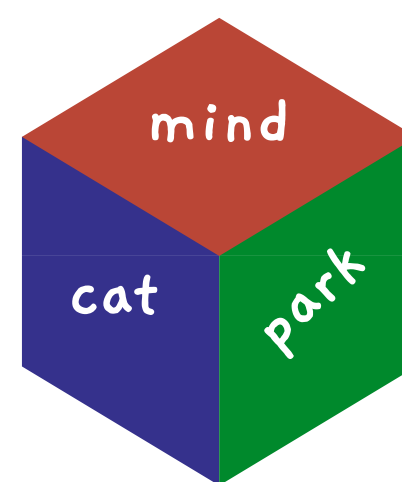
They allow you to work more specifically on each of the elements that we have addressed during the Tapori workshops: expression, listening, cooperation, decision-making...

For each of these elements, a dynamic and a game are proposed to you.

Obviously, these are only tools: you are free to adapt them and also to look for new ones. Send your findings to tapori@tapori.org for us to add to the toolbox!

1. How do we collect what children say in our Tapori groups?

Dynamic: Crosswords



Consists of writing words from the letters of a word already written.

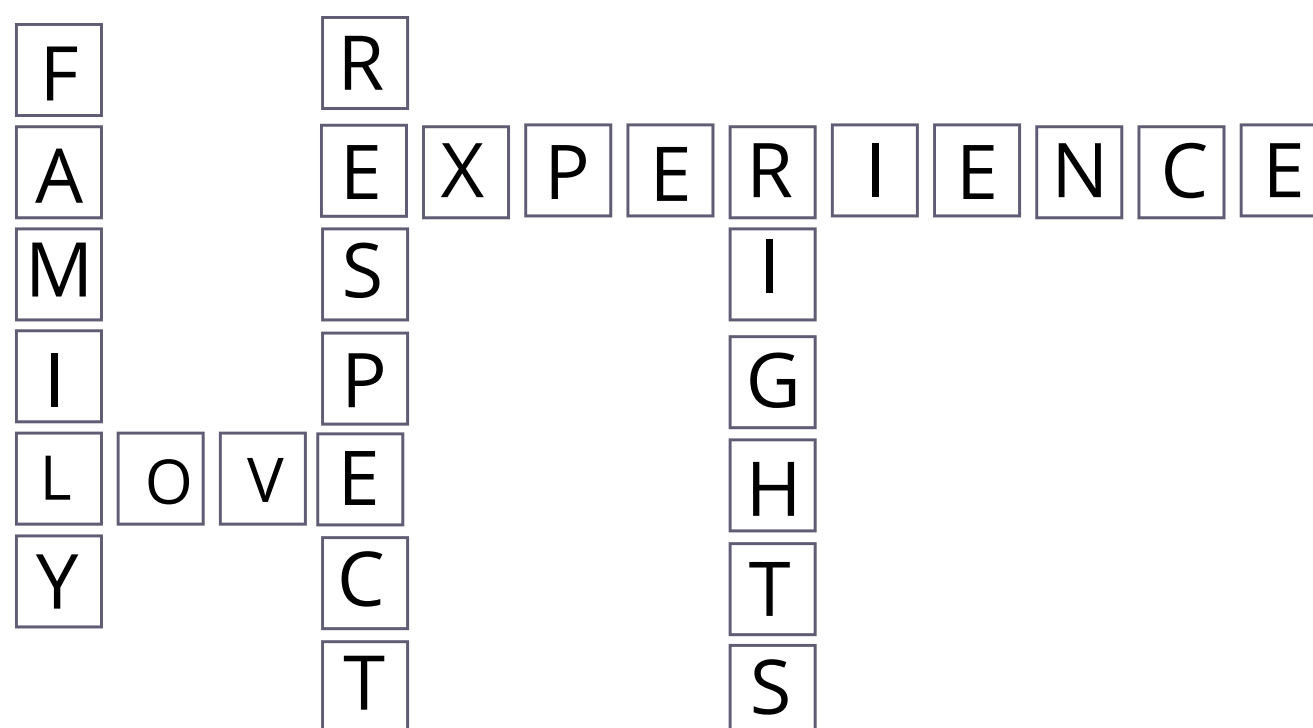
Goals:

Encourage the group to participate in a collective achievement. Stimulate communication and group reflection. Facilitate the participation of people who have more difficulty in expressing themselves.

