



Facilitators' guide Newsletter N° 440

November - December 2022

Hello,

We are beginning a new stage of reflection, that is directly linked to the work we have done on human treasures.

The Tapori children have grasped the strengths and legacies transmitted by their surroundings, and now we want to explore with them, how it can serve them exactly where they are.

You will see that for this step we propose two activities per each letter:

An activity related to the theme and the story of the letter, as we are used to.
This time, it will be **"Building a compass of injustices"**.

A recurring activity, which we will have from one letter to the next, to build an **"alphabet against injustice"**.

1. The Compass of Injustice

Individually:



Working on the notion of injustice with children is not an easy task.

We often hear a child say "it's not fair!" and it often feels like an annoyance (having had a smaller share of food, not being able to go out with friends, etc.). It is certainly considered as a painful event for the child and it is not for the animator to say that it is not serious or important.

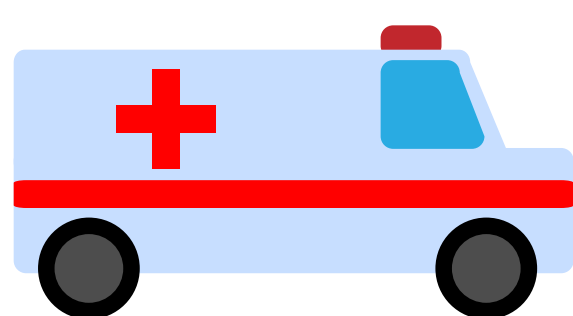
No judgment on children's emotions!

Your role as facilitator in this letter is to help the Tabori children understand what is an unfair situation that is structural injustice.

That is to say that **this situation is not acceptable because it calls into question the recognition of the humanity of the person who suffers it.**

We give you some examples:

I see the humiliation my mother feels when she waits in line for the food distribution.



When my father was sick, no one could accompany him to the hospital.



One of my classmates is constantly excluded from games we have outdoors.



My cousin finds it hard to concentrate in school because she always thinks about her little sister who has a serious illness, but the teacher thinks she is lazy.

In the letter, we differentiated between **what irritates you** and **what disturbs you.**

This may be another way to help children at this stage of the activity. With this in mind, **you can support children to individually reflect on concrete examples of injustice.**

Depending on your group (its size, the age of the children, etc.), we let you see if you want to give a limited number of examples per child.

In a Taporì group:

As with any activity we do with Taporì, the collective time of the activity is very important and it requires certain conditions so that the children can **express themselves, listen to each other and decide together**.

In the toolbox (available at en.taporì.org), you will find supports to encourage children in this direction.

To start,

each child shares their examples of injustice. The other children listen to him/her. Once all the children have shared everything, together, they **think** about whether these examples correspond to injustices.

At this stage, it may be useful to refer to the explanations we gave you in the “Individually” part of the activity.

It can be helpful if **each injustice is written down on a piece of paper**. Thus, the children can move the papers to put together the injustices that have a common point. Once this is done, the **Taporì children classify the injustices into four main “categories”**.



For example, if we look at the injustices that we have given above as examples, we can put together under **“the category <Health>”**.

When my father was sick, no one could accompany him to the hospital.

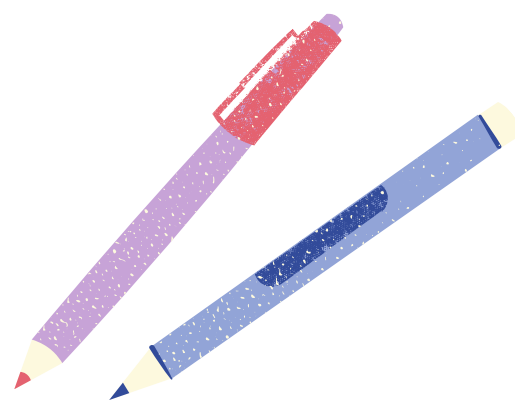
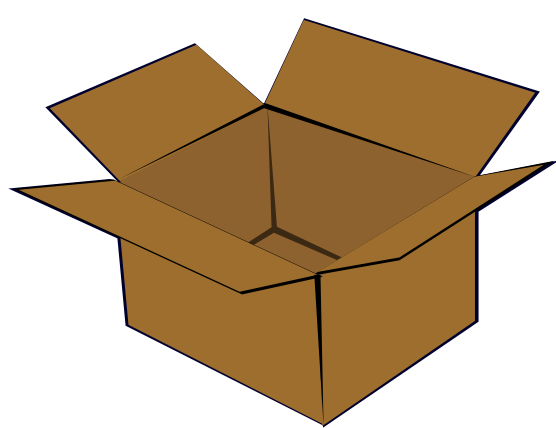
My cousin finds it hard to concentrate in school because she always thinks about her little sister who has a serious illness, but the teacher thinks she is lazy.



