

# UNSTOPPABLE BEAT

Learning and Engagement in support of the animation

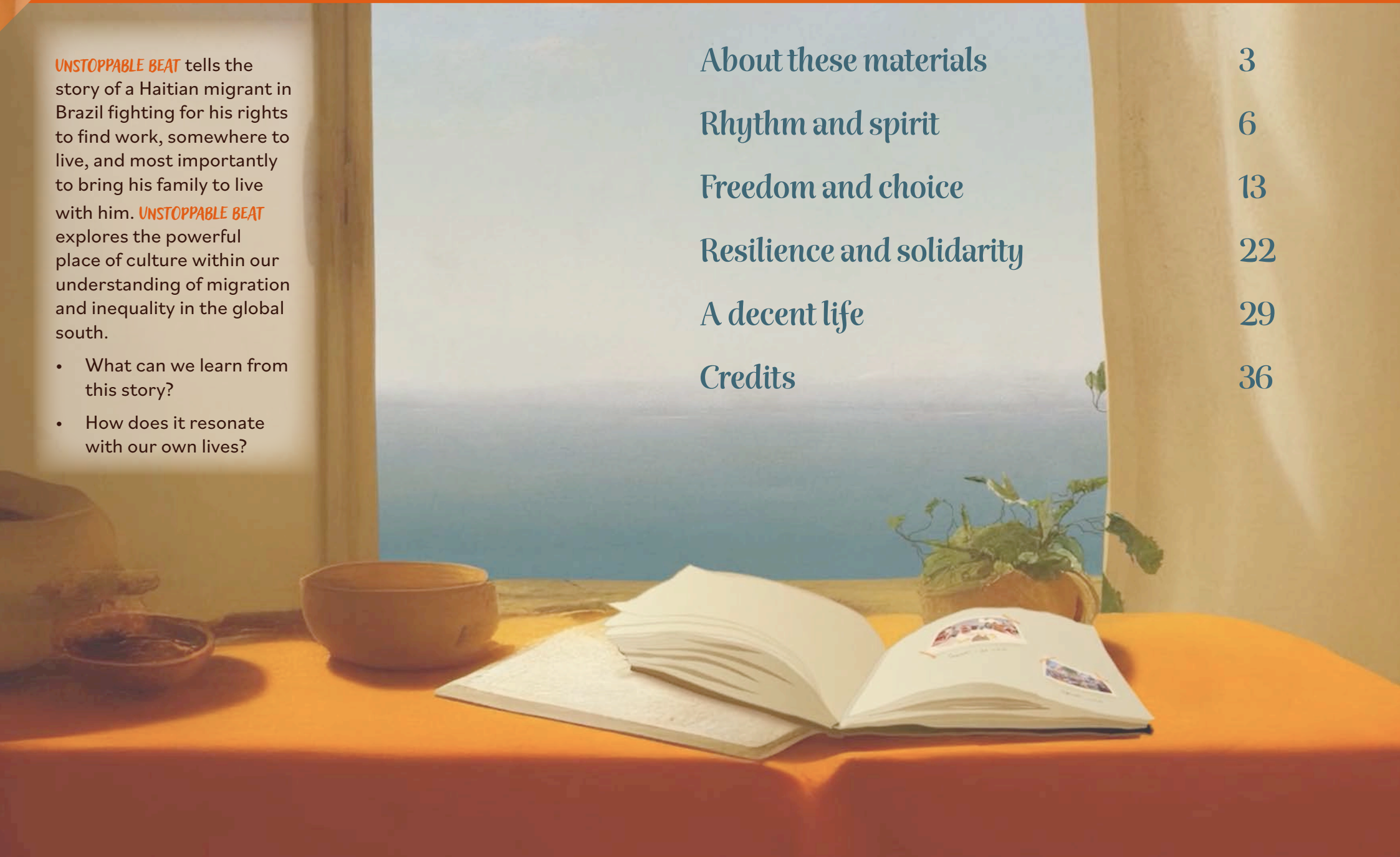


# Contents

**UNSTOPPABLE BEAT** tells the story of a Haitian migrant in Brazil fighting for his rights to find work, somewhere to live, and most importantly to bring his family to live with him. **UNSTOPPABLE BEAT** explores the powerful place of culture within our understanding of migration and inequality in the global south.

- What can we learn from this story?
- How does it resonate with our own lives?

About these materials	3
Rhythm and spirit	6
Freedom and choice	13
Resilience and solidarity	22
A decent life	29
Credits	36



# About these materials

The materials in this resource are suggestions for teachers and educators to adapt to their own learners and setting. They are structured around four themes that are drawn from the animation **UNSTOPPABLE BEAT**.

Each theme provides a jumping off point for issues raised in the animation to be made relatable to the lives of learners. The themes could be used independently but can also be used sequentially from 1 through to 4 to provide a full learning journey that can be delivered over several sessions.

The four themes are:

1. Rhythm and spirit

2. Freedom and choice

3. Resilience and solidarity

4. A decent life





# About these materials

In addition to the main themes there is additional content to further support learning and engagement with **UNSTOPPABLE BEAT**. This includes the following materials:



## **In the frame: Haiti**

exploring Haiti where our story starts



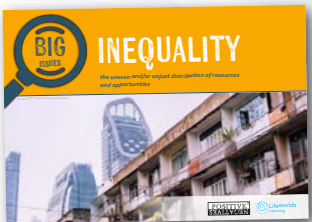
## **In the frame: Brazil**

exploring Brazil where our story takes us to



## **BIG Issues: Migration**

an overview of migration to support learning



## **BIG Issues: Inequality**

an overview of inequality to support learning



# About these materials

These materials use a number of visual or text prompts to help you to navigate and use them more easily. This page explains each of these.



## Animation - Unstoppable Beat

The animation that these materials are based upon is available to [watch here](#). We use the play symbol where we think you may wish to show all or part of the animation to your learners. If we are suggesting using just part of the animation we will provide the time segments to use in minutes and seconds in the format 1:23 (meaning 1 minute and 23 seconds).



## Discussion

We use this discussion symbol to show that the focus of the learning is through dialogue. Some elements of the content could be sensitive for some learners to discuss. We recommend reading our [Short Guide to Creating Safer Spaces](#) before using the activities. There is also a [Short Guide to Developing Dialogue and Oracy](#) with ideas for improving dialogue.



## Activity

We use this activity symbol to show that the focus of the learning is through some form of activity. This may require the use of accompanying slides or downloaded materials. You may also need to think about room layout, assigning groups or other planning.

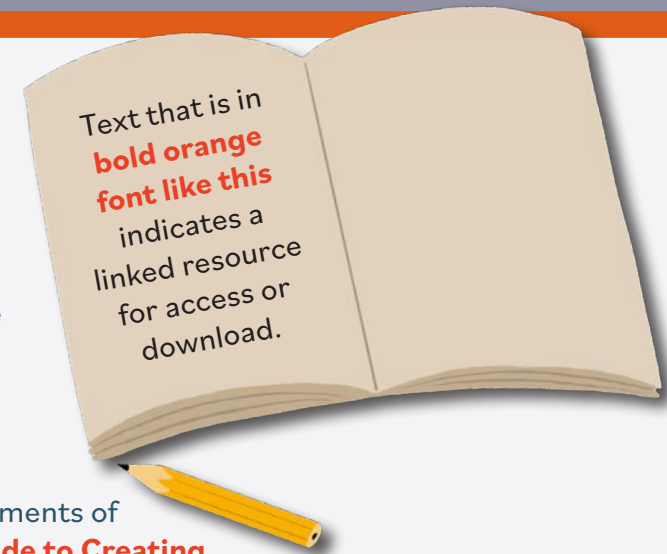


## Sensitive topic

We use the caution triangle where we think a topic might be sensitive for some learners. It is hard to always know what might trigger feelings or discomfort and so a general sensing of learners should be ongoing, but this symbol is used to highlight certain parts that we believe could cause particular sensitivity.

