



Activity 6: Reflective writing

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PPT

Overview

This is a reflective writing activity that supports learners to consolidate their learning and express their own feelings and understanding in relation to the issues raised by the '*Dear Habib*' animation. The key learning intentions are:

1. to reflect on learning using a range of expressive writing formats;
2. to consciously engage with the emotive aspects of the learning and the power of story to enact these;
3. to actively engage learners in creativity, curiosity, and care through the stimulus of the animation;
4. to build and demonstrate empathy and understanding towards unaccompanied young people in the UK.

Process

1. Introduce learners to this as a reflective activity that allows them to express and share their feelings and experience of engaging with the '*Dear Habib*' animation and the issues it raised.

Before they begin their writing it might be useful to collectively recall some of the learning they have done. This may vary dependent on which units/activities you have chosen to use, but might enable them to, for example, include:

- words from the mood boards in Activity 1;
- ideas about 'home' and 'belonging' from Activity 3;
- character aspects from Activity 4;
- language of emotion and empathy from Activity 5.

Learners may also want to watch the animation one more time to remind themselves of the story or spark some new ideas for their writing. *[NOTE: viewing the animation again may be particularly important/necessary if it is a while since learners last viewed it.]*

2. Learners should be encouraged to develop their own ideas about how they want to approach this reflective writing. It is designed to be completed individually, but could equally be undertaken by pairs or even small groups *[this may for example provide opportunities for different perspectives/voices to be contrasted, discussed and shared, in a way that individual writing may not.]* An alternative would be to give some paired/group thinking time for learners who wish to pursue similar approaches to their reflective writing, but for the final output to be at an individual level.
3. A selection of reflective writing frames are available to give learners ideas should they need them. These are introduced on page 2 and are also available as a printed learning resource and a Powerpoint slide.



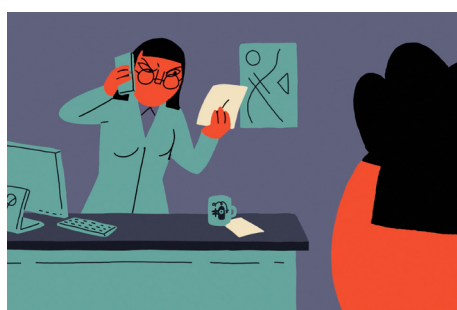
Options: reflective writing frames

There are a number of different approaches learners could use for this reflective writing dependent on their preferred style, but also on what sort of reflection/expression they wish to create/share. The following could be given as examples *[these are available for printing on page 4 and on slide 1 of the Activity Powerpoint].*

- Write a letter starting Dear Habib that shares your thoughts and responses to hearing, and engaging with his story. You might wish to express empathy, inspiration, admiration or concern for example. You might like to share something you plan to do as a result.
- Create an interview outline for meeting Habib. What would you want to ask and why? Try to keep your interview to a maximum of eight questions and think carefully about the order that you might ask them in. Consider how closed or open your questions are and what this means for how Habib might respond. Finally, be sure to consider the sensitivity of any questions to ensure you are not causing harm or distress.

NOTE: an alternative to the above is to create an outline for interviewing the animator. You might like to explore some of the choices they made in the animation and for what reasons? What were they hoping to convey/explore? What was their message?

- Imagine you are Habib, writing a diary entry after seeing the finished animation for the first time. What are you feeling and why? What are your hopes for the animation?
- Create a poem inspired by the story of Habib – it could focus on his life now, the life left behind, his emotions (fears, hopes etc), the journey he has been on etc. You may wish to relate it to a time when you have felt lost, lonely, isolated, thankful etc.
- Write a review of the animation 'Dear Habib' for your peers (perhaps for a school magazine/ website) that helps young people like you to understand what the film is about, why it was made, what creative choices were made, how it might help with the issues involved, why they should watch it.
- Create a short play script using the animation as inspiration - you may wish to choose just one scene (such as the lawyer arguing for Habib's rights), or perhaps one relationship (such as that between Habib and the elderly neighbour) and expand on the material given to you in the animation.
- Voicing the silent - the animation is told from Habib's perspective and we hear his voice in the film. For this writing task, place yourself in the position of some of the others in the film and give them a voice by writing a series of short pieces imagining what they might be saying if we were able to hear them. The following still frames from the animation could be used alongside your writing:



Process

4. If learners require further inspiration then you could use the poem 'My City' which was co-created by a group of young people like Habib. The poem is available as a learning resource to print on page 5 and in the Activity Powerpoint on slide 2.