We ask for four “categories” because there are **four directions in a compass (North, East, South, West)**. Each will therefore correspond to a direction that the Taporí will take in the next letters to fight these injustices.

The last stage of your injustice compass.

The children decide together how they want to build this compass, its size, with what materials, what decorations, etc.



Feel free to adapt this step to your group of children. If coloring a compass is more suitable because the children are younger, that's fine!

2. The Taporí Alphabet **against** injustices



Prepare your own Alphabet.

We invite you to create, through the Letters of Taporí, an alphabet against injustice.

With each Taporí Letter, **children identify a word starting with specific letters of the alphabet.**

For example, for this Letter from Taporí, these are the letters



For the second,



For the third,

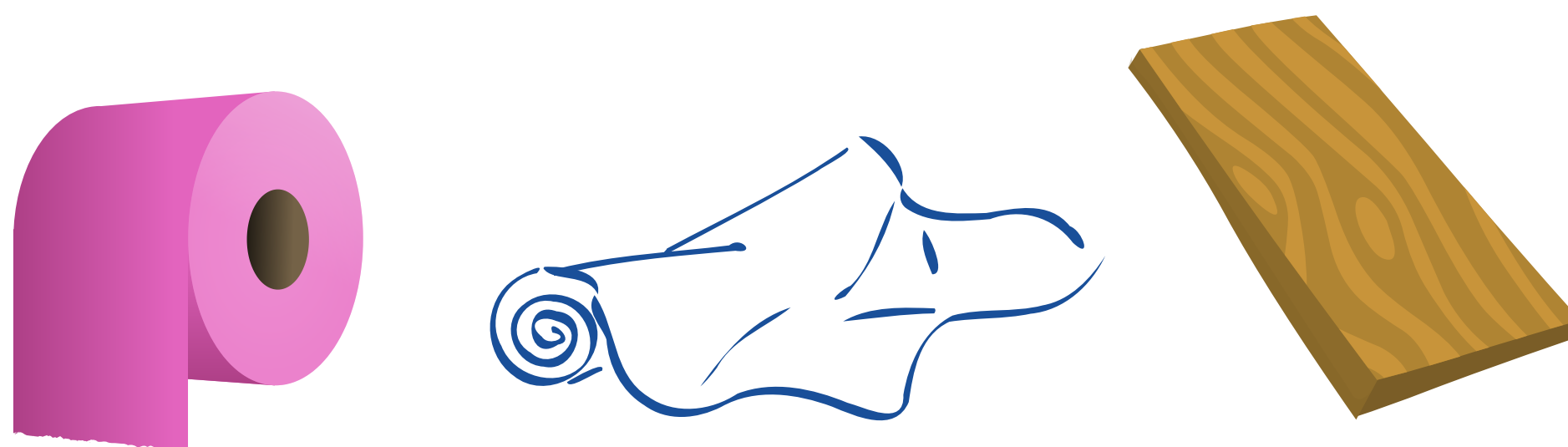


and so on.

At the end of this stage of the campaign, a word will be associated with each letter of the alphabet.

This will be your Taporí Alphabet **against** injustice!

The visual form that your alphabet will take can vary: **letters made of fabric, cut paper, carved in wood...**



The only restriction is that your creation fits in a **square of 15 centimeters**. If your creation exceeds this format, send us a photo that corresponds to these dimensions.

With each series of finished letters, send us by email (tapori@tapori.org) the result of your alphabet that is being created.

Path to follow

Each child **first works individually to find** a word that begins with



You then return as a group. The children share their words and must agree on the choice of only one word per letter to appear in the final Alphabet version.

Have fun!

