



#### ADDRESS

12, RUE PASTEUR  
95 480 PIERRELAYE  
FRANCE

Email: [tapori@tapori.org](mailto:tapori@tapori.org)  
Website: [en.tapori.org](http://en.tapori.org)

# Facilitators Newsletter

N°3 - June 2020

## From the Tapori team

Dear Tapori facilitators,

We welcome you to this third edition of the Letter to the Tapori Facilitators. First of all, we would like to thank those who have replied to the questions put in the previous letter. From these, you will find the input of Jerome Ouedraogo (Burkina Faso) and of Jacinthe Maarifa (Goma, Democratic Republic of Congo) on the difference between a Street Library and a Tapori activity. Next, you will see some echos of the Covid-19 pandemic which has affected our lives in recent months. You will also read about the experience of Caroline Blanchard on the manner of introducing the Tapori Movement to others. And finally, you will find some questions leading to the next issue. Happy reading and do not hesitate to write to us.

### SUMMARY

**Distinguish between  
Tapori and street library**  
p. 3

**Coping with the  
Covid-19 pandemic**  
p. 3

**Introduce the Tapori Movement  
to others**  
p. 4

### Tapori Campaign 2020-2021: "The game of the traveling penguin"



To transmit to children and bring alive the theme of October 17 this year "Acting together to achieve social and environmental justice for all", Tapori is offering a campaign via a game which brings awareness to both children and adults, encouraging them to act together in aid of better equality between children and to preserve the planet which is a common good. It is imperative that the adults play with the children.



Drawing of confinement by Moihedja – Reunion Island

### "Like a hummingbird" p.2

This song was written by Pierre Lancelot, facilitator of the Tapori group Los amigos de mil colores in Guatemala, for the TAPORI children. The first verse refers to the diversity of ways of expression for children to "sow seeds of friendship." The second verse explains that the "seeds of friendship" are principally aimed at those who have nothing or almost nothing (but not only!), and that no large resources are necessary to sow them and make them grow. The third verse refers to the worrying world news and the importance of resisting it. The fourth states that the struggle for equality has to start with childhood. The fifth states that "nothing is written" ahead and that each person can imagine and build a better world. The sixth is the highlight of the song: it puts forward the essential role of children in the process: "sparks" identify the luminous, brilliant and lively aspect of childhood; "sheepfold" puts the accent on the welcoming aspect, its refuge value; "turtle doves" is of course a reference to Joseph Wresinski but also to the tender side of the bird and its gentle song; "a thousand colors" refers to "Amigos de Mil Colores" but not only. The chorus reminds us that children of the world have a role to play independently of their differences. To listen to it, go to the Tapori website.



### “Like a hummingbird”

1- Thousand paintings  
thousand graffiti,  
thousand readings  
thousand whispers,  
hild of the world  
join the dance  
go and sow  
seeds of friendship.

2- On the roads,  
thousand homeless,  
let us hold hands,  
nothing justifies it.  
Po need for magic  
just a little bit  
of heart and poetry  
to be happy.

#### Chorus

From Norway to Zambia,  
from Japan to Bolivia,  
so many children  
so different.  
From Tripoli to Guatemala  
Warsaw to Calcutta,  
so much brotherhood  
to awake !

3- And the planet,  
going into pieces,  
the human race  
is not doing so well.  
We no longer want  
this way of life,  
with many excluded  
and a few fortunate.

4- Starting from now,  
we want things to change,  
the same chances  
for all children.  
This needs to be done  
starting today,  
you shouldn't wait  
to have grown up.

#### Chorus

5- If this song,  
looks like a cry for help,  
It is because  
nothing has been written.  
We must create  
ways of living  
where no one  
Is left out.

6- We'll be sparks,  
a sheep fold,  
we'll be turtle doves  
a laugh in the night.  
A thousand small voices  
a thousand colors,  
will bring joy  
like a hummingbird.

#### Last chorus

From Roméo to Bakary,  
Antonio to Misuki,  
Children of all countries,  
let us sing to life,  
from Emilie to Solani,  
Mathilda to Daiki,  
children from all districts,  
in friendship !

