



LESSON PLANS

A FILM BY DEBRA KELLNER

# INSIDE MY HEART

PRODUCED BY FRANK GIUSTRA, SERGE LALOU AND RICHARD COPANS

[GIUSTRAFOUNDATION.ORG](http://GIUSTRAFOUNDATION.ORG)

# *Educator Introduction*



Dear Educator,

Thank you for your interest in bringing the experiences and stories of refugees into your classroom. *Inside My Heart* is a deeply personal documentary offering students an unfiltered look at the difficult journeys of three families forced to flee Syria and Afghanistan at the peak of the refugee and migrant crisis in 2015. In the wake of witnessing unimaginable atrocities and having the lives they've known turned upside down, these mothers, fathers, sons and daughters exhibit remarkable resilience as they fight to survive and rebuild their lives.

Students have the opportunity in watching this film to shift their understanding of the global refugee crisis from a set of statistics about distant places to a very human struggle for survival by people with faces and names. Director Debra Kellner's commitment to this form of storytelling is straightforward. She writes, ***"It is our shared belief that only through understanding can we care, and only***

***through caring can we find solutions. Inside My Heart is a manifestation of those beliefs, wherein we attempt to shed light on some of the stories of those caught in the refugee crisis to create greater understanding and compassion."***

As you consider ways to bring the film and resources into your classroom it is important to remember that teaching about the global refugee crisis may require special sensitivity. *Inside My Heart* and the lesson activities might be especially emotional for students with a personal connection to the issue. Take a moment to discuss with your class the challenges of the topic and the way they can work together to make their classroom a safe place for all students. Thank you again for bringing the stories of these families into your students' lives.

With warm regards,

The Giustra Foundation

# Overview of Curriculum

The Screening Guide and unique curriculum created for *Inside My Heart* can be directly incorporated into your high school English Language Arts and Social Studies courses. Alternatively, the film and guide can be integrated into a range of university course syllabi.

Each lesson can be used as a stand-alone or together in a series. Lesson One is for a class who watches the full film. Some teachers find showing a full film challenging because of limitations of class time or other reasons. For those teachers, Lessons Two-Four refer to clips from the film and are designed to be incorporated into class periods of approximately 50 minutes. Even if students watch the full film in Lesson One, re-watching the clips in the subsequent lessons may help to refresh their memory on specific details related to each lesson.

Each lesson also includes a Note Catcher where students can take notes to keep them active while they are watching the film and/or clips.



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## LESSON ONE: TEACHING THE FULL FILM

Define common language and terms related to refugees and forced migration and reflect on how the experience of the families in the film informs the students' understanding of the global refugee crisis.



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## LESSON TWO: ASYLUM AND RESETTLEMENT

Learn about the experience of refugees as they seek asylum in a host country and examine international policy recommendations and programs specific to the European Union, Canada and the United States.



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## LESSON THREE: REFUGEE CHOICES

Understand the experiences of refugees as they flee their countries and face difficult decisions as they navigate refugee aid agencies and other humanitarian organizations to seek safety and refuge.



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## LESSON FOUR: BREAKING DOWN MYTHS AND MISPERCEPTIONS

Analyze common myths and misperceptions about refugees using information from international agencies to break down and challenge those stereotypes.



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## CULMINATING ACTIVITY - BREAKING DOWN MYTHS

To assess their learning, students will synthesize their notes and write a letter to the editor in response to one or two myths they have identified about the refugee experience.

### U.S. COMMON CORE STANDARDS

English Language Arts Grades 9-10, 11-12

RI.9-10.1/11-12.1, RI.9-10.5/11-12.5, RI.9-10.6/11-12.6, RI.9-10.7/11-12.7, RI.9-10.8/11-12.8, W.9-10.1/W.11-12.1, W.9-10.3/W.11-12.3, W.9-10.8/W.11-12.8, W.9-10.9/W.11-12.9, SL.11-12.1

English Language Arts: Literacy in History/Social Studies 9-10, 11-12

RH.9-10.1, RH.9-10.2, RH.9-10.4 and RH.11-12.1, RH 11-12.2, RH 11-12.4

# INSIDE MY HEART

## Lesson One: TEACHING THE FULL FILM



### Lesson Summary

This lesson supports educators who want to show the full film to their students. In this lesson, students will define common language and terms related to refugees and forced migration and reflect on how the experience of the families in the film informs the viewers' understanding of the global refugee crisis.

An extended learning exercise on the Power of Storytelling is included at the end of the lesson for English Language Arts classrooms.

Lesson One can be used alone, or as an introduction to the further classroom lessons related to *Inside My Heart*, including:

- **Lesson Two - Asylum and Resettlement**
- **Lesson Three - Refugee Choices**
- **Lesson Four - Breaking Down Myths and Misperceptions**

Each lesson suggests that the students use a Note Catcher (included) to take notes on while they are watching the clip, or just after.

Lesson Four contains a synthesis lesson where students may want to refer back to the Note Catchers from each of the previous lessons they've completed.

\*A [Community Screening Guide](#) is also available to supplement *Inside My Heart*, offering further background information for this lesson. The guide contains tips for facilitating constructive dialogue, and for recognizing that within any group viewing the film, each person will bring unique perspectives and life experiences to the discussion. Creating a respectful and open space for discussion within and outside of classrooms requires active listening and a willingness to learn different perspectives.

## Lesson Objectives

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By the end of this lesson students will:

- Define critical terms related to refugees and forced migration.
- Connect the stories in *Inside My Heart* to the global picture of refugees and forced migration.

