



Activity 3: Home and belonging

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PPT

Overview

This activity explores learners' ideas of 'home' and 'belonging' inspired by the animation '*Dear Habib*' and provides the opportunity for sharing different perspectives on this key aspect of personal identity and wellbeing. The key learning intentions are:

1. to reflect on what 'home' means and what it means to have/feel a sense of 'belonging';
2. to build empathy for those who may have been displaced from home due to their circumstances;
3. to consider what it would mean to rebuild a sense of home and/or belonging when relocating to a different country and/or culture;
4. to explore how they might make others feel 'welcome' in their own place.

Process

1. If learners are not already familiar with the '*Dear Habib*' animation then begin by playing it through for them and explain that the activity they are about to do is based on the film. Give learners a few moments to talk in pairs or small groups about what was going on in the animation and share back as a class to ensure the basics of the story have been clearly understood.



External link

You will need to access the '*Dear Habib*' animation for this activity and have the means to show it to learners. The film can be found on [YouTube](#)¹ or you can show it from the [Positive Negatives](#)² website, should you have difficulties accessing YouTube.

1. https://www.youtube.com/watch?v=_WdprHcOuJU
2. <http://positivenegatives.org/comics-animations/dear-habib/animation/>

2. Working in small groups (4-6 learners max) or individually, provide learners with a copy of the still frame from the animation on page 4 [NOTE: you can print this out and enlarge to A3 or provide larger sheets of flipchart or poster paper along with markers, and ask learners to replicate it themselves.] and/or display this frame using Activity Powerpoint slide 1.

Ask them to think about what 'home' means to them and record their ideas in the space around the image/word in the centre of their page. To support them in this process you might like to use the following:

- Ideas could be recorded as words or short sentences, or using symbols or drawings;
- You might include very tangible things, but feelings or emotions are just as valid;
- There are no right or wrong answers in this activity - it is about perspectives;
- What they think/feel may be very different to others and that is OK.

[NOTE: you should be sensitive to any learners for whom this activity raises personal issues. This may include young people who have themselves had to relocate, but could also include more local young people experiencing family breakdown for example.]

3. Invite learners to share their ideas as a wider group (being clear that they don't have to) and try to draw out the shared elements (family, pets, food etc.) and core concepts (safety, comfort, care etc.) that emerge from the different ideas. You may like to record these somewhere (whiteboard, flipchart) for all to see.
4. Remind learners of Habib's story and the scene where the word 'HOME' opens up to form the mountains of Afghanistan and we learn about Habib's experience of losing/leaving what he called 'home'. You might like to show this clip again (run the film from 0.38 to 1.26).

Ask learners to close their eyes for a moment and to think about how it would feel to be like Habib, getting onto a boat to leave behind everything that you called 'home'. Use your ideas about 'home' to help you think about what this might be like.

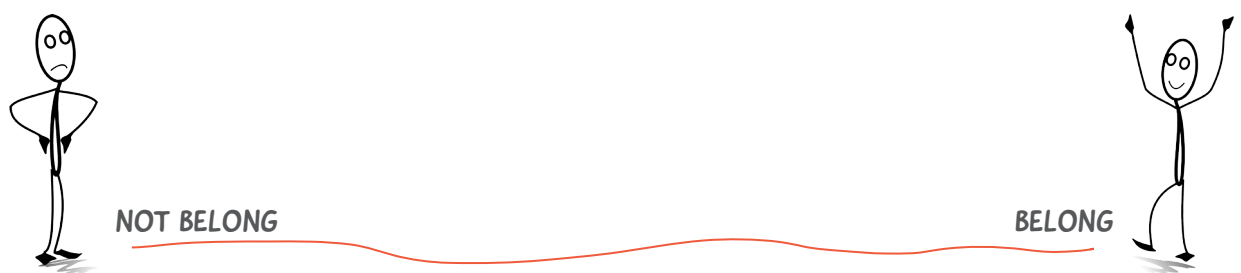
5. With eyes still closed ask learners to say aloud any word that comes into their mind to describe their feeling (i.e. lonely, scared, sad, worried, unsure, relieved, safe etc.).
 - Explain to learners that they will need to listen for a space and then add their thought.
 - If someone else begins to speak they should wait for a space (silence) to reappear.
 - They are only allowed to say one word and should not repeat a word that's already been said.
 - They should allow others to contribute before adding more words of their own.

Continue until no additional words are being added.

[NOTE: this activity requires teamwork and co-operation and is not always easy, but it also encourages active listening (rather than just hearing) and so can be powerful in building empathy as it forces you to listen more closely to what is being said.]

6. If it came up in the discussion about 'home' remind learners about home contributing to a sense of belonging. If it did not come up then introduce this as a notion - that home for many is part of them feeling a sense of belonging. Therefore when your home is taken away, or you are taken away from your home, this can influence your sense of belonging.

Create a 'belonging line' in whatever space you are learning in and write the word 'Belong' at one end, and 'Not Belong' at the other *[shown on Activity Powerpoint Slide 2 also]*.



7. Give learners post-it notes (cut-up scrap paper is just as good) and ask them to think about what makes them (or what they imagine would make them) feel that they belong or don't belong in a place/community/society?

Ask learners to write each idea on a different note and place it along the line. If they think it gives a very strong sense of belonging then it would be at the extreme end of the line, but it could be placed anywhere along the continuum. *[NOTE: you may like to play some music whilst this is being done and ask learners to conduct it without too much conversation.]*

Encourage learners to look at others' ideas as they add their own. If they have a similar idea and agree with where it has been placed they could add to it to form a cluster, but they wish to locate it (even if the same) at a different point along the continuum.

8. When the line is completed read out some of the things that have been put on the belonging line, start at those that give us a strong sense of belonging (i.e. nearest the 'Belong' sign) and working down to those that gave the strongest sense of not belonging, at the opposite end of the line.

Staying at the 'Not Belong' end of the line ask learners if they can think of things they could do (actions, responses, support etc.) to turn some of those 'Not Belong' feelings into a greater sense of belonging and move them further up the line? You might like to pick key ones and explore ideas together. Examples could include the following:

- *Not knowing anyone* - introduce yourself to new people that you notice, even a simple hello and smile can help.
 - *Not understanding/speaking the language* - seek lessons/support to learn some basic language.
 - *Loneliness* - ask people to tell you something about themselves (if comfortable). Memories can make us feel closer (less lonely) even if we are not physically so.
 - *Strange food* - find out what people like and see if you can help them find it.
 - *Different interests* - try and find things that you might share in common (music, sport, fashion etc.)
9. As a close to the activity ask learners to share with a partner one thing they think they could personally do to make a young person like Habib feel more welcome and improve their sense of belonging and home.

You may like to capture some of these ideas as a wider group, or you could leave them as 'departing thoughts'.

[NOTE: leaving something as 'departing thoughts' can sometimes encourage learners to continue the discussion beyond the end of the formal learning by maintaining a sense of curiosity about what others have said. This extending learning into informal spaces can be beneficial in helping to fix and sustain learning, accepting, of course, that it may not be taken up by all learners.]

