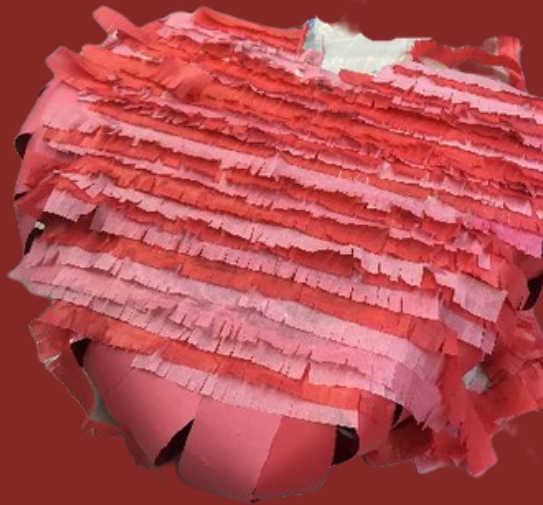


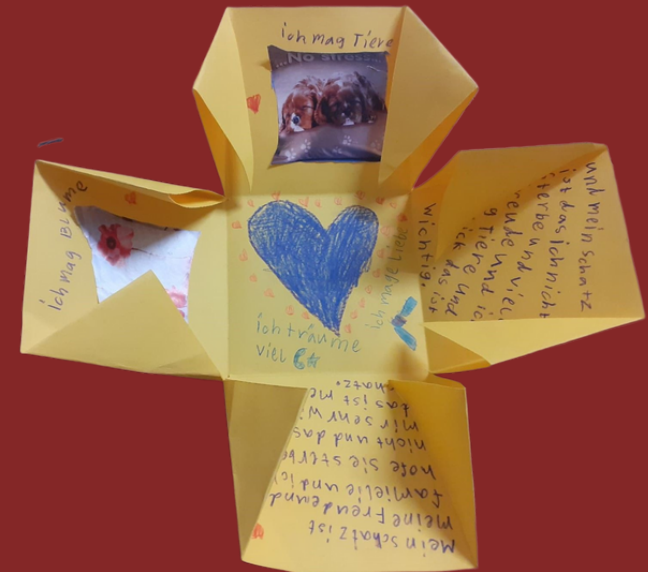
The Taporí Toolbox



Case Noyale, Mauritius Island



New York, The United States



Rorschach, Switzerland

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Through play, becoming familiar with a theme

The memory

1

Memory is a game made up of pictures that go in pairs. At the start, all the cards are upside down. You have to turn the cards and remember the position of the pairs.

2

The game was adapted to Taporí Letter 436, which addressed the issue of inheritance through proverbs. A few proverbs have been integrated into the memory cards.

3

To go further in the dynamic, you can invent variants:

- On one card, write the beginning of a proverb and on a second card, the continuation. You must then turn the cards and try to complete the sentences.
- Make a "quiz" with the proverbs. Say a proverb with 3 possible meanings. As a group, the children must agree and find the correct answer.



By singing, becoming familiar with a theme

Singing together

Objective: For each child to share the treasure they keep from a loved one.

The group sits in a circle. Before starting, we give 3 minutes for everyone to reflect on the treasure they keep from a loved one.

Example:

1

Clara stands in the middle. She sings the song and names her treasure. Then she calls out the name of a person present in the circle.



I have it, I have it, I received it from my very dear ones, the talent for drawing from my aunt. To you Lucas!



2

Clara leaves the circle.

3

Lucas arrives in the middle to sing the song and say his treasure.



Lucas: Got it, got it, got it from my dear ones, my grandfather's watch. To you Paul!



4

Lucas leaves the circle and gives way to Paul. It continues until all the children have been in the center of the circle.

Decision making

The desert island



- 1 Ask the children to think of two things that would be essential to them if they were on a desert island.
- 2 After thinking individually, they pair up with a classmate. Everyone shares their choices.
- 3 They must then keep only two elements among the four proposed.
- 4 When they have agreed, this pair joins another pair. Between them, they must once again keep only two things that they could bring to a desert island.

The goal is to add new people, until the whole group is together.

This game helps you learn to...

- Explore different ways to agree and defend your ideas
- Agree to abandon your ideas when those of others are better
- Manage your emotions when our ideas are rejected

Listening exercise in the groups

Les animaux

- 1 Give the children a card with an animal. Each animal has a description with a listening type, for example:



The bear listens to everything but is bored. He yawns and shows no interest.



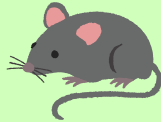
The dog is attentive and asks questions to learn more about the story.



The fly disturbs everyone during the story time.



The fish is attentive and notes everything that has been said because it does not want to forget anything.



The mouse has trouble concentrating because there are a lot of distractions in the environment.



The parrot does not stop talking during the story, he does not listen to anything because he is talking.

- 2 The facilitator tells a story prepared in advance.
- 3 Each child plays the role of the animal on the card.
- 4 As the story progresses, the cards change and they take on a new role.
- 5 By the end of the story, almost all the children have tried all the roles, with their particular listening style. Discuss with them their usual listening skills.

What is important to listen to the other?



Listening in a group

Tell me your drawing

Objective: Develop listening and attention skills through drawing dictation.



Preparation: Prepare the material, choose the drawings. Depending on the age of the children they will be more or less elaborate and complicated.



At the end, the drawings can be compared and a collective evaluation of the exercise can be made.



To start, you need to decide which child is going to draw and which is going to dictate the drawing.



Once the decision has been made, a drawing must be distributed to each of the partners. It is very important that those who are going to draw do not see the drawing.



