

Animation guide

Newsletter No. 437

Our community

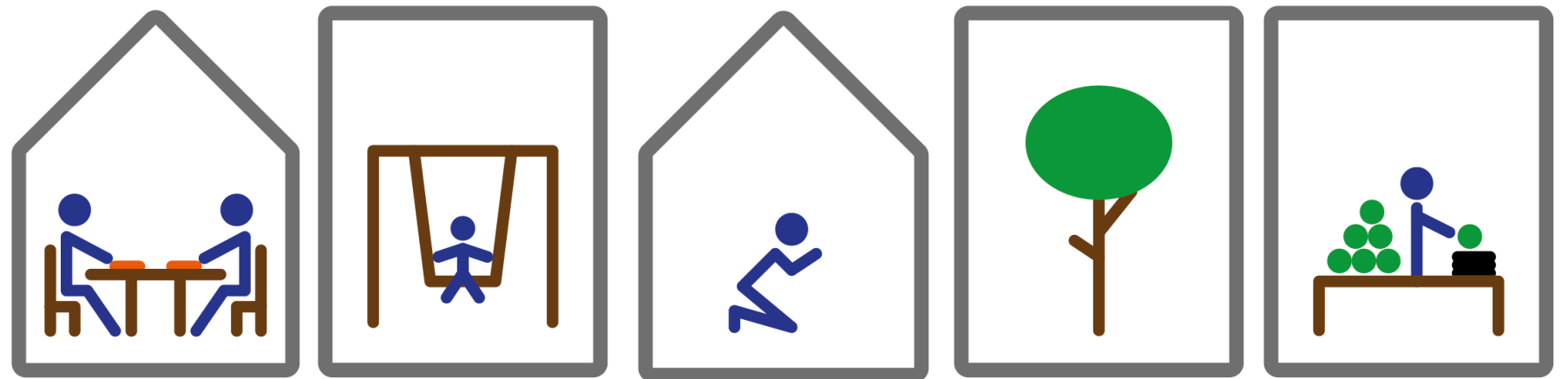


March - April 2022

Good morning,

In this campaign letter, we will explore which places in the community or neighbourhood make the children feel good or bad. We suggest you take us through your community.

Individual work



On small cards, we have drawn simple symbols representing the places we can usually find in a neighbourhood: a park and nature, a school, places to go shopping or to receive medical care, places to eat, and to worship.

1

Do you usually go to these places?

What for? Who do you go with? When do you go?

How do you feel there: calm, happy, worried, sad...? If so, why do you feel that way?

