



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Soliloquy: A Survivor's Hopes

*An activity of "Helping refugees adapt to life after war"*

There are two stories about Syrians in the section **"Helping refugees adapt to life after war"** (page 8–9, *What's Up* May 2019). Several people are mentioned in these stories. For this activity, imagine that you are any one of them. Present a soliloquy (a monologue) about that person's hopes for the future. By speaking from your imaginary standpoint of that person, you can develop greater empathy. And, empathy helps to grow peace.

1. Read the two stories: **"Syrian family comes home to a town ravaged by war"** by Christopher Reardon, and **"Lebanon's 'Fun Bus' offers kids a respite from street work"** by Dalal Mawad.
2. Divide your class into eight groups. Each group should select a different person from the list below:
  - Zahida, a 35-year-old mother of five children
  - Zahida's 14-year-old son
  - Zahida's oldest daughter
  - Abdelkarim who returned with his family to Souran
  - The owner of the only bakery in Souran
  - A member of the local women's group in Souran
  - Abed, a 12-year-old Syrian boy in Beirut
  - Alaa, a 14-year-old Syrian boy in Beirut.
3. On the other side of this handout, jot down all the information you can find about your focus person. The same person may be mentioned in different parts of the same story.
4. Write a soliloquy from the standpoint of your selected person. Include what you know of the person's past, what is going on in the present, and your thoughts from the perspective of that person. You may add imaginary but probable details. Include what you imagine would be that person's hopes for his or her future.
5. Present your soliloquy to your class. Conclude by sharing what it felt like to step into your selected person's sandals for a little while in order to write and present your soliloquy.