## ...and finally

1. Where we refer to [downloadable activity sheets](#) or [slides](#) that can be used to support the learning these will be indicated by a number related to the theme and where they come in the sequencing of the activity.
2. If we are referencing external sources or additional materials we will use a number like this <sup>1</sup> to show that there is a reference. All references are provided at the end of these learning materials and hyperlinked directly to the source where possible.
3. These materials have been created to support but not dictate learning. They are guided ideas, but we fully expect educators and other facilitators to adapt these ideas to best suit their focus and/or the needs and interests of those they are learning with.





# Rhythm and spirit

This session focuses on the theme of rhythm and spirit. In the animation *Unstoppable Beat*, there are many references to the importance of rhythm and to the power of the human spirit. We see how they both help Luc as he tries to settle in to Brazil as a migrant from Haiti. Using the animation as a springboard for thinking, this session explores:

- What makes up the rhythm of life? What is important to your rhythm?
- What does spirit mean? Where does spirit come from? What keeps spirit alive?
- How might rhythm and spirit be affected by migration and mobility?



## A) Eat, sleep, repeat

This short activity explore life's rhythm using the popular meme of 'Eat, Sleep, -----, Repeat'. This is a popular meme that learners may have come across and is suggestive of a rhythm to life.


1. Share **Slide 1** that shows an example image of this meme with learners and ask if they've seen this one or any like it. Invite learners to share any examples they have come across.
-  2. Ask learners to think about their own life and then using the model of this meme invite them to make their own version of it by filling in the blank in 'Eat, Sleep, -----, Repeat'.  
[Note: These could be shared by doing a go-round with learners giving their chosen word or you could use sticky notes and learners could write them down and stick them up to create a display of everyone's ideas.]
3. Use this idea to ask learners to imagine what life might be like if each day didn't have the security that is implied by this meme: that food would be available, that you had somewhere safe to sleep, that tomorrow would be the same. Invite reflections from learners.
4. Bring this meme back to the animation *Unstoppable Beat* by asking what the missing word might be for Luc when he was in Haiti. What about in Brazil? Are the words positive? How might it feel if this were the rhythm of your life?

Image: AppleDave (Flickr)



## B) The rhythm of change

This activity builds on the idea of rhythm and focuses on the way that changes in rhythm are used in *Unstoppable Beat* to express the mood, desires, and drive or motivation of the main character, Luc. This activity might be especially suited to pastoral sessions exploring themes such as wellbeing and solidarity. It might also be used in media, drama and music lessons focussing on how music and rhythm build impact. It is also relevant for exploring migration in Geography.



1. Discuss with learners the idea that there are places in the animation where the music and sounds slow or stop, and that this is accompanied on screen by a slower moment or sometimes a freeze frame when Luc's rhythm or spirit is interrupted or damaged. At other times the rhythm moves faster, and this mirrors changes in mood and emotion too.



2. Re-watch the animation and ask learners to identify moments in the film where they sense a change in rhythm. Moments might include:
  - a. when the dream of Brazil strikes him as a way forwards out of disaster.
  - b. when the reality of trying to integrate unsuccessfully hits him with people repeatedly turning him away.
  - c. the final moment when red sparks come from the drumming and fly around in the air to show a coming together of people with similar needs, goals and cultural practices: we infer these are Haitians with a shared history and shared culture, as well as shared troubles.

Note: The following timings within the animation might help students to focus on particular moments.

*Slower moments:* 01:40 02:18

*Faster moments:* 02:27-02:35 02:48-03:00 04:12-05:10



3. Once learners have finished watching the animation ask them to individually think about the following questions:

*Does time move more slowly in some situations, and faster in others? Why do you think that? Can you share any examples?*

Ask them to then share and develop their thoughts with a talking partner.

If students do not raise this themselves or if discussion slows, share that people sometimes say that “*time just stopped*” or the opposite, that “*time flew by*”.

Bring learners back together and shares examples of situations where time seems to go slowly, or where it seems to go faster.

4. End the session with a review question: *Do you think this is what we mean by ‘the rhythm of life’? Or does it mean something else?*



# Rhythm and spirit

## C) The rhythm of life

This activity uses a blend of discussion and drawing to explore the idea of a life rhythm and its relationship to wellbeing.

*“Every culture, every person, every life, has its own rhythm”*



1. In the animation, Luc talks about the ‘rhythm of his life’. What might Luc mean by this? Draw out that ‘rhythm’ can be a way of talking about how life flows, and the activities in our lives. Learners might also raise what it means to feel settled, or discuss routines and culture.

If learners don’t bring it up you might share the idea of musical rhythms being like life’s rhythms with patterns, pauses, repetitions, breaks (where there might be a change in tempo or key) and harmonies for example. They might also consider heart beats and monitors.

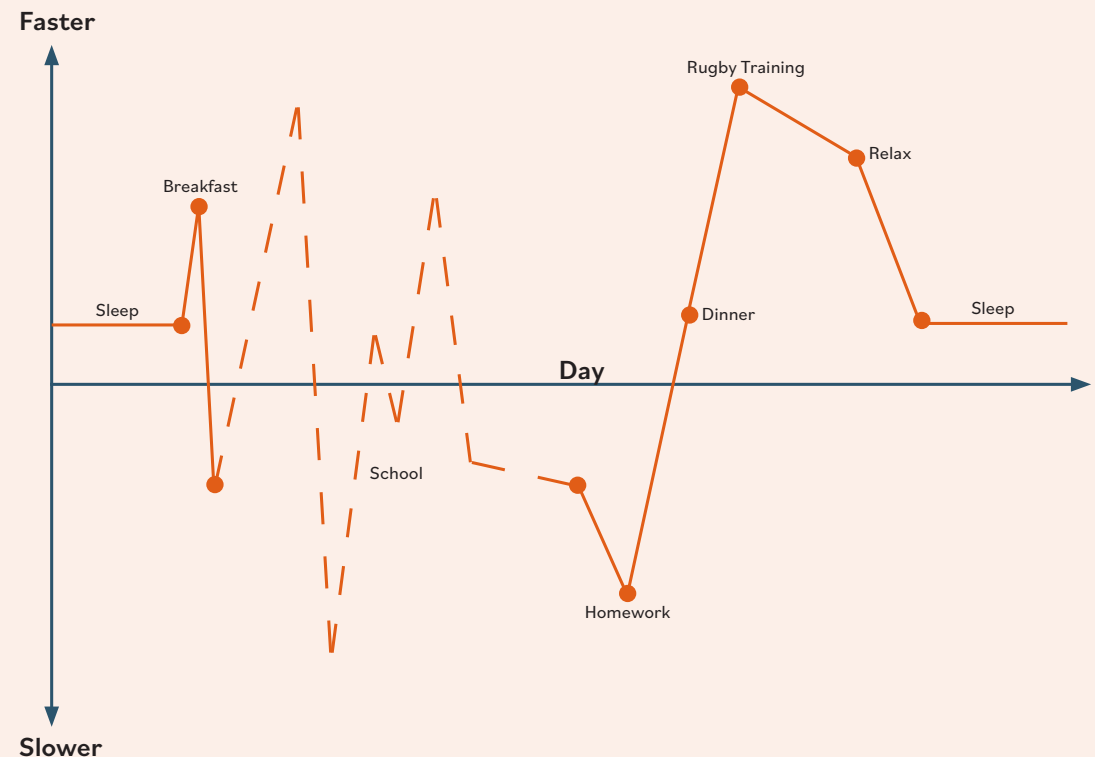


2. Ask learners to imagine the rhythm of their own lives, perhaps by considering one day or one week. What goes into it? Are some bits faster and others slower? Where are there ‘beats’ or particular events? Which bits of life go fast, and which seem to take forever? Ask learners to create a representation of their ‘rhythm of life’.