Pierre Lancelot

## News from the last issue of the Letter: the difference between a Street Library and a Taponi meeting.



#### Jerome :

“A street library is an activity, a rich moment spent around books. The children learn stories and themes dealing with knowledge, health, life in the community etc. This is accompanied by manual activities which encourage the children's creativeness. It encourages them to be more dynamic and stimulated. It helps to build ties between people of the same community. It enables a lone family to find their place in the community. It enables mothers to become committed in the activities and so much more. When we talk about Taponi, it leads to expressions such as “courageous children” because of the important role they play in their family; “champions of happiness”, because starting from nothing they try to build a world where poverty will have disappeared. “Children who condemn injustice and transform it by participating in human development which leaves no-one behind.”

**Jacinthe:** “Taponi is a place where each person leaves the family at home to come and create a second “Taponi” family with his friends. Each time I'm in an activity with children, I notice that they behave as a family. Furthermore, beyond being a place of sharing and solidarity, Taponi is a place of creation for children. Together they create the future. They imagine a happy and supportive world, then they create the conditions for it between them. This proves that their conviction is such that nothing will stop them on the route to everyone's well being. They grow up in the same way as in a family with the older ones looking after the little ones. As for the Street Library, in a neighborhood like Turunga where few children go to school, it is essentially a place for sharing knowledge and tools to help open their minds. Children who study share their knowledge with those who don't go to school, particularly for reading and writing. The storybooks enable the children to develop their imagination and this helps to open their minds.”



## Corona virus pandemic: how to handle this crisis with children ?

We are borrowing the below message from Jacinthe to tackle the question of the pandemic, before seeing some photos and comments.

I saw you !

I saw you, young activists in the ATD FW Movement, and facilitators for Taponi children.

I saw you this afternoon, moving in to neighborhoods of Goma in the local Solidarity campaign to bring awareness to children and their families on the ways to protect themselves against Covid-19. I saw you in houses, being attentive to whole families, and particularly children, during this period, and trying to reply to their questions.

I saw you meeting with children in their families and livening them up with a story or a song. I saw you, one hour later, you were even more as other youngsters had joined you, inspired by your actions. Other teams joined in and many families and neighborhoods were visited. I saw you being called by families who had been forgotten, for you to talk with them. I saw you being blessed by the parents. I saw your courage, your energy, I read hope on your faces, I felt life in you. You are young and explosive. Let us meet soon. Protect ourselves while protecting others. You are exceptional.





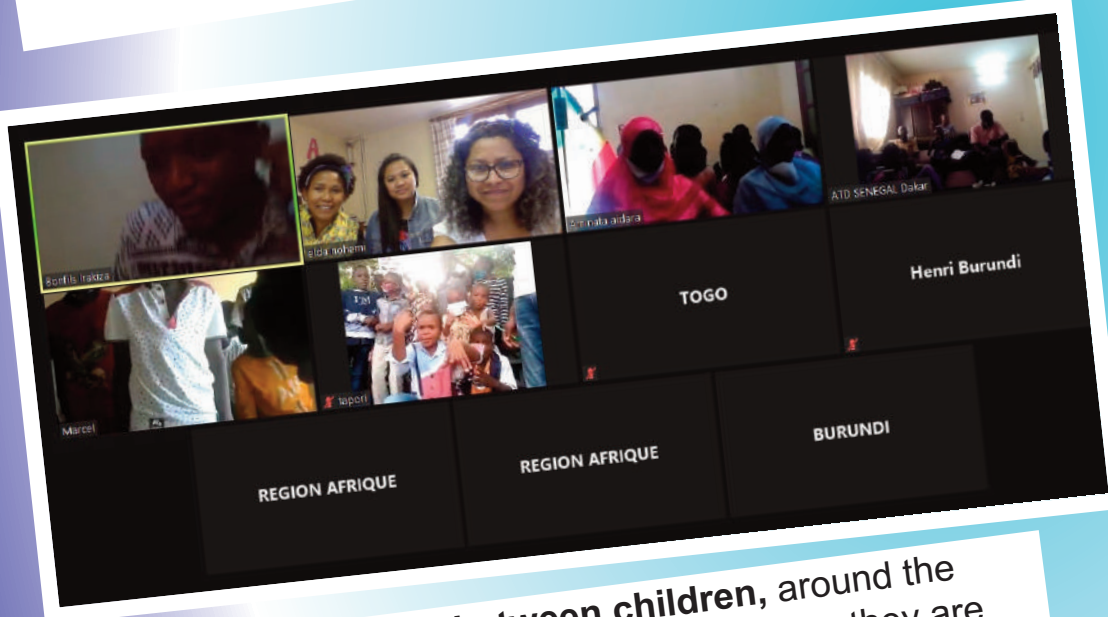
Many had the idea of **raising awareness around protective measures**, by **visiting** children and their families as in the Democratic Republic of Congo (Goma, Bukavu), in the Central African Republic, in Kenya ... or by meeting them in a **common space** such as a library (in Madagascar).