Participants: groups from 6 years old, maximum 13 participants per group (If you have a large group, you can make sub-groups).

Procedure:

The facilitators give the instructions: (1) In silence, we are going to write the words that express something important to us, something in which we deeply believe. (2) The rule of the game is to write each word using an already written letter, so that all the words intersect, like in a crossword puzzle. We have to give a theme as a starting point, depending on what we want to work on. Example:



Evaluation: What was the level of participation, what kind of content did they produce, what conclusions did they draw?

GAME: Magic Book

Communicating actions to the rest of the group through mimic language.

Goals:

Develop the bodily experience and stimulate attention.

groups from 6 years old. Maximum 15 participants per group (If your group is large, you can make sub-groups).

Procedure: (1) Everyone sits in a circle. In the middle of the circle, imagine that there is a magic book. (2) Each player goes to the book and pretends to pick up an object. (3) At this time, he/she simulates an activity related to the object. For example, a person pulls out a comb and pretends to do their hair. (4) When someone among the rest of the group thinks they have guessed the mimed activity, he/she goes to the center to say it quietly, in the ear of the person who was doing the mime, to prevent the others from guessing. hear it. (5) If he/she guesses incorrectly, he/she returns to the circle and continues to try to guess. If he/she guesses correctly, he/she stays in the center with the first player. (6) The game ends when everyone is in the middle.

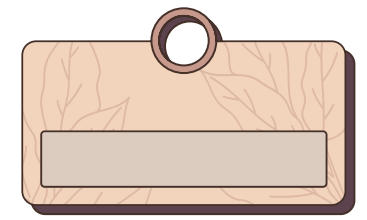
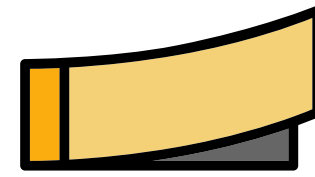
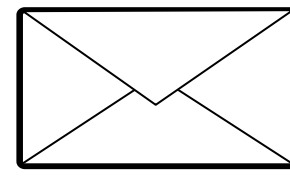
Another option is to ask the guesser to stay in the center and suggest another mime.

This game can be used to have a fun time where you can give a theme or context to frame the game.



2. Listening among the children in the group

Game: Posts



The objective is to convey a message in a difficult communication situation.

Goals:

Value the importance of the essential conditions for communication to be possible.

Encourage collaborative behaviors.

Group from 6 years old. Maximum 20 participants per group (If you have a large group, you can make sub-groups).

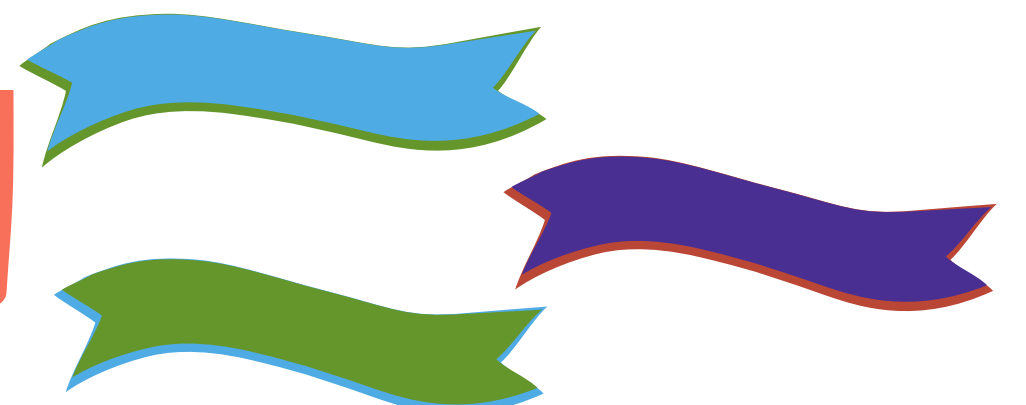
Material: Four index cards with texts to transmit.