They might chart this on a graph to show time/events on one axis and how busy or fast the time feels on the other (see example, right - also on **Slide 2**). If they prefer they could represent it more creatively (eg. as a river, with the course of the water representing the varying speed of activity with its rapids and falls (fast) or its meanders and eddies (slow)).

3. Having thought about their own rhythm of life, invite learners to consider how the rhythm might be for someone in a different situation to them. Explain that they might need to use imagination and empathy for this: to put themselves in someone else’s shoes.

They could choose a family member who spends their day differently, or someone else they know. They could even consider the rhythm of a creature or plant if they want to be more imaginative.



# Rhythm and spirit



4. Returning to think about their own rhythm, ask learners to think about what might change or stop the flow of their rhythm. What might that feel like? What might the consequences of that be? Discuss this in pairs before sharing thoughts back as a group.
5. Remind students that during the Covid-19 lockdowns of 2020 and 2021 many people experienced a disruption to their ordinary 'rhythm of life'. This had many downsides for people as well as some surprising positives. Ask learners to discuss how the experience that people had during Covid might be similar or different to that of a new migrant.
6. Now ask them to imagine that a significant event has taken place – perhaps a natural disaster like the earthquake that happened to Luc and his family in Haiti. How would this alter the rhythm of their lives? What new understandings does this bring about what Luc's life might be like?



## D) Inner fire

This activity explores the concept of a ‘soul’ or ‘spirit’. This may be sensitive for some learners who may be wary of talking about their spirituality (we mean this in the broadest sense and not just about religion). Remind learners to be respectful and accepting of different perspectives.



1. Draw students’ attention to the sequence at the end where sparks float around in the air – from 04:12 to 05:10.  
Ask learners what they think the sparks might represent and record their ideas onto a flipchart or whiteboard. Ideas might include soul, connection, fire, passion, culture, faith, hope, spirit, power. If ideas are slow to come, share some of these and ask students to choose the words that they think most fit the animation and its themes.
2. It might be appropriate at this point to ask students to reflect on their own views about the idea of spirit, either as an inner soul or fire, or as a religious ‘holy’ spirit representing deities or gods. You could invite students to draw their soul or spirit and to share their drawings. Drawing might help learners to articulate their views more easily than speaking about them.

An alternative would be to draw out ideas through discussion questions, for example:

- a. Do you/they believe that music and coming together can create a sense of connection with spirit or soul?
- b. How might we feel closer to our spirit or soul? (activities, events, circumstances etc.)
- c. People some times talk about “feeding the soul”. What do you think this means and why might it be important?

Note: The information sheet on Haitian Vodou and Papa Legba mentioned in Activity E might also be useful as an additional resource here.

*“Our spirit never  
stops beating”*

3. Use some of the following prompts to broaden the discussion around spirit:

*What does spirit mean?*

*Where does spirit come from?*

*What does spirit mean to you/your family/community/nation?*

*What keeps spirit alive?*

*How is spirit affected by mobility and migration?*

*How equal is spirit?*

You could do this last part using a silent enquiry, where large pieces of paper (A1 or bigger, perhaps flipchart size) have one or two questions on, and learners visit each piece of paper without talking, and use the paper to share / enquire / write their views and responses to each question.





*“But I’ll never give up.  
Because I know I am not  
alone”*

## E) Luc’s identity (and ours)

This activity explores the symbol on the drum that Luc plays in *Unstoppable Beat* and the character of Papa Legba and Haitian Vodou. It considers how symbols, practices and religion can be important elements of identity.



1. Ask students to read the information about Vodou and Papa Legba on [Activity Sheet 1.1](#). Papa Legba is represented in the animation by the red symbol uncovered on the drum, and by the man sitting on the steps with a pipe.



2. Now that they have this new information, show *Unstoppable Beat* again and ask if it brings new understandings or ideas about the film, and its themes and meanings. Record these new ideas on a large flipchart or whiteboard, using a mind map.

The following questions might help to draw this out if necessary:

- How does the animation use the appearance of Papa Legba and his symbol to show a change in the main character’s mood and spirit?
- How important is this moment in helping the man connect with his heritage and identity?



3. Draw out the idea that the music and possibly the beliefs of Vodou help Luc connect to his culture. Discuss with students what helps them to connect with others and to feel a sense of belonging. How do these connections represent what they think of as their culture.

Learners could create a visual representation of the things they think of using small icon-style drawings. In the story of *Unstoppable Beat*, the drum would be one of these for Luc for example. The following prompts might help learners to consider things to include. These are also available to display on **Slide 3**.

Uniform

Sports kit

Music

Food

Fashion

Language or particular words e.g. ‘youthspeak’

Religion/belief system

Hobbies/pasttimes

Jobs

# Freedom and choice

This session focuses on the themes of freedom and choice. In the animation *Unstoppable Beat*, Luc tells us how his ancestors ‘*came together, led a revolution and gained freedom from France*’. Yet there is much in the film to suggest that Luc’s choices are limited, and his sense of freedom is constrained. Using the animation as a springboard for thinking, this session explores:

- What is freedom?
- Freedom, rights and dignity
- Should I stay or should I go? Making choices about where to live.




# Freedom and choice


## A) What is Freedom?

*Unstoppable Beat* raises questions about political, social and personal freedom. On a national level, Haiti gained independence from France in 1804, becoming the first black-led republic and the first independent Caribbean state. France demanded compensation for former enslavers forcing Haiti to pay reparations. This “independence debt” was not paid off until 1947. How much freedom did independence bring?

### Activity prompts

- 
1. Ask learners to work with a learning partner and discuss examples of ‘freedom’ in their own lives. Answers can be recorded in a table of two columns headed ‘We are free to...’ and ‘We are free from...’ Examples of possible responses are shown in the table to the right.

We are free to...	We are free from...
practice the religion we choose	war
go to school	enslavement

- 
2. Use these paired discussions to lead a wider discussion about freedom with the whole group. The following prompts might help to guide your discussion:

*How easy was it to generate these lists?*


*Was one easier than the other?*


*Did you have to include conditions to your ideas?*

*What does it mean to be free?*

*Does freedom mean being able to do what you want, when you want?*

*What would happen in school/society if this were true?*

- 
3. At the start of the film *Unstoppable Beat*, Luc talks about every culture, and every person having their own rhythm. To what extent is the rhythm of Luc’s life, and those of other Haitians shaped by freedom?