The timer starts and everyone begins to dictate to their teammate.



Then the time is up (depending on age and difficulty, it can vary from 1-3 minutes, etc.)

To evaluate

The hand

The participants express their feelings about the meeting in a playful way by giving an idea per finger of the hand: each finger represents a positive or negative aspect, to be improved, or a proposal on the time lived.



Animation sequence:



- 1 Each participant draws the outline of their hand on a sheet of paper. Each finger on the hand represents something, depending on the theme.
- 2 Everyone first writes down these answers on their sheet, around their hand.

Advice to facilitators: you can ask the children to write legibly so they can collect the hands afterwards, even if they remain anonymous.

Going round the group one by one can then be proposed if some wish to share the elements of their hand.



To evaluate

Colored hats

Definition: Participants rate an issue using different colored hats that highlight different viewpoints.

Objectives:

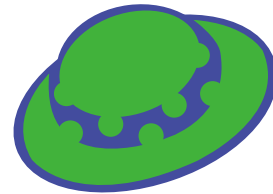
- Encourage different perspectives and ways of seeing the same thing
- To get as much information as possible
- To get a quality assessment

Number of participants: one group of 6 people (or several groups of 6 people).

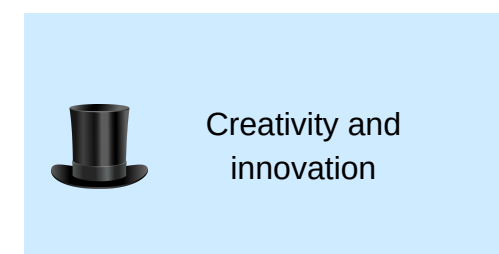
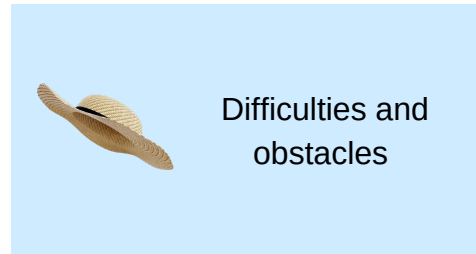
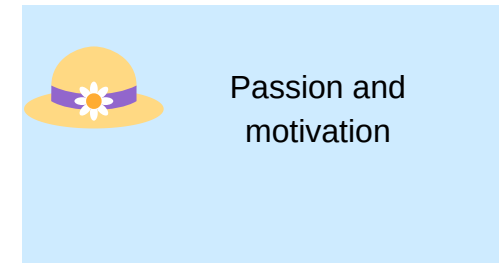
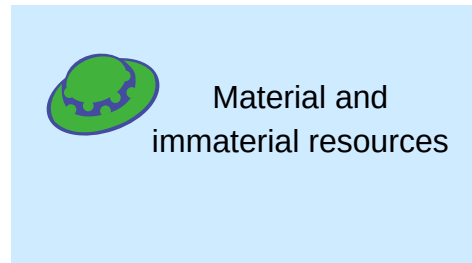
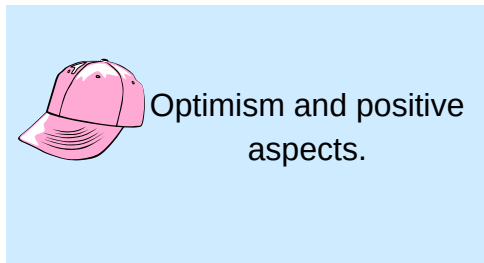
Material:

- 6 hats of different colours
- One large sheet of paper per group and markers
- Timer

Total duration: Approximately 40 minutes, depending on the number of participants.



- 1 The facilitator introduces the question to be evaluated but does not give more details on the game.
- 2 Each of the 6 members of the group chooses a hat at random, without yet knowing the meaning of the colors.
- 3 The facilitator explains that each color corresponds to an aspect of the question to be assessed and distributes the cards with the instructions.
- 4 Participants read their cards and prepare to examine the question of evaluation through these hats.



Participants can take notes with ideas that come to their minds when looking at the question through the color of their hat.

5 Dialogue between participants

The participants put their hats on and engage in a kind of meeting-debate where everyone makes their contribution according to their hat.

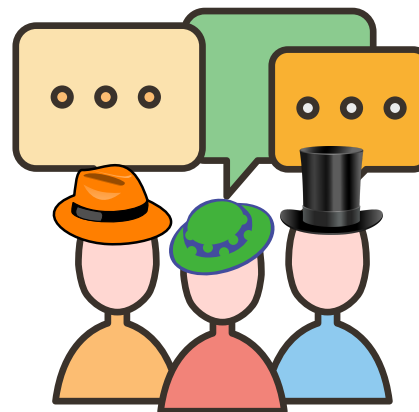
The facilitator ensures that everyone speaks and responds from the same point of view as the colour of their hat.

The facilitator also acts as a recorder and notes the contributions of each of the hats.

If several small groups are working together, a discussion can take place then.

Variant

- ★ **Several people, the same hat:** you divide the group into several subgroups. All people in the same subgroup wear a hat of the same color. Then, the participants return to the large group to share.
- ★ **One person, many hats:** Another possibility is that each person works with each hat, thus allowing the question to be approached from all angles.



As well as using this activity to assess, it can also be used to reflect on the fact of just looking differently:

Which hats did we find the most difficult to use, and why? Are we used to having so many points of view when evaluating or making decisions? Which hats do I use the most and which less regularly? What new did we discover using different hats?

Videos



<https://www.youtube.com/watch?v=TSx-capt6Es>

Tapori children from Kibera district,
Kenyans introduce themselves
through this video.

