



Activity 7: Active citizenship

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PPT

Overview

This activity explores the idea of 'active citizenship' as illustrated in the animation '*Dear Habib*' and provides learners with the opportunity to reflect on their existing or potential agency as active citizens. The key learning intentions are:

1. to better understand what we mean by 'active citizenship';
2. to consider examples of active citizenship in relation to issues of asylum/refugees/migration;
3. to share examples of when they might have benefited from the active citizenship of others;
4. to reflect on their own agency as active citizens, including what they could do in the future.

Process

1. It is assumed that learners will already have seen the animation '*Dear Habib*' ahead of this activity. If not then learners will need to see the animation before starting. 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. Explain to learners that they are going to explore the idea of 'active citizenship'. Display the term using the Activity Powerpoint slide 1 or by writing it on a whiteboard and ask learners to share their ideas about what this means to them *[you may wish to record ideas as they are shared]*.
3. Using slide 2 from the Activity Powerpoint show the definition of 'active citizenship' and compare this with the ideas generated by learners:
 - where were their ideas similar or where and how did they differ?
 - were there any key aspects/concepts that they missed?

The definition for information is:

Active Citizenship means feeling responsible for the wellbeing of others anywhere in the world (including locally) and understanding that actions, no matter how small, can help make a difference. Active citizenship is one of the most important contributions towards creating and sustaining healthy societies.¹

1. Based on numerous formal definitions. See for example - <https://www.ucl.ac.uk/global-citizenship-programme/right-strand-for-me/active-citizenship>, or <https://www.opensocietyfoundations.org/voices/active-citizenship-can-change-your-country-better>

4. Explain to learners that you are going to show the animation once again and that this time you want them to look for examples of what they might consider 'active citizenship'.

5. In the film Habib says ***“A lot of people helped me and I think this is the way to pay back. It’s about being in a community, and it doesn’t have to be a big thing”.***

Using the still frames from the animation on page 3 (or on slide 3 of the Activity Powerpoint), ask learners to analyse the frames and draw out the active citizenship example and concept.

[NOTE: some suggestions of what active citizenship elements might be are given in response to each frame are presented on page 4]



Options: analysing frames

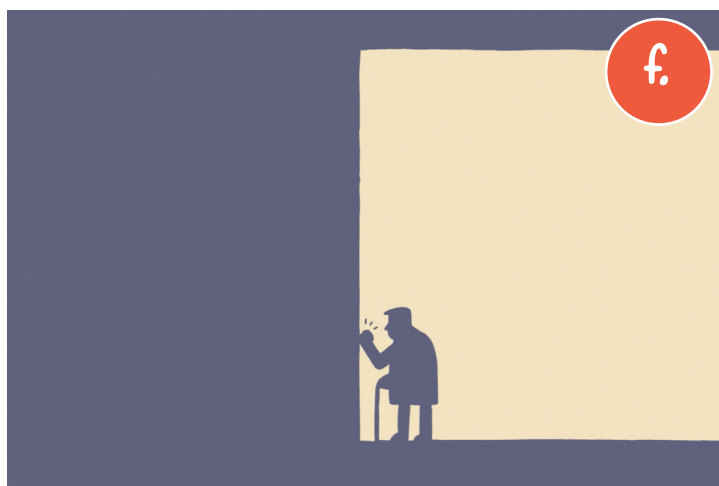
According to the time available, number of learners, and learning style (i.e. group, whole class) the following options could be used:

- a. With learners in small groups (4-6) give each one of the frames and ask them to analyse it for the ‘active citizenship’ that it portrays and to be ready to share their ideas back to the class. Each group are given 3-5 minutes to consider their ideas and then share back a group at a time working through each of the frames.
- b. Working in pairs give each pairing a copy of page 3 with the 6 different frames from the animation and ask them to work through these thinking about the examples of active citizenship that each frame portrays. Share back as a whole class asking for inputs (including different ideas) from the pairings.
- c. Use slide 3 of the Activity Powerpoint to lead a class-based discussion of the still frames, asking learners to contribute their ideas of ‘active citizenship’ for each frame as you work through them together.

Process

6. Ask learners to reflect on any situations in which they have benefitted from the active citizenship of others and invite them to share examples. These could relate directly to the film, or be entirely unrelated. You might like to remind learners that even very small actions can be considered as examples of active citizenship.
7. Close the activity by asking learners to think about their own role as active citizens. The following prompts might be useful to aid this if learners are not forthcoming with ideas:
 - Are there things they already do that they recognise as active citizenship?
 - Can they think of things they could do in the future that would make them active citizens?
 - Are there examples of things they can do alone as well as those they might do with others?
 - If they could choose a particular action to improve their community/society through active citizenship, what would that be and why?

Active citizenship



Active citizenship

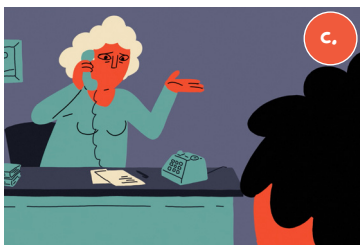
examples and *concepts*



Habib's brother gives up his own place on the boat in order to ensure Habib's safety. ***Foregoing personal gain for someone else's benefit.***



Someone has left food for Habib when he awakes on the bench. Caring for, providing for those less fortunate than ourselves or sharing what we have irrelevant of our own position. ***Recognising someone else's needs.***



The lady at the hostel is recognising it is not a positive environment for Habib and she takes action to contact those who can act on this and improve the situation. ***Identifying an issue and reaching out to others to help resolve things positively.***



The lawyer is using her specialist knowledge to argue for Habib's rights and to ensure he is treated properly according to the rule of law. ***Knowing your rights and knowing when they are not being met and how to go about defending or protecting them.***



Habib himself recognises that his neighbour may not be able to do everything that he needs due to his circumstances (in this instance being elderly) and so offers to help should it ever be needed. ***Caring for others and offering support/ assistance***



The elderly neighbour comes to Habib to ask for help in opening his window which was too tight/stiff for him to manage. ***Feeling part of a community and being willing and able to seek and ask for help/support when you need it.***