

# DEAR HABIB



# Welcome!

This resource has been created to support learners at key stages 3 & 4, and their educators, to engage with the situation facing unaccompanied young people who arrive as asylum seekers in the UK. The resource is built around a short animation called '*Dear Habib*' that shares the story of one young person and their experience of coming to the UK.

The content of this resource may include concepts, terminology and areas of learning that are relatively new to both learners and educators. We have therefore suggested several pathways to help scaffold and develop the learning through the materials and these can be found on page 4.

These are offered as ideas only, and we fully expect that educators will select and further adapt the materials to suit their learners and personal teaching styles.



Throughout the resource we have used a variety of icons to ease navigation and draw attention to specific content as necessary. These icons are briefly explained below.



## Activity

A specific activity within the resource. Each is numbered and individually named for ease of reference and includes expected duration and links to any necessary materials.



## Information

Used to highlight key information that may offer context for the learning or raise specific issues to consider in using the resource.



## Time out

This is used to indicate points where educators and learners may need to take a 'time-out' to check their understanding about something or consider their feelings/perspectives before continuing.



## Options

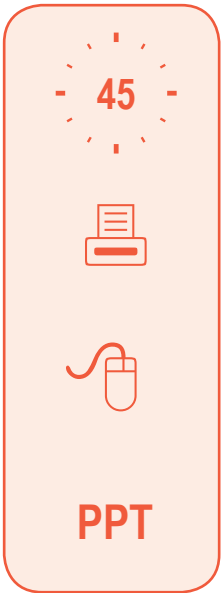
This icon indicates where there may be a number of options open to the educator in terms of how they want to run a specific activity. This may be to accommodate learning styles or time available, for example.



## External link

This symbol identifies where an external link is necessary to complete the activity. This will normally be a web-based link and the appropriate hyperlink will be provided.

These icons appear at the start of each activity and give a quick overview of what educators will need to complete the activity:



**Time:** an estimate of the time needed to complete the activity. Educators will adapt to suit their own style, so this is only offered as a guide.

**Printing:** there is a printed element of this resource which is provided in A4 format. You may wish to enlarge it in some instances as advised.

**Online:** you will need online access for the activity (i.e. access to the animation)

**Powerpoint:** we have provided key slides to support activities where relevant and these are clearly indicated in the notes.



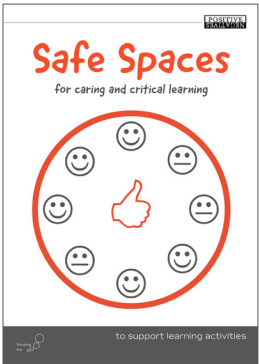
Learning pathways

The materials in this resource can be used in a variety of ways and we recognise that different educators will make different choices about how best to engage with them. Each element of the resource is a standalone unit to enable a ‘pick & mix’ approach should that be most appropriate for your setting.

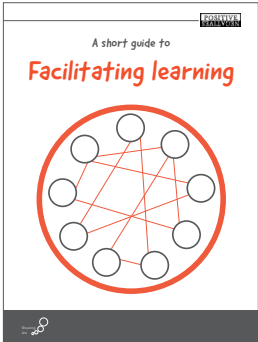
If you are looking for a more guided approach to the resource then the following learning pathways are offered as a route through the materials. Each pathway makes some initial assumptions, before suggesting an appropriate sequencing of units.

### Common guidance

As the content covered by these resources could be considered controversial or sensitive, we recommend that all educators take a few minutes to read through the following common guidance documents before using any of the activities with learners:



**Creating Safe Spaces** - this short document offers suggestions for ensuring you have created a safe space within which to engage learners.



**A short guide to facilitating learning** - ideas and best-practice guidance for facilitating (as opposed to teaching) the learning.

The Dear Habib resource is made up of the following activities (and documents). These activities (and their corresponding documents) are referenced in the different learning pathways suggested.