**TIME ALLOTMENT:** Two hours: 10 minutes pre-screening exercise, 1:10 to screen film, 40 minutes post-screening exercise.

**MATERIALS:** Equipment to screen the full film, copies of Handouts One and Two - the Note Catcher and the Map of Refugee Routes.

## Pre-Screening

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Introduce the film to the class using this or similar language:

*“Inside My Heart chronicles the lives of three families who were forced to flee Syria and Afghanistan at the peak of the refugee and migrant crisis from 2015-2017. In the wake of witnessing unthinkable atrocities and having the lives they’ve known wrested away, these mothers, fathers, sons and daughters exhibit remarkable resilience as they fight for survival.”<sup>1</sup>*

Write the nouns ‘refugee’ and ‘migrant’ on the board. Ask students to define the terms and share the similarities and differences between them.

After a brief discussion, share this quote from the UN Refugee Agency to explain why understanding the meaning of words is so important:

*“Conflating ‘refugees’ and ‘migrants’ can undermine public support for refugees and the institution of asylum at a time when more refugees need such protection than ever before.”<sup>2</sup>*

As a class, generate a list of words and terms students have heard related to refugees and the refugee crisis to define together. Sample terms and definitions adapted from the [glossary at the International Organization for Migration \(IOM\)](#) may include:

**Asylum:** Legal protection granted to refugees by a host country.

**Forced Migration:** Movement from one country to another that is coerced for any reason, including violence, war, persecution, economic or environmental crisis.

**Immigration:** An umbrella term to describe movement of individuals and populations across international borders.

**Internally Displaced:** People who are forced to leave their homes and settle elsewhere within their own country.

**Migrant:** A person who moves from one country to another for any reason, from economic or educational opportunity to fleeing from violence or persecution.

**Refugee:** A person who is fleeing their country because of violence or persecution, as defined by international standards. Refugees do not choose to leave their homes freely, but rather are forced to leave their homes because of life threatening circumstances.

**Refugee Camp:** Temporary group living situations to meet the humanitarian needs of groups of refugees.

**United Nations:** A global organization of member countries that creates laws, regulations and policies to confront shared challenges.

Distribute the Note Catcher and European Map so that students can jot down notes as they are watching and use the map to follow the movements of the families in the film.

<sup>1</sup> <https://giustrafoundation.org/programs/special-projects/inside-my-heart/>

<sup>2</sup> United Nations. “UNHCR Viewpoint: ‘Refugee’ or ‘Migrant’ – Which Is Right?” UNHCR, 11 July 2016, [www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html](http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html).

## Screening the Film

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### POST-SCREENING EXERCISES:

#### Suggested Discussion Questions:

After screening the film, open the conversation with these discussion questions, inviting students to use the notes from their Note Catchers to refer to their answers:

1. What particular moments stood out to you in the film? Why?
2. What did you see in the film that surprised you?
3. What did you learn about why the families in the film left their home countries?
4. Did anything you see in the film change the way you think about the challenges and the resilience of refugees?
5. Was there any part of the film that was confusing, or about which you wanted to learn more?

## Understanding the Global Refugee

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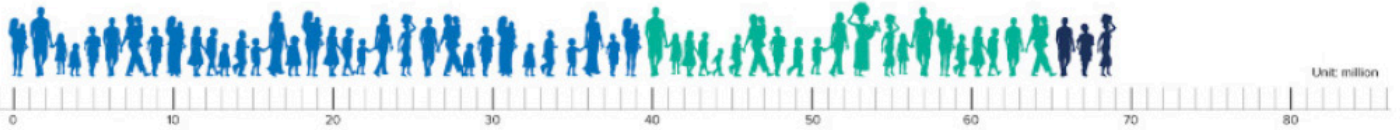
According to the UN High Commissioner on Refugees, there are 68.5 million people in the world who have been forcibly displaced, and 25.4 million of them are refugees.<sup>3</sup> This is the highest number of refugees the world has witnessed since just after World War Two.

Print and distribute or project the infographic on the next page from the UN High Commissioner on Refugees:

<sup>3</sup> Parater, Lauren. "10 Infographics That Show the Insane Scale of Global Displacement." UNHCR, 22 May 2018, [www.unhcr.org/innovation/10-infographics-that-show-the-insane-scale-of-the-global-displacement-crisis/](http://www.unhcr.org/innovation/10-infographics-that-show-the-insane-scale-of-the-global-displacement-crisis/).



**68.5 million** forcibly displaced people worldwide



Internally Displaced People  
**40 million**

Refugees  
**25.4 million**

19.9 million under UNHCR mandate  
5.4 million Palestinian refugees registered by UNRWA

Asylum-seekers  
**3.1 million**

Where the world's displaced people are being hosted

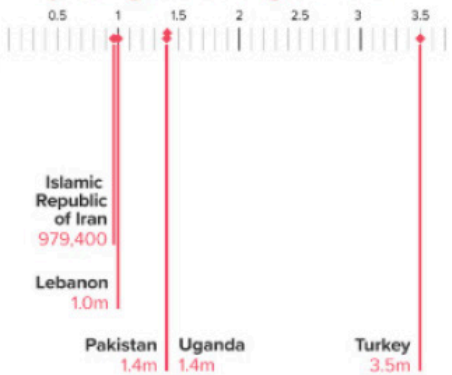


85 per cent of the world's displaced people are in developing countries

**57%** of refugees worldwide came from three countries



Top refugee-hosting countries



**10 million** stateless people



**102,800** Refugees resettled

**44,400** people

a day forced to flee their homes because of conflict and persecution

**16,765** personnel

UNHCR employs 16,765 people worldwide (as of 