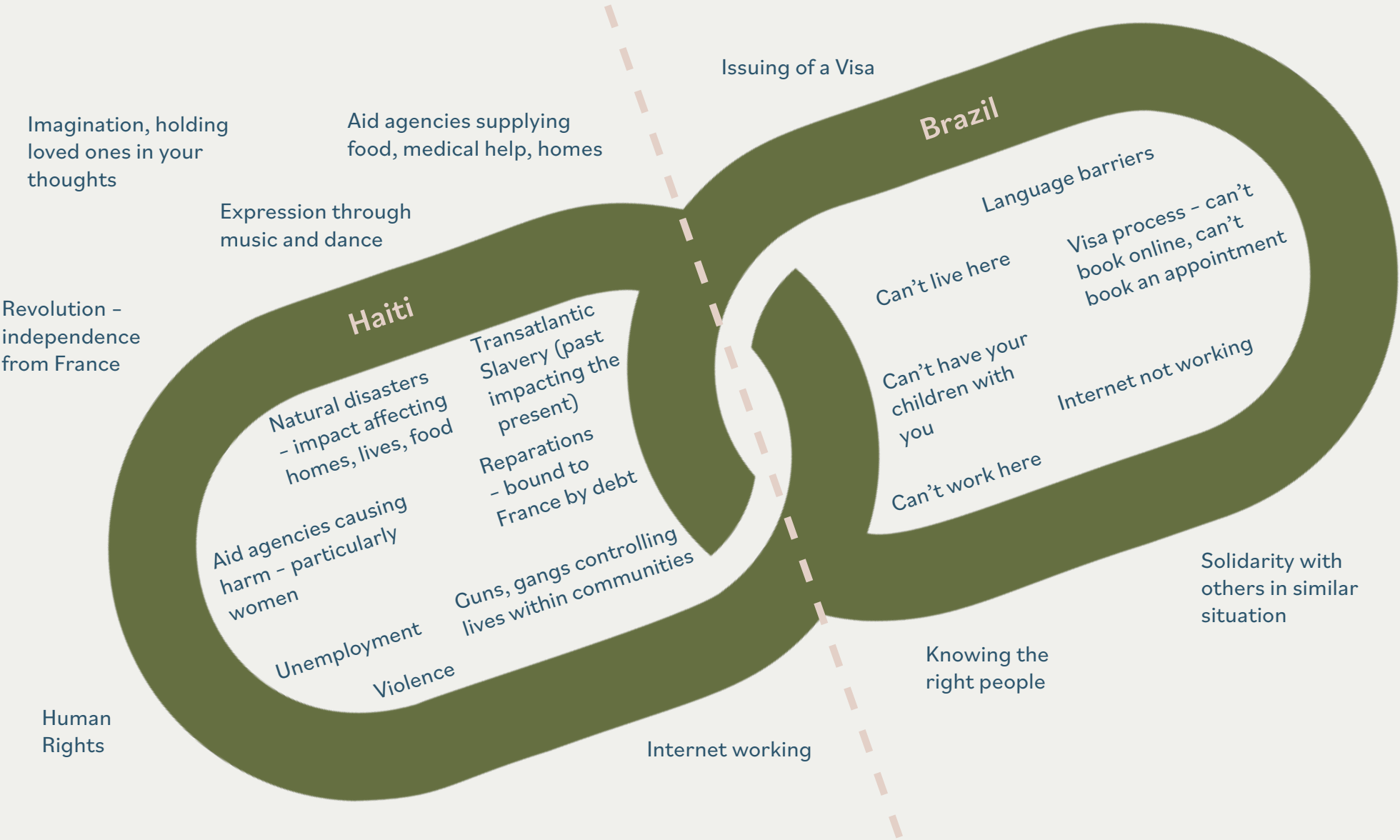
- 
- Watch *Unstoppable Beat* and ask learners to note down the obstacles to, and opportunities for freedom, for Haitians in Haiti and Brazil. Learners could use [Activity Sheet 2.1](#) to record their ideas. See next page.





# Freedom and choice

Below is an example of Activity Sheet 2.1 filled out with some ideas. You may wish to refer to this to support your learners with ideas or to work through them together at the end of the activity. This example is also available as **Slide 4** to display to learners.



## B) Freedom, rights and dignity

When Luc arrives in Brazil, he experiences a number of difficulties. He is unable to find a home, a job or to have his children live with him. He sits on his bed and asks “*Where are my rights? I have to keep fighting for them.*” (3’05). In 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR)– the basic freedoms and rights that every person is entitled to.

### Activity prompts



1. Invite students (maybe working in small groups) to do some research about the UDHR and present back their answers to these questions:

A) What triggered the creation of the UDHR?

B) Who was Eleanor Roosevelt and what role did she play?

C) In your opinion, how significant is this declaration?

D) Which of the Human Rights in the UDHR do you think are most relevant to Luc’s situation in The Unstoppable Beat?

[NOTE: there is a useful summary of the UDHR at <https://www.facinghistory.org/resource-library/universal-declaration-human-rights>]



2. In her speech to the General Assembly in 1948, Eleanor Roosevelt said:

***“This Declaration is based upon the spiritual fact that man must have freedom in which to develop his full stature and through common effort to raise the level of human dignity.”***

Ask learners to discuss with a partner what they understand by ‘dignity’?

[You can clarify with the definition to the right if you need to]

What does it mean to treat someone with dignity?

What might it feel like to not be treated with dignity?

Why is treating people with dignity important?

**Dignity:** the importance and value that a person has, that makes other people respect them or makes them respect themselves.

Cambridge Dictionary

# Freedom and choice



3. Ask learners to work in small groups of three or four and give each group **Activity Sheet 2.2** which has a set of 'character cards' to cut up. Using the Character Cards, invite learners to consider each character-type in turn and think about how they treat others in terms of dignity. Use a continuum with 'greater dignity' at one end and 'less dignity' at the other and ask learners to place each card where they think it goes on the line.

[Note: there is no right and wrong answers to this. The point is to get learners discussing dignity and so disagreements and 'it depends' type statements all add to this depth of understanding. As they are cards, they can be moved if discussion leads to ideas changing].



4. Bring learners back together and ask '*when you think of people who treat you or others with dignity, what qualities or characteristics do they have?*' E.g. treat me as an equal, listen without judgement, value my ideas, understand if I'm not sure or don't know, sense my emotions etc. Work as a group to create a list of these.



5. Show **Slide 5** which has four different still-frames taken from *Unstoppable Beat*. In pairs or small groups, give learners one of the images available on **Activity Sheet 2.3**. Invite them to discuss their image using the following prompts and then share back ideas as a whole group.

*How might the way Luc is being treated impact his sense of dignity?*

*Why might people in the images be treating Luc in this way? What factors might be at play?*

*Can people pass Luc in the street and do their jobs, but still treat him with dignity?*

*What would need to change for Luc to feel he was being treated with greater dignity?*



6. The graphic novel, *The Arrival* by Shaun Tan, uses only illustrations to immerse readers into an alien world and to imagine what it might be like to arrive somewhere unfamiliar and strange.

Give copies of the page from the book (**Activity Sheet 2.4**) and invite learners to engage with the images. Ask them to imagine what the people in the images might be thinking or saying and to add captions, thought bubbles or speech bubbles to share their ideas. [Remind learners to refer back to their discussions about human dignity to help with ideas.]

Learners could swap their annotated pages with another group to see what others thought. You might like to invite some key ideas to be shared back to the group as a whole.



# Freedom and choice



7. Both Haiti and Brazil have a long and complicated history with transatlantic slavery. The legacy of this can impact on the ways in which migration is perceived by people today. With learners in pairs or threes, share the extract (below) from a blog published by MIDEQ (Migration for Development and Equality). This is available on [Activity Sheet 2.5](#) or on **Slide 6** for sharing in a way that suits you best.

Invite learners to discuss in their pairs or threes how this history might affect the way in which Haitians and other migrants of African descent, are treated in Brazil today?

To extend this you could invite learners to reflect on their own place and any historic attitudes that might exist to affect the way migrants are perceived in their own place.

## MIDEQ Blog: The Legacy of Slavery

*Brazil has a long and complicated migration history – which continues to affect people of African descent. An estimated 5.5 million African slaves were brought to Brazil to work in the country’s sugar-based plantation economy – and when slavery was eventually abolished in 1888, far later than any other country in the Americas, the lives of Afro-Brazilians did not change drastically.*


*Many freed slaves entered into informal agreements with their former owners, exchanging free labour in return for food and shelter.*

*White Brazilian elites, concerned they could become a minority, also implemented a policy of branqueamento, or ‘whitening,’ through European immigration which aimed to limpar o sangue (cleanse the blood). This was justified on the grounds that Brazil could not flourish with a largely Black population, a legacy that continues today through deeply racialized institutional structures and attitudes prevalent throughout contemporary Brazilian society; reflected in widespread human rights abuses towards Afro-Brazilians and poverty rates that are twice those of white Brazilians.*




### C) Should I stay, or should I go?

In the animation *Unstoppable Beat*, we learn that Luc chose to leave Haiti and move to Rio de Janeiro in Brazil. These activities explore what might have led him to that decision using the idea of ‘push’ and ‘pull’ factors (see box, right).

 If you have not already done so, watch the animation before doing these activities. Even if you have seen the film it is worth watching it one more time to refresh the story in the minds of learners.

#### Activity prompts

-  1. Ask learners what the ‘push’ factors might be that persuaded Luc to leave Haiti and what might have been the ‘pull’ factors that influenced him to migrate to Brazil. They could record these in a simple table such as the one below that includes some possible examples from the animation.