France: To maintain ties with children, the facilitators **texted** parents every 3 to 4 days to get news. They also organized a **telephone meeting** with the children and their parents.



The things children associate with **confinement!**



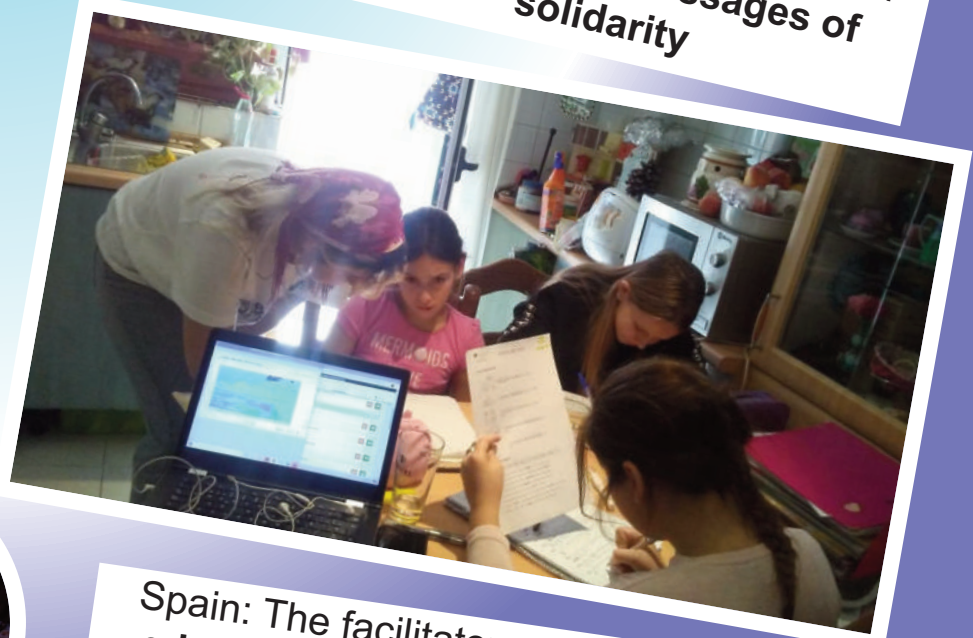
Africa: **video conference between children**, around the International Day of the African Child, to share how they are experiencing the epidemic, how things are for them with the closure of schools and what they would do to help the children.



Find the means so that children can send their **messages of solidarity**



Reunion Island: **"And what if we grew something to eat?"**



Spain: The facilitators embarked on **educational support** for children.



## How to introduce the Taporì Movement to others?

Caroline Blanchard shares her experiences with us here. You can find this document on the Taporì website or ask the Taporì international secretary team for it.



Caroline Blanchard and the children of Yaounde (Cameroon)

Caroline : “For sure, I am passionate about the Taporì philosophy. I enjoy facilitating encounters between children from worlds who would not normally meet so as to give them the opportunity to overcome their prejudices. I enjoy getting children more aware of injustice and encouraging them to get engaged. I do this in creative ways, through games and through true stories of courage. To tell you the truth I must say that I have never led a Taporì group as such. I have simply used Taporì tools a lot, in different places and that has always resulted in beautiful creations, full of meaning. So, I do have several “strategies” that I am sharing with you here to encourage you as well, with your own talents, to open the hearts and minds of children.

Because I am convinced that adults’ commitments are often born in their childhood experiences, and because I hope that many of tomorrow’s adults will be engaged in building a world where extreme poverty would be banished, I want to make today’s children aware of the reality of poverty. I strongly believe in testimonies to get children thinking about a story, such as those in the Taporì mini-books.