Development: (1) The participants are divided into four sub-groups, which are placed at the ends of a cross. (2) Each subgroup chooses a representative. The representative stands behind the opposite subgroup. (3) Each representative receives a message to convey to his group. (4) On the signal, the four representatives send their message. The stronger, the better.

Messages can be snippets of text, and the game ends when each sub-group recites the original text. For more confusion, the same message can be given to all the sub-groups without them knowing it.

Evaluation: evaluation of the process. Difficulties encountered, how were they resolved?

Dynamic: Prejudice ribbons



It is about having a discussion in which each person has a "label".

Groups from 6 years and over. Maximum of 10 participants per group (If you have a large group, you can make sub-groups).

Goals:

Analyze how stereotypes influence communication.

Materials: strips of cardboard, paper, markers and adhesive tape.

Starting instructions: the animators prepare ribbons to stick on the forehead with different stereotypes:

“lazy”

“clever”

“dreamer”

“grumpy”

“collaborator”

Procedure: (1) The facilitators place a label on each child's forehead, without the child knowing what is written on it. (2) Once everyone has their tag, a topic is proposed for discussion. (3) During the discussion, each person treats the others according to what the stereotype that the others carry represents to them. (4) Avoid using the exact word on the label, instead try to treat the person with your idea of a person who fits that "label".

Evaluation: How does the first image you have of someone or the image you are given affect communication? How did you feel? Does everyone's word have the same value?

Remarks: can be done during an animation and evaluated at the end.

3. Decision making : come to an agreement within the group.

Dynamic: Conflict of numbers

It is about forming combinations of numbers.

Goals:

Encourage collaboration and communication. Stimulate the search for creative solutions to conflicts or decision-making.

Groups from 6 years old. Maximum of 10 participants per group (If you have a large group, you can make sub-groups).

Material: cards with numbers from 1 to 0 (as many as participants).

Procedure: (1) Each person places the card bearing their number on their chest. (2) Facilitators call out numbers of different digits. (3) The participants will try to form these numbers together using mathematical formulas: addition, subtraction, multiplication, division, and especially imagination. Try to avoid leaving participants isolated.

Evaluation: How did the collaboration go, what roles were played, what solutions were found?

Notes: You can try to have the whole group form each number or try to do it without talking.



Game: Gemo



The goal is to bring the *gemo* (spirit) as often as possible to a goal point (tree, square, goal, etc.) in the other area.

Goals:

Develop the imagination in order to provide a creative response to conflicts. Develop group strategies to make joint decisions. Know how to make the "supposed enemy" a cooperator rather than a competitor.

Between 10 and 20 participants (depending on the space available).

Starting Instructions: (1) On either side of the room or field there is a goal point to pick up the *gemo* (just touch the goal point).

(2) Form two sub-groups of equal number of participants. The *gemo* must be caught by a person from the opposite team, never by a person from the group who is the carrier at that time.



Notes: This is a game that presents itself as competitive, and although in reality a team can win, they can hardly win alone, if they are not able to make the participation of the other team supportive instead of being confronting.