Note: encourage learners to use their wider knowledge and imagination to consider factors that might not be shown directly in the animation.

Push factors (Haiti TO Brazil)	Pull factors (Brazil FROM Haiti)
Earthquake at home	Employment opportunities
A better life for his family	TV images - a better life
Unemployment and poverty	Stories from others who have moved
Not feeling safe	Opportunities for his family

2. You could extend this by asking learners to consider what might ‘push’ them to move from where they currently live and settle somewhere else. What might ‘pull’ them to somewhere different? This could be used for home learning to talk with family members to see if they have ever moved and what the push and pull factors were behind their decision to move.

Note: This could be sensitive for some learners and their families so should be considered carefully before being given.

**‘Push’ factor:** something that influences someone to migrate away from somewhere. E.g. lack of jobs, safety.

**‘Pull’ factor:** something that influences someone to migrate towards somewhere. E.g. the chance of better jobs, safer place to live.





3. Migration is a complex issue. It affects people and communities directly and indirectly in both the places that people leave and, in the places, where they arrive. One way to explore this complexity is to use a framework such as De Bono's Thinking Hats which encourages thinking about an issue from six different perspectives as shown below [also available on **Slide 7** for display if needed]:



WHITE HAT - Explores only the facts - the information that is known or might be needed.



YELLOW HAT - Explores optimism - looks for the positives and probes for value and benefit.



GREY HAT - Explores risks and difficulties - looks for the where things might go wrong or where something may not work. The intent is how to think about how to overcome these difficulties.



RED HAT - Explores feelings and intuition - expresses emotions and feelings and shares fears, likes, dislikes, loves and hates.



GREEN HAT - Explores ideas - looks for possibilities, creative solutions, alternatives and new ideas.



BLUE HAT - Thinking about thinking and metacognition. This person listens to the others and asks questions, keeps each person focused, draws out deeper thinking and questions and helps facilitate the discussion.

4. Give each group a copy of one of the news articles in [Activity Sheet 2.6](#). These could be read as part of home learning in advance. The articles discuss the arrival of migrants into Brazil from Haiti as Brazil prepared to host the 2014 Football World Cup and 2016 Olympic Games.



# Freedom and choice

5. Organise learners into groups of five and allocate each learner in the group with one of the first five hats from above. As the facilitator (teacher) you will wear the final 'blue' hat yourself. Choose one of the articles and ask learners in their groups to share their thoughts on the article speaking from perspective of the hat they are wearing.



6. Once groups have had a chance to share their ideas invite them to share back a key thought or idea that emerged from their discussions and a key question they feel needs exploring further. At this point you could add your perspectives from wearing the blue hat.

The example below shows what some possible responses could be using Article A.



White: In 2013, Brazil was building stadiums to host the world cup



Yellow: Marie and her husband from Haiti have been given visas and jobs



Grey: There are many Haitian migrants who do not have homes, food, jobs or access to health care



Red: Whilst Marie feels lucky, others feel angry and a strong sense of injustice



Green: Brazil has a tradition of hospitality, humanitarian visas are available. Churches and charities help out. Visibility on the world stage – opportunities for both the host country and those arriving.



Blue: Is there bias in this article? Who wrote it and why? Whose voices are missing? What has happened to people like Marie since the World Cup has finished? What has been the legacy of the World Cup? How have policies changed since this article was written? What impact did the World Cup have on Brazil's reputation as a hospitable country?

# Resilience and solidarity

This session focuses on ideas of resilience and solidarity. In *Unstoppable Beat* we see that when Luc arrives in Brazil he experiences rejection and suspicion as he struggles to navigate his new life in a new country. In these circumstances it can be challenging to remain mentally strong and well. We see how Luc finds strength by coming together with others who may be in a similar position. Using the animation, this session explores:

- What challenging circumstances might migrants face?
- What is resilience and how might we develop it?
- What do we mean by solidarity?



# Resilience and solidarity

## A) Challenging circumstances

On making the move to Brazil, Luc experiences some challenging circumstances. Some of these he may have been able to predict, but others may have been harder to foresee or imagine.

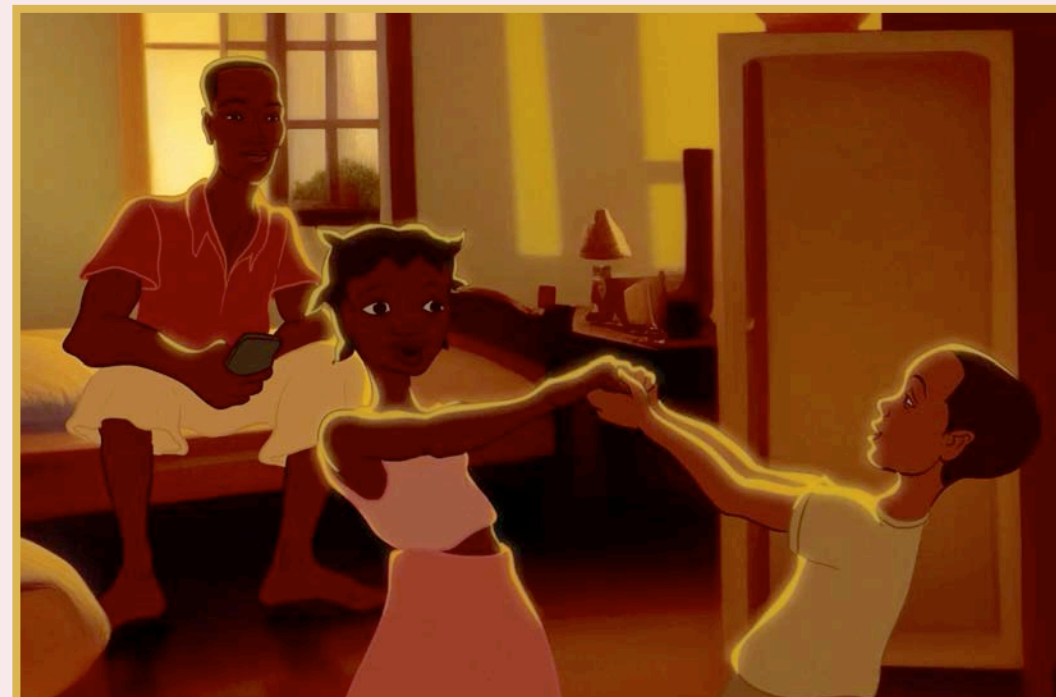


1. Ask learners to discuss in pairs or threes the thought processes that Luc may have gone through in coming to the decision to migrate to Brazil. What factors may he have considered in weighing up his choices?

[Note: You might like to refer learners back to the push and pull factors that were explored in Activity C in the Freedom and Choice theme.]



2. Organise learners into small groups (of 3 or 4) and provide each group with a set of the Challenging Circumstances Cards on [Activity Sheet 3.1](#) that have been cut out in advance. [Note: if you prefer, then the cards can be displayed using **Slide 8** as an alternative.]
  - a. Explain that the cards represent some of the real challenges that people like Luc may face when leaving their home country and arriving somewhere new as economic migrants.
  - b. Ask learners to read through the cards and arrange them according to the level of challenge that they think each represents from the 'most challenging' to the 'least challenging'.
  - c. See if learners can agree on an arrangement for the cards, though make sure that they understand there are no right or wrong answers; it is more about perspectives and opinions. There are seven cards provided, but if learners think of other challenging circumstances then they can make and add a card should they want to.
3. Bring learners back together and invite groups to compare where they placed the challenges - remembering there are no 'correct answers'. Encourage learners to share their thoughts about these challenges and to listen to each other's perspectives. If they need a little support then you could ask them to imagine what it might be like to face that challenge themselves. How would they feel? What emotions might they experience?





# Resilience and solidarity

## B) Developing resilience

To be able to cope with challenges that come up in life, people may learn to develop resilience. This activity explores what we understand by resilience and shares some ideas for how this might be developed.