On other occasions, I encourage a friend involved with young people in prison, or with kids sleeping rough on the streets, or in a chaplaincy or catechism group. Afterwards we have an exchange or a discussion and we can get the children involved in a creative activity inspired by Taporì tools so that they may push their reflection further.

For instance, I made “peace cubes”, as proposed in a Taporì Newsletter and I did the same activity in a home for children sleeping in the streets of Yaounde, in an orphanage, and with children from families that are fairly well-off. At the time, I was living in Cameroon, a country close to Central African Republic threatened by war. Therefore, aiming at building peace, talking about peace, and encouraging children to be peacemakers, were all very topical. But it was also a way to counteract the existing violence in some neighborhoods, or against anger displays at school. Testimonies, such as the children’s tale of the Central African Republic, precisely because they entail reflections to build peace, were important tools to discuss the themes more deeply over several sessions.

I find Taporì tools are suitable in all kinds of contexts, within a school or outside. They have always enabled me to develop very beautiful activities with little means... but you do need a printer! In any case, do not hesitate to search among previous Taporì Newsletters when you are preparing a project on a precise theme.

Once children are motivated, you have to keep going. For this you do need to have a variety of games and sometimes to propose an ongoing activity. The games presented in the 2014 and 2016 educational kits help children to better understand the Taporì spirit and encourage a certain way of playing: by seeking cooperation rather than competition and raising awareness about inequalities. I really like the three-stage race. First, there is a “regular” race. The following race, some of the children have a “handicap”: their feet are tied together, others are blindfolded. Then the winners are not the same any more! And on the last race they all have to arrive together.

It is similar to the “drawing-challenges”. There is a drawing contest, but one is blindfolded, another has to draw with the hand he does not usually write with (left one if he is right-handed) and another has to draw holding the pencil in his mouth. The most important thing afterwards is to get the children talking about what they felt. There are other games like the sticker game, the theatre-forum, the treasure, the three-legged race...

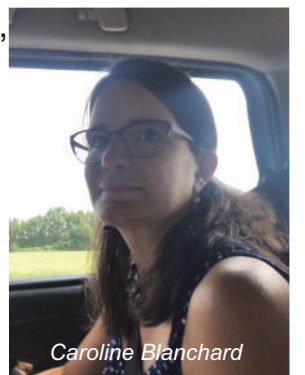
The big summer game (Taporì Newsletter no. 395) allowed great discussions to take place within our facilitators’ group in Dakar, and it helped us to understand better what we wanted for the children.

First of all we played between ourselves, facilitators and adults, to enable the new volunteers who are joining us to get to understand what we want to achieve with the children, and the spirit in which we work.

To give you an idea of how to develop an activity, I can share with you my experience in Senegal with the children of Grand Yoff. Once the facilitators have a theme, they can propose an activity over several sessions: to keep the theme going allows the children to progress in their expression, to take full ownership of the theme and be proud of their involvement. Giving the children a sense of pride is a key to success for our Taporì groups.

I very much like to begin with a story from a book the children love and related to the theme or from daily life. In this neighborhood of Dakar, many fathers work with a horse and cart. We wanted to propose a puppet-making activity to the children, and we imagined two puppets, one of a small figure, and one of a horse pulling a cart.

Over two sessions, we invited the children to make their small man first, give him a name, and make him talk, and then make the horse. We stretched out a large loincloth to make it look like a puppet theatre. Little by little the children went along with the game and through this mini-show, each child could either say something, play and laugh or share a message.



Caroline Blanchard

I have shared with you some of the ideas I have put into practice to get a group going. I also find that we need time, trust, and possibly relentlessness, to encourage and motivate the children to give their own answers. But I still have a question nagging me and I am going to share it with you. How can we mobilize children around a theme without influencing them too much, so that they are truly actors and creators?

## For the next Letter to the Taporì Facilitators

There is the question that Caroline asks us and those that the Corona virus pandemic imposes on us:

- How do you do when you want to mobilize children on a theme so that the answers and the proposals really come from them, without influencing them by the answers you expect?
- What has been hard about this pandemic? What gave you the courage to act? What did you learn from this situation? What lessons can we learn from this to read just our actions with children? Something else to share?