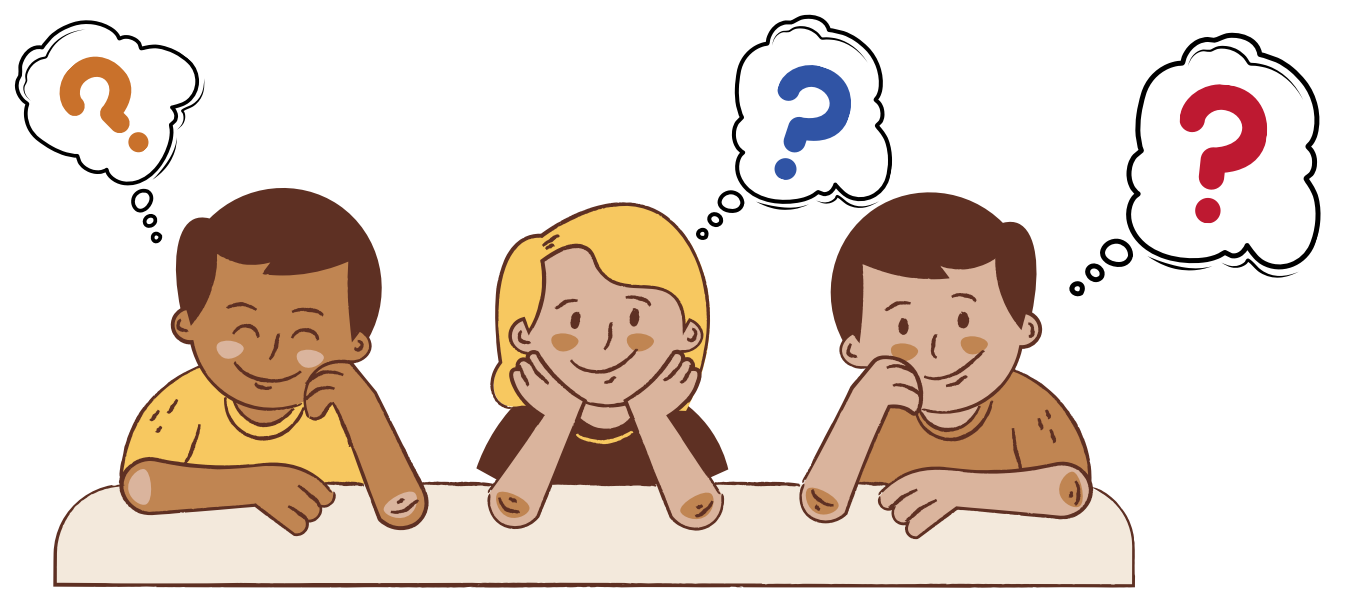
(3) The *gemo* is given to someone from one of the two teams. He/she will try to bring it to the goal point on the opposite side of the field. Anyone (on the other team) who pats him on the back becomes the bearer of the *gemo*.

(4) The person who manages to carry the *gemo* to his target, touching the goal point and without being touched by a member of the opposing team, will give a point to his team. The goal is to score as many points as possible.

(5) If the *gemo* can't be taken by someone of your own team, you will have to study a strategy, so that if you let someone of the other team take it, you can switch to someone on your own team and reach the finish line.

Evaluation: We can talk about the strategies developed by the teams, the nature of the relationships: cooperative/competitive, what has been achieved with each of them. It can be interesting as an introduction to conflict education: the attitudes that are given, where do they lead? See the paradox that to be competitive you have to cooperate. How to take advantage of this paradox to build instead of destroy?

4. Getting to know each other



Game: If I were...

The idea is that each person expresses what they most identify with and that the group recognizes all people through this thing.

Goals:

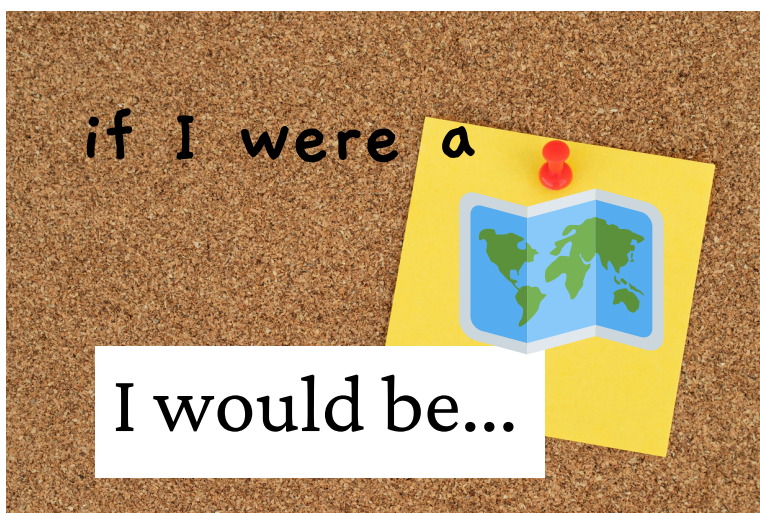
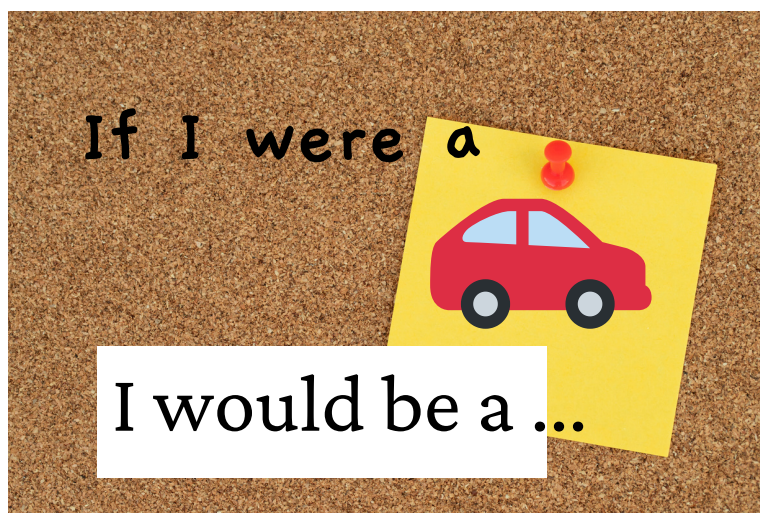
Promote the knowledge and affirmation of all group participants.

Material:

One card per person. Something to note. Something to stick on a board or on the wall.

Starting Instructions: Each person should fill out their card in silence for 5 minutes.

Procedure: On the cards there are a few sentences to answer, like the following:



The sentences can be modified according to the type of group and the age of the people who participate.

When everyone is finished, the cards are collected, shuffled and dealt again. In turn, each person reads the card they receive. The group discusses to find out who the description corresponds to. When the group has discovered the author of the map, the facilitator takes the map and places it on the wall.

Evaluation: This step is optional. It can revolve around difficulties in identifying with something specific or opening up to a dialogue about what the other person thinks you based responses upon.

Notes: This game is more suitable for groups in which the participants do not know each other very well, but if not, it can be reversed and each person chooses a partner and answers the questions.

5. Specificities of our group

Dynamic: Change of point of view

Goals:

Learn to perceive a situation from the point of view of another person. Getting to know the members of the group.

Material: paper and pen.

Procedure: Proposal-example of an exchange with another group (external or internal to the group).

Me:

What is important to me, what makes me unique, what are my strengths or weaknesses, who and what made me who I am?

Self and Others:

Who are my friends (individuals or groups), who are my heroes, my role models, what kinds of differences do I have and with whom, how are these differences resolved?

The self and society :

What is my role in today's and tomorrow's society, what influence could I have on society, to what extent does my existence depend on society (you can decide to do this party or not depending on the age of the participants)?

(1) Participants first respond how they think the other group will respond. (2) Then they answer the questions from their point of view. (3) The first set of responses (those from the group that put itself "in the place of the others") is sent to the other group. (4) The other group in question reacts to the reading of this mailing.

Evaluation: The difference between prejudiced and real reactions will be analyzed. What are the consequences of our prejudices?



6. Evaluation

Game: Traffic lights

Evaluate a group session or seminar.

Goals:

To see the mood of the group. Evaluate the situation of the group at a given moment.


Materials: Cardboard, cards.

Development: read a few sentences that are related to learning, values and anything that has affinities with the group. If the group agrees with the sentence, a green object is raised, otherwise, a red object, and in case of the uncertain answer - orange object.



If the group agrees with the sentence, a  object is raised;

Otherwise, a  object;

And the uncertain answer, with an  object.

Dynamic: Arrival - departure

Evaluate a group session.

Goals:

Pour voir l'humeur du groupe. Évaluer la situation du groupe à un moment donné.



Procedure: The idea is to form groups of two or three people, no more, to show a scene without words from the day or the moment when they arrived at the workshop, and another where they show how they leave.