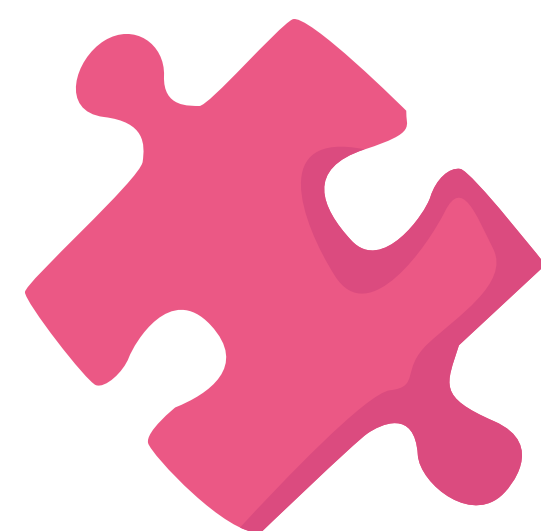
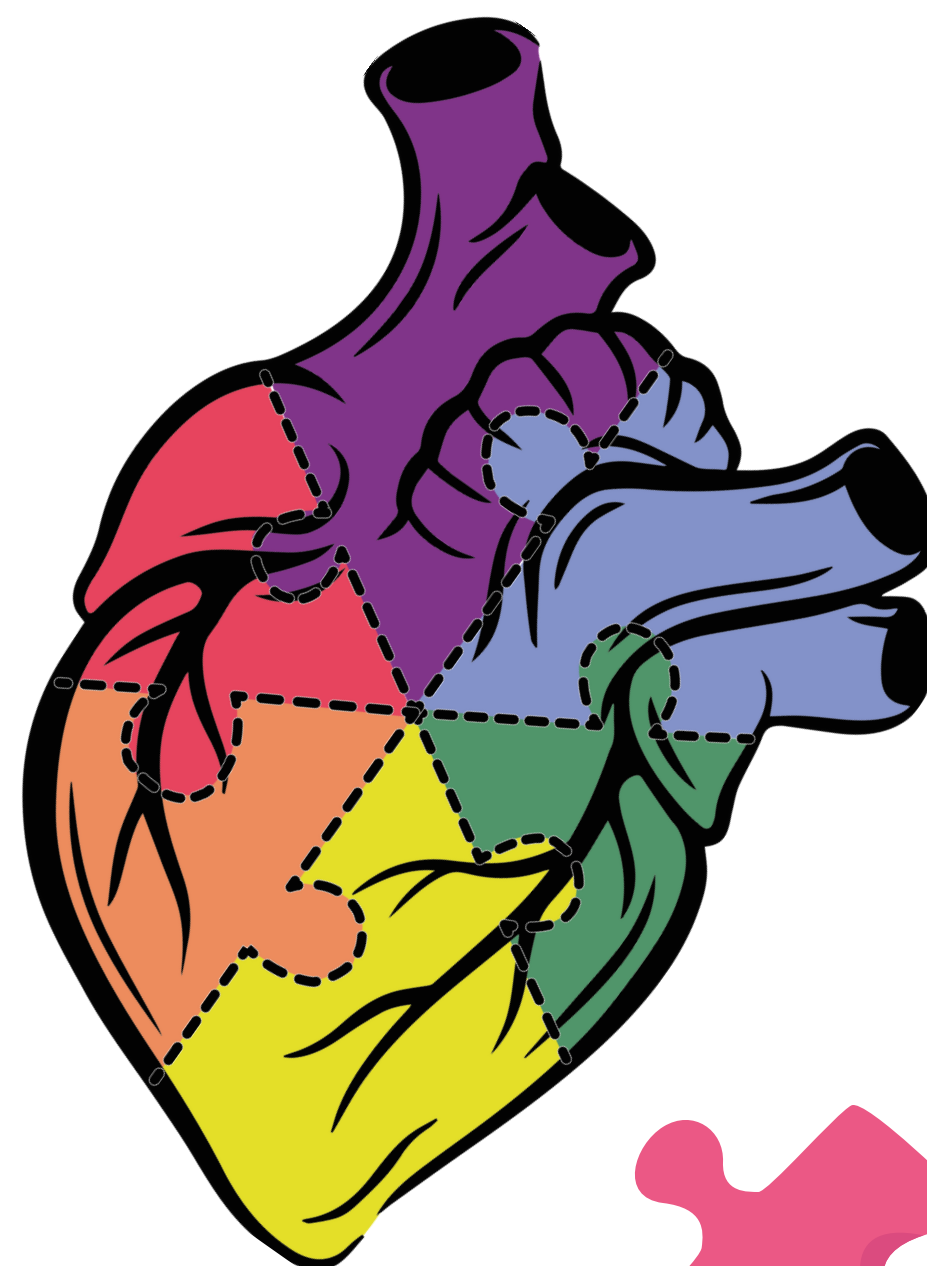
Are there places you go to that are not included here? What do you do there? With whom? When are you there? How do you feel there, and why?

If there are some symbols missing, invite the children to draw them on a card.

Ask the children to explain to the group how they worked on these symbols.



2 Each child creates a jigsaw representing their brain and another one representing their heart.



On the brain jigsaw, stick the symbols showing places that enrich their brain, for this is where people help them learn and think.

On the heart jigsaw, stick the symbols that represent what feeds their heart, because these places and people act on their emotions.

Before sticking a symbol on one or other of the two jigsaws, children should think whether **this place brings something positive or negative to their brain or heart.** If it is negative, **colour it red.** **Colour it green if it is positive.** If the same symbol represents something that is good for the heart but not for the brain, children can stick that symbol on a green piece of the heart, and a similar symbol on a red piece of the brain.

Once all the symbols are stuck on, the children assemble the pieces of their two jigsaws. Some jigsaw pieces may be left without symbols.

3 The last step of the individual work is for each child to find out how to connect their heart to their brain. This could be through oxygen, through emotions, the five senses, or the digestive system...etc.
To illustrate this link, the children can draw or paint a picture, or put together a montage, for example.

Group work

Once each child has presented their jigsaw to the group, the group agrees on a place that is missing in their community yet is really needed to make everyone feel good.

Perhaps this place already exists, in which case the children should give it a name.

In either case, **the children should explain why this place is so important for everyone to feel good.**

Once they agree on the place, **the children draw a symbol of it on a large sheet.** This is the symbol we ask you to send to Taporì and that will be a campaign treasure.

Side activity:

One space where we hope the children feel good is in their Taporì group.

Taporì

But what makes the children feel good there or what would make them feel even better? And most importantly, what is needed to make sure that every child feels accepted?

With the children, consider the rules the group could adopt to make Taporì a space where everyone feels welcome. **One group in Europe, for example, adopted as their main rule that every child should leave their Taporì group happier than when they arrived. In another group, the children have decided to do their best not to interrupt another child when they are saying something.**

Children can also think about how to create an atmosphere and a space where everyone feels good. This could be by decorating the room, for instance with drawings, mobiles or cushions they've made, or by keeping the courtyard or entrance clean.