1. Begin by asking learners what they understand by resilience and invite definitions or examples from those who are willing to share. You may like to give them a few moments to discuss with one another before sharing examples as a group.
2. Share the following definition of resilience (available to display as **Slide 9**) and see how it compares with the ideas shared by learners.

**RESILIENCE:** *Having the ability, skills, behaviours and coping strategies to support yourself and others during times of change or a sudden shift in circumstances, such as a crisis caused by a disaster or emergency.*

(Bowden and Wilson 2016, British Red Cross Teaching Glossary)



3. Introduce to learners that one of the most significant recent events affecting people's resilience world-wide was the COVID-19 pandemic that started in late 2019. You might share that many specialists believe the impact of the pandemic is still being felt by many individuals and communities, and may continue to be felt for many years to come.

Organise learners into small groups and provide each group with a copy of **Activity Sheet 3.2** (or display **Slide 10** and ask them to make their own). Ask them to discuss the ways in which people may have found the pandemic challenging and to think about how individuals and communities may have demonstrated their resilience.



**Sensitive Topic:** Learners may be sensitive to discussing this issue as they may have experienced personal distress, trauma or loss as a result of the pandemic. You should consider how to care for learners in this situation and perhaps provide an option to sit out the activity or to speak to you privately about their concerns.



# Resilience and solidarity

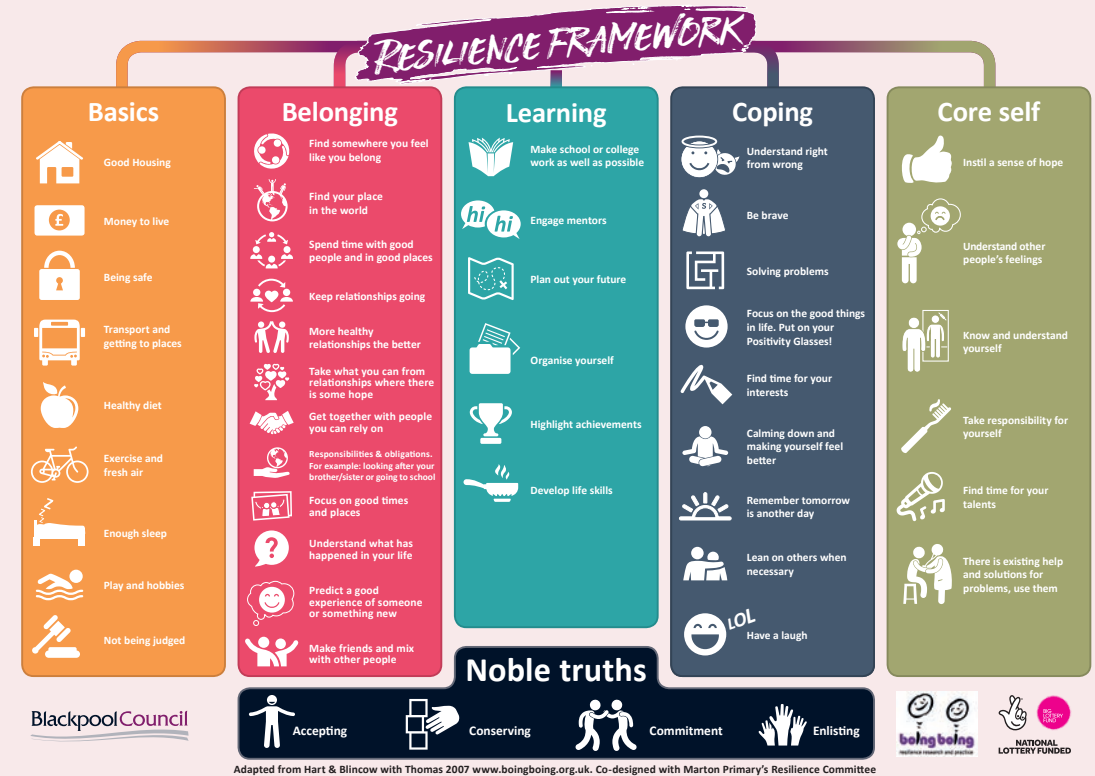
4. Keeping learners in their small groups provide them with a copy of **Activity Sheet 3.3** that shows an example of a Resilience Framework developed in the UK for use with children and young people. The framework is also available on **Slide 11** for display.

- Ask learners what they think of the framework. Does it provide a useful way to think about resilience?
- Ask groups to think back to the story of Luc in *Unstoppable Beat*. Use the framework to think about the things that Luc is able to do to build his resilience. Are there also things that might be missing for Luc - that could weaken his resilience?

5. Still using the framework ask learners to individually select one example from each of the five categories that has helped them during a time of stress or change (they can use the pandemic as an example or something else).

Invite them to share their choices with a partner if they are happy to.

What about if they were to select examples that they feel they might use in the future? Why do they think their chosen example might help them? [Note: learners should be reminded that resilience can be a personal thing: what works for one person may not work as well for another].



6. Give everyone a copy of **Activity Sheet 3.4** and invite them to use this to develop their own Resilience Action Plan. Encourage learners to identify an area for development in each category of the framework.

[Note: This could be suitable for a home-learning activity as it is quite private and learners may not wish to share their plans in the company of peers].

# Resilience and solidarity

## C) Finding solidarity

When facing challenging circumstances such as those of Luc in *Unstoppable Beat* it can be beneficial to feel that you are not alone. Knowing that there are others who are experiencing, or have experienced, similar feelings and challenges can make the situation more manageable and improve wellbeing. Coming together with others can also lead to new ideas, actions and perhaps solutions. Coming together in this way is often talked about as solidarity.

**SOLIDARITY:** unity or agreement of feeling or action, especially among individuals with a common/shared interest.



1. Start by asking learners what comes to mind when they think of the word 'solidarity' (e.g. agreement, consensus, harmony, support, teamwork, unification, alliance, comradeship).

Share the definition of solidarity (above and on **Slide 12**) with learners to ensure that there is a common understanding of the term. Share the example below to give some context to the definition and an example that relates to *Unstoppable Beat*.

**Example:** In times of difficulty, people often find ways to get together and offer mutual support. This act of collectivity and collaboration can bring about change for the lives of families and individuals. Research published in 2023 by Ethol Exhime, discusses how Haitians came together in solidarity during the Covid-19 pandemic. Forty Haitians formed a Whatsapp group called Haitians in Brazil. The group was used to discuss the challenges they were facing including finding jobs to match their level of education and skills, salaries, working conditions, discrimination and finding affordable housing. Members of the group shared information and advice and many moved to different cities based on this information.

2. Ask learners if they can think of examples of how communities have come together in solidarity around a common cause, either physically or virtually. [Note: If learners need support to think of ideas you might help them to think of things like campaigns, strikes, rights movements etc, but they may also have their own local examples].