Activity	Key learning intentions	Documents
<b>1. Silent Viewing</b>	<ul style="list-style-type: none"> <li>critically engage with the use of animation as a form of storytelling and with the artistic choices of the animator;</li> <li>recognise the power of emotive as well as cognitive learning;</li> <li>appreciate that different perspectives and interpretations of an issue may co-exist.</li> </ul>	DH1 Silent Viewing. <b>pdf</b>
<b>2. Terminology Tetris</b>	<ul style="list-style-type: none"> <li>clarify key technical terms relating to migration, asylum and refugee issues;</li> <li>improve awareness of specific legal positions and challenge misinformation around rights and entitlement.</li> </ul>	DH2 Terminology Tetris. <b>pdf</b> DH2 Terminology Tetris. <b>pptx</b>
<b>3. Home and Belonging</b>	<ul style="list-style-type: none"> <li>engage with the concepts of 'home' and 'belonging' and consider what it would mean to be deprived of these due to circumstances;</li> <li>imagine how you might rebuild a sense of home and/or belonging when relocating to a different country and/or culture and how they might make people feel 'welcome'.</li> </ul>	DH3 Home and Belonging. <b>pdf</b> DH3 Home and Belonging. <b>pptx</b>
<b>4. Character and Resilience</b>	<ul style="list-style-type: none"> <li>explore the importance and formation of character traits and in particular their relation to resilience;</li> <li>consider the external factors that unaccompanied young people coming to the UK might have to encounter/deal with and their own agency to offer support or act.</li> </ul>	DH4 Character and Resilience. <b>pdf</b> DH4 Character and Resilience. <b>pptx</b>
<b>5. Production Notes</b>	<ul style="list-style-type: none"> <li>consider the use of animation to tell stories and build empathy;</li> <li>develop media and critical literacy skills and think about the (potential) role of creative arts in tackling 'bigger than self' issues.</li> </ul>	DH5 Production Notes. <b>pdf</b>
<b>6. Reflective writing</b>	<ul style="list-style-type: none"> <li>use a range of expressive writing formats to engage with the power of story;</li> <li>encourage greater empathy and understanding towards unaccompanied young people in the UK.</li> </ul>	DH6 Reflective writing. <b>pdf</b> DH6 Reflective writing. <b>pptx</b>
<b>7. Active citizenship</b>	<ul style="list-style-type: none"> <li>explore learners' understanding of 'active citizenship' and consider examples in relation to issues of asylum/refugees/migration;</li> <li>share personal experiences of active citizenship and reflect on their own agency as active citizens.</li> </ul>	DH7 Active Citizenship. <b>pdf</b> DH7 Active Citizenship. <b>pptx</b>

The following are suggested pathways, but it is fully expected that educators using this resource may create their own learning pathways to suit the specific interests or needs of their learners. These pathways are based on a particular subject/area focus, but it would be just as possible to work through these resources in shared learning time such as form groups, or to use them as the basis of an off-timetable day.

We recommend that ALL pathways begin with activities 1 and 2 as these introduce the issue through the animation and deal with some of the terminology that young people may have encountered, or wish to use in the activities.

If using this resource as a unit of learning, you could continue through the activities in numeric order from 3 to 7, however we are aware that the time commitment for this is considerable. If a more directed approach is needed then the following pathways are recommended:

### **Citizenship**

**Activity 3** - this activity has specific links to the Human Rights and International Law aspects of the Citizenship curriculum.

**Activity 4** - the character aspects of this activity can be related to those promoted within the Citizenship curriculum.

**Activity 7** - this activity covers many of the core aspects of the Citizenship curriculum including a consideration of how young people directly benefit from, and contribute towards healthy citizenry and communities.

### **Media studies**

**Activity 5** - this activity delves deeper into the media-related learning behind the animation and provides opportunities for critical engagement with the medium of animation.

### **English**

**Activity 6** - the range of different writing frames and the consideration of text types, producer/audience, narrative voice etc all lend themselves to supporting learning in English.

### **SMSC (including Values)**

Promoting the Spiritual, Moral, Social and Cultural (SMSC) development of young people is a compulsory requirement of schools in England, and this also includes the promotion of fundamental British values. This resource relates to SMSC in a variety of ways and all of the activities could be considered through SMSC, but we would particularly recommend using:

**Activity 3** - there are connections here with various aspects of SMSC including what it means to be a citizen and the protections (rights and responsibilities) in law; accepting others in society and making positive contributions; developing self-esteem; and identifying and combatting discrimination.

### **PSHE**

Personal, Social, Health and Economic (PSHE) education is designed to help prepare young people for life in Britain and several aspects of the suggested programme of study and learning can be addressed through this resource. In particular we would recommend using:

**Activity 3** - this overlaps with issues of *health and well-being*, *relationships*, and *living in the wider world* which are all core themes within PSHE.

**Activity 4** - this also relates strongly to the three core themes mentioned above and in particular encourages the reflective and self-awareness aspects of PSHE.