



Activity 4: Character and Resilience

45



PPT

Overview

This activity provides learners with an opportunity to think about the character traits that might help young people like Habib to survive and thrive. In particular it considers those character dispositions that help to build and sustain resilience. The key learning intentions are:

1. to think about different character dispositions using the animation and story as a stimulus;
2. to reflect on their own character traits and developing resilience in such a situation;
3. to consider the external factors that unaccompanied young people like Habib might have to encounter/deal with;
4. to explore their own agency in supporting/acting for unaccompanied young people.

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.
2. Inform learners that you are going to show the animation again, but that this time you would like them to try and identify what they think are the character traits demonstrated by Habib through the story and his experiences. Be sure to clarify that some of these character traits might be obvious, but others they might suggest based on their own interpretation of, and reaction to the film.
3. Working in small groups (4-6) use the Selfworld framework (see page 3 or Activity Powerpoint slide 1) as a recording device and ask learners to write **inside** the outline of the person, those character traits they have identified in Habib.

[NOTE: you can print out the Selfworld and enlarge to A3 or provide larger sheets of flipchart or poster paper along with markers, and ask learners to replicate it themselves.]

Once groups have collated their ideas, lead a general (whole group) discussion about the different character traits they have identified. Prompts to support/extend this discussion may include:

- Of those character traits you identified, do you think you share some in common with Habib?
- Are there some character traits that you feel are unique to Habib's situation?
- Can you think of situations (not necessarily Habib's) when these character traits may be beneficial for yourselves?
- If you had to choose just 3 character traits that you felt were key to Habib managing to survive, and now thrive, what would you choose and why?

4. Next ask them to consider the various situations and experiences that have shaped Habib's character (losing his parents for example), and ask them to record these **inside** the circle (this represents the world around Habib) using the space around the person outline.
5. Once learners have had some time to complete the Selfworld for Habib, ask groups to exchange their own Selfworld ideas with another group and see how their thoughts were similar or different.

You might like to share these reflections together by constructing a timeline of Habib's different experiences and the situations he encountered (as identified by the Selfworld activity).

6. If it has not been raised in the discussion so far, introduce learners to the idea of resilience - ***the ability to sustain a sense of direction and normality when exposed to change or extreme conditions.***
 - a. How do they feel Habib demonstrates his resilience?
 - b. Are there others in the story (the animation) that help Habib to develop his resilience?
 - c. Can you share examples of how you have had to develop resilience yourselves? Have others helped you to do this and if so how?
7. Display the poem 'Future' on Activity Powerpoint slide 2 (also available on page 4), explaining to learners that it was co-created by a group of young unaccompanied young people, including Habib. How does the poem link to the idea of resilience? What key words would they identify as being linked to resilience?
8. Having explored Habib's character, resilience and the range of situations and experiences that have affected him, ask learners to finish the activity by reflecting on what they could do to support a young person like Habib. *[NOTE: if they feel that they can not do anything 'practical', it is worth reminding them that support comes in many forms and is not always practical - i.e. emotional support through listening, kindness etc.]*

Learners could share ideas or you could leave it as a 'departing thought' for them to take away from the activity with them at the end of the session.

Selfworld



Future

Optimistic

Looking forward

eyes toward the sky

Hopefully we're gonna get there

Heads up high

Try to face the music

and dance

The system is not fair

Hope is to achieve better in life

Hope is to have a life

not just survive

For better days ahead

leaving bad ones behind



External link

This poem was taken from the Becoming Adult project and was co-created by a group of young adults who came unaccompanied to the UK and have used reflective writing as a way of exploring their feelings and experiences. You can find the poem and background information on the [project website](https://becomingadult.net/2017/06/23/future-becoming-adult-poetry-series/)¹.

1. <https://becomingadult.net/2017/06/23/future-becoming-adult-poetry-series/>