The following prompts could be used to widen a discussion about solidarity with learners:

- *What difference can solidarity make to individuals, communities, regions, countries?*
- *Have they ever got together with others for a specific reason? How did it feel?*
- *What are the advantages and disadvantages of coming together via social media/in person? Who might benefit in each case?*

# Resilience and solidarity

3. This last part of the activity explores the idea of coming together through music. At the end of *Unstoppable Beat* Luc says:

*"I know that I am not alone. We are not alone. There are thousands like me who share the same goal, the same passion, the same spirit. We dance to the same beat".*

## Migrasyon [Migration] by Toby

Lontan e te Bahamas	Before it was Bahamas
Avan kilè ou tande	Before you know it
On nèg Lage naso	The guy is in Nassau
Sa ki vwayaje al chèche lavi	Those who travel search for life
Repiblik dominicana	[in] Dominican Republic
Sityasyon peyi a fè tout	The situation in the country has made all
ti jèn Ayisyen fin egzile	the Haitian youth exile [themselves]
Sa kap mennen kounye a se	Now what's popular is
Lage Chili ou byen lage Brezil oh	to go to Chile or go to Brazil oh
Kote ti Andre	Where is Ti Andre
Li lage Chili	He's in Chile
Kote Antoinette oh eeeeh	Where's Antoinette oh eeeeh
Li lage Chili	She's in Chile
Kote Krem peyi	Where's the cream of the country
¾ lage Brezil oh	¾ are in Brazil oh
Yo lage Chili	They're in Chile
Yo ale ,Yo ale,Yo ale	They left, they left, they left
Yo go, yo go,yo go,yo Gooo	They went, they went, they went
Ayisyen ap briye aletranje	Haitians are shining abroad
Laba yo pap boule Mache	Abroad they don't burn [down] markets
Laba malfektè pap tiye yo	Abroad bad people won't kill them
Laba zafè mache oh	Abroad things work [out] oh
Laba fanmi pap echwe yo	Abroad family won't fail them
Laba pa gen mechanste oh	Abroad they don't find evil oh
Laba yo pap menase yo	Abroad they won't threaten them
Laba travay se libète yo	Abroad work is their freedom

Music is an important part of Haitian culture and identity. Haitians at home and those living abroad are connected in what has been called an 'imagined transnational community'<sup>1</sup>. It is imagined because people are scattered and may never meet or hear each other, and yet in their minds they are one – they are in community. Haitians at home and in diasporas around the world, have used music and dance to express longing, hope and (re)connection.

Ask learners to look at the lyrics to the song Migrasyon (available on [Activity Sheet 3.5](#) or **Slide 13**) written by a young person called Toby in Haiti. The original lyrics are in Creole. [Note: the song can be heard at <https://www.youtube.com/watch?v=597QEI-NxfI>].

Once learners have read the lyrics, discuss the following with them:

- *How does Toby view the lives of his contemporaries abroad compared to the lives of those at home?*
- *What message is he conveying to people who might hear his song at home?*
- *Haitian and Brazilian music is heavily influenced by the music of West Africa, as a consequence of transatlantic slavery. What role do you think the arts can play for people who have roots in distant parts of the world?*
- *Music and dance has the potential to bring larger numbers together in solidarity, and to reach those who might be outside the group but who might step up as allies. What is an ally? Have you been supported by an ally in your own life? How have you supported others as an ally?*

1. Toni Cela, Kéthia Charles, Pierre Rigaud Dubuisson, Orluche Fortin, Dabouze Estinvil, and Louis Herns Marcelin (2022) 'Migration, Memory and Longing in Haitian Songs' in *Zanj: The Journal of Critical Global South Studies*. Available at <https://www.jstor.org/stable/48676313?seq=24>

# Resilience and solidarity

## Extended learning opportunities

There are two extended learning opportunities linked to this theme of resilience and solidarity. These are for educators who may have a particular interest in going more deeply into issues.

## Solidarity through music and dance

This extension uses a short film that is available on YouTube [<https://www.youtube.com/watch?v=XNAgaSNj0nA>] and discusses the shared West African roots of Brazilian and Haitian music and dance in transatlantic slavery. It looks at styles in both countries as well as how these come together in modern fusions. There is a particular moment where there is an Igbo dance (from Nigeria) about resisting enslavement (from 2 mins 50 sec) that can be seen to have strong connections with the dancing shown in Unstoppable Beat (from 30-40 secs).

Learners might be encouraged to think about how music and dance link to identity and why this has remained important.

## Exploring the numbers behind the story

Unstoppable Beat tells us the story of Luc and other Haitians like Luc, who have migrated to Brazil in the hope of forming a better life for themselves and their families. This extension links to a United Nations High Commission for Refugees (UNHCR) report for Brazil in 2023 [[https://www.acnur.org/portugues/wp-content/uploads/2023/09/UNHCR-Brasil-National-Report-Mid-Year-2023\\_final.pdf](https://www.acnur.org/portugues/wp-content/uploads/2023/09/UNHCR-Brasil-National-Report-Mid-Year-2023_final.pdf)]. The report has a special feature on page 2 about the situation of Haitian migrants in Brazil and how the country is trying to support them.

Learners could be supported to read the report to add to their understanding of the relationship between Haiti and Brazil and the situation of migrants like Luc. How does this official report support the story of Unstoppable Beat? What else have they learned by looking at the report?



# A decent life

This session focuses on the theme of a decent life. It explores finding a decent life as one of the main motivations for why people choose to migrate to another country. It examines how this links to human rights and how the denial of these rights links to equality and migration. Using the animation as a springboard for thinking, this session explores:

- What do we understand by the idea of a decent life?
- How does equality relate to a decent life?
- Is it possible to measure a decent life?



### A) What is a decent life?

In this activity learners are invited to share their understanding of what it means to live a decent life.

*“Fight for the right to live a decent life”*

1. Remind students of Luc’s words (right) from the animation. Ask them in pairs or small groups to mindmap or record in another way, what they think makes up ‘a decent life’.

You may like to share some prompts if discussion is not forthcoming such as: health, food, water, shelter, fun, education, safety, money, relationships, choices etc.

You could ask learners to write each element of a decent life onto a card of sticky note and then organise them into a diamond-9 with the most important thing at the top of the diamond and then working down to those less important at the bottom of the diamond. See example to the left.



2. Having considered what might make a decent life, invite students to continue in their pairs or small groups and to discuss the following:

- *How do we get or live a decent life?*
- *Is a decent life something you are given, create, buy, work for?*
- *Is it the same for everyone?*

Once learners have had time to discuss, bring them back together to share their thoughts.

Ask a member of the group to record any ‘soundbites’ or statements that stand out as groups give feedback and then use a thumb poll to see how much agreement or disagreement there is in the room with two or three of these statements.





3. The next part of this activity introduces some memorable quotations from famous figures about what makes a ‘good’ or ‘decent’ life. The six quotations below are available to display on **Slide 14**. Show the quotes to learners and ask them which resonates with them most strongly and why?

“Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life”

Nelson Mandela

“My dream is to live a good life and be loving, be close to God and be a good human being and bring peace to people”

Ziggy Marley

“My mission in life is not merely to survive but to thrive and to do so with some passion, some compassion, some humour, and some style”

Maya Angelou

“Where there’s hope, there’s life. It fills us with fresh courage and makes us strong again”

Anne Frank

“A good life depends on the strength of our relationships with family, friends, neighbours, colleagues and strangers”

David Lammy

“I reckon domesticated cats have a pretty good life”

Ben Wishaw



4. To review their thinking about what makes a decent life, learners could try to model the short quotes above by completing the sentence:

**“A decent life is...”**

This could be extended as a home learning activity by asking them to find an image that represents their ideas and to create a social media meme by overlaying their words onto the image.



## B) Equality and a decent life

This activity focuses on the relationship between equality and a decent life.



1. The two images to the left are from Brazil (top) and Haiti (bottom). They are available to display on **Slide 15** and can also be printed for handouts as **Activity Sheet 4.1**. Share these images with learners as a display or print out.

Ask learners to look at the images for evidence of a decent life. Learners may like to refer back to their ideas from Activity A to help them with this.

2. Next ask if they can identify evidence that some people may not have access to a decent life, in the photographs. If it is not raised by learners, then introduce the term 'inequality' and see if this adds to their analysis of the images.

Can they see evidence of what they think of as inequality in the images?

3. Provide learners with access to the supporting resource **Big Issue: Inequality** to develop their understanding of inequality. Encourage them to add any information and learning they may have about inequality from other subjects, studies or experience.
4. Invite learners to share their ideas about how inequality might link to migration and to the search for a decent life.
5. One of the most common ways to consider inequality is to assess how poor or wealthy different people, regions or countries are. It is common to talk about 'rich' and 'poor' in this way.

This next bit of the activity explores the connections between poverty and wealth as a common measure of inequality.

Photo (top) by Adam Jones, Ph.D., Wikimedia Commons. Creative Commons License - see [https://commons.wikimedia.org/wiki/File:Office\\_Towers\\_and\\_Favela\\_-\\_Rio\\_de\\_Janeiro\\_-\\_Brazil.jpg](https://commons.wikimedia.org/wiki/File:Office_Towers_and_Favela_-_Rio_de_Janeiro_-_Brazil.jpg)

Photo (bottom) by Alex Proimos, Wikimedia Commons. Creative Commons License - see [https://commons.wikimedia.org/wiki/File:The\\_Main\\_Street\\_in\\_Cap\\_Haitien,\\_Haiti\\_%288169680065%29.jpg](https://commons.wikimedia.org/wiki/File:The_Main_Street_in_Cap_Haitien,_Haiti_%288169680065%29.jpg)



# A decent life



Show learners **Slide 16** which has a quadrant (right) with four statements in it. Place one of each of the statements in a different part of your room and invite learners to move to stand by the statement that they most agree with.

Note: If they are reluctant, then try and encourage them to choose a statement for the purpose of the activity.

Once they have located themselves by a statement encourage them to talk to those around them who have similar views, and see if they have the same or different reasons for those views.

You might then visit each statement to hear reasons why those gathered by it chose that statement.

As an option you can give learners a chance to move once they have heard from each of the four statements if they have changed their mind as a result.



6. This last part of the activity looks at the challenges of measuring a decent life. There are many different ways that this has been attempted. At the simplest level, money has been used as a measure with the assumption that more money means a more decent life. Other measures have tried to look at other aspects of what might make a decent life including health, education, the treatment of women, inequality levels, and even how happy people are. **Slide 17** and **Activity Sheet 4.2** shows the 'Top Ten' countries according to these different approaches.

Organise learners into small groups and either display **Slide 17** or provide them with a copy of **Activity Sheet 4.2**.

Ask learners what they notice about the countries listed. Were there any that surprised them?

Ask learners to imagine they were to come up with a new measure for what makes a decent life. What would they include in this measure if they were responsible for designing it and why?

Wealthy  
people help  
alleviate  
poverty

Wealthy  
people help  
create  
poverty

Poverty is  
about a lack  
of financial  
resources

Poverty is  
about a lack  
of principles  
and values

### C) Human rights and a decent life.

This activity connects the theme of ‘a decent life’ with the issue of human rights.



1. Begin by re-watching the beginning of the animation (00:00-01:53). This shows how Haiti began through enslavement and revolution, and ends with the aftermath of the earthquake in 2010, when women were exploited and abused by some of the aid workers who had come to help.

Check students’ understanding of these two challenging times. For older students they may wish to research a news article outlining the aid workers scandal and learn more. Two trusted article links are provided via the QR Codes to the right.



2. Display **Slide 18** and read, or ask a student to read the statement (reproduced below):

*In 1948 The Universal Declaration of Human Rights (UDHR) was published by the United Nations (UN) outlining the human rights that all countries belonging to the UN should honour and protect. Some of its articles are things that we should prevent. Others are things to work towards - things that might be needed for the ‘decent life’ that Luc longs for and works towards.*

We have selected some of the articles from the UDHR and reproduced these in a simplified language on [Activity Sheet 4.3](#) and on **Slide 19**. Provide learners with a copy of the Activity Sheet to share or display the selected rights on screen.

Ask them to consider each of the listed rights and how they relate to the story of Unstoppable Beat.

*Which of these rights relate to the Haitian people in general and which to Luc’ story in particular?*

*How might rights relate to living a decent life and to motivations for migrating?*

*Were Luc’s rights better met and respected when he arrived in Brazil?*

Note: Learners could investigate further rights by visiting the Amnesty International website (use QR code right) that includes an easily accessible version of the 30 rights including in the UDHR. Which other rights do they think relate to the animation and to Luc’s story of migration.

*“International agencies came to help us, but some ended up harming us”*



BBC article



Guardian article



### D) Imagining a decent life

In this last activity on the theme of a decent life we explore the imagery of a better life that is shown in Brazil. Luc tells us that he had seen Brazil on TV and believes he could find work there to better provide for his family. We then see flashes of Brazil in the clip from 2.28 - 2.34.



1. Show this short clip to learners. It moves quite fast so you may want to show it more than once. Alternatively you can display **Slide 20** that has some still frames from this sequence for display.

*Ask learners how Brazil is represented in these images?*

*How might what is shown suggest a decent or better life?*



2. Next ask learners working in small groups to think about what might make someone see their own country as offering a decent or better life? What sequence of 3-5 images would they put together to represent this?

Note: this could be done by actually researching images, but also as an image brief where they describe the image that they might ask a researcher to find for them in an image library, for example.

Once learners have made their image selection you could invite some groups to share their ideas back. How similar or different were they?



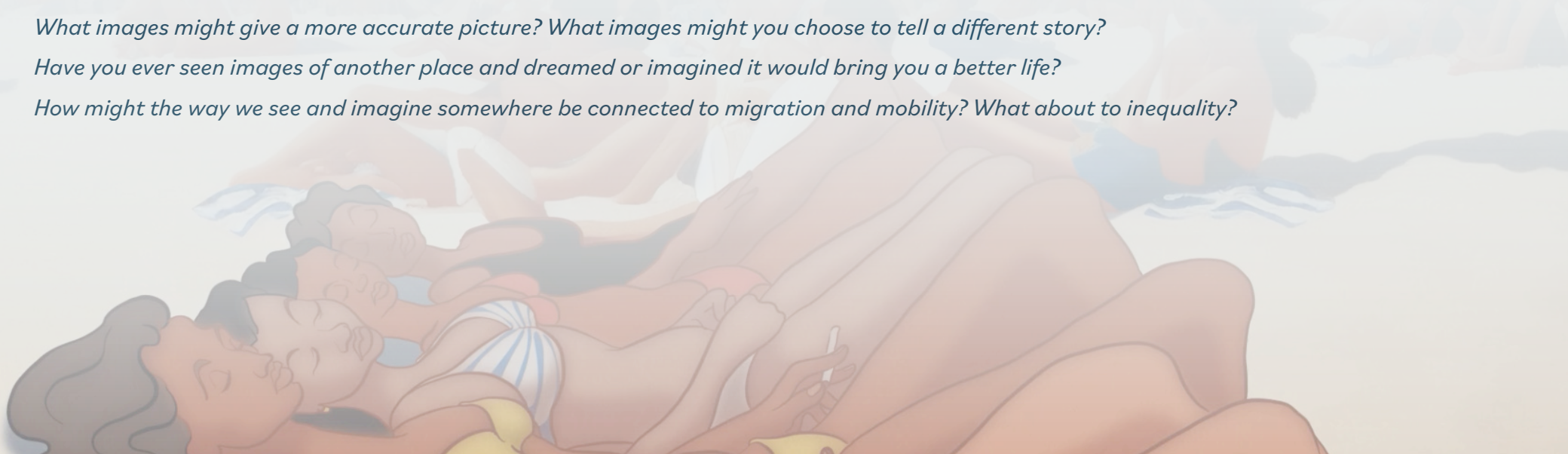
3. Expand their reflection on the use of imagery in this way by using some of the following discussion prompts:

*Do you think the image you chose reflect the reality of life for people in your country? What about for newly arrived migrants like Luc?*

*What images might give a more accurate picture? What images might you choose to tell a different story?*

*Have you ever seen images of another place and dreamed or imagined it would bring you a better life?*

*How might the way we see and imagine somewhere be connected to migration and mobility? What about to inequality?*





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Activity ideas

Jackie Zammit  
Rosie Wilson  
Rob Bowden

Writing

Jackie Zammit  
Rosie Wilson

Editing

Rob Bowden

Proofing/checking

Rosie Wilson  
Jackie Zammit

Design & Layout

Rob Bowden

Project management

Dr Benjamin Worku-Dix  
Rob Bowden