An alternative poem about the wider refugee/migration issue of which Habib's story is a part is also available on page 6 and on slide 3 of the Activity Powerpoint.

5. Once learners have created their reflective writing you may like to invite some to perform their piece for the wider room, or alternatively they could create a display of their work based on Dear Habib, to raise awareness among others in the learning community.

Reflective writing frames

Poem

Create a poem inspired by Habib's story. It could focus on his life now, the life he left behind, his emotions (fears, hopes etc), the journey he has been on etc. You may wish to relate it to a time when you have felt lost, lonely, isolated, thankful etc.

Letter to Habib

Write a letter starting Dear Habib sharing your thoughts and responses to engaging with his story. You might wish to express empathy, inspiration, admiration or concern for example. You might like to share something you plan to do as a result.

Diary

Imagine you are Habib, and write a diary entry after seeing the finished animation for the first time. What are you feeling and why? What are your hopes for the animation?

Interview

Create an interview outline for meeting Habib. What would you want to ask and why? Keep to a maximum of eight questions and think carefully about the order. Consider how closed or open your questions are and what this means for how Habib might respond. Finally, be sure to consider the sensitivity of any questions to ensure you are not causing harm or distress.

Review

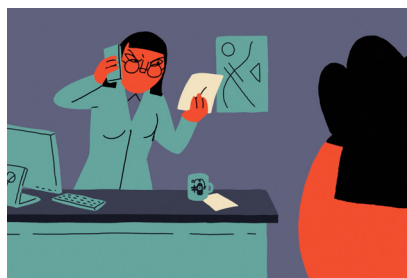
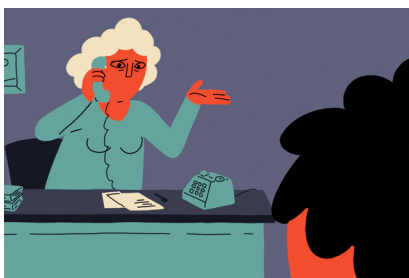
Write a review of the animation 'Dear Habib' for your peers (perhaps for a school magazine/website) that helps young people like you to understand what the film is about, why it was made, what creative choices were made, how it might help with the issues involved, why they should watch it.

Play script

Create a play script using the animation as inspiration - you may wish to choose just one scene (such as the lawyer arguing for Habib's rights), or perhaps one relationship (such as that between Habib and the elderly neighbour) and expand on the material given to you in the animation.

Voicing the silent

Voicing the silent - the animation is told from Habib's perspective and we hear his voice in the film. For this writing task, place yourself in the position of some of the others in the film and give them a voice by writing a series of short pieces imagining what they might be saying if we were able to hear them. The following still frames from the animation could be used alongside your writing:



My City

*My city
is full of my dreams
City is not a city
when there is not enough peace and freedom*

*My city is fighting against hate
My city is loving
my family
You're my brother
You're my family
My community*

*My city is my home
where I live
This is my home*



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/2017/06/27/my-city-poetry-series/)¹.

1. <https://becomingadult.net/2017/06/27/my-city-poetry-series/>

Refugees

*They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way*

(now read from bottom to top)



External link

This poem was created by Brian Bilston in 2016 and explores the stark differences that the issue of refugees can raise. Brian's poem can be found originally posted on his [website](https://brianbilston.com/2016/03/23/refugees/)¹. Brian has kindly given permission for us to use this poem in educational materials.

1. <https://brianbilston.com/2016/03/23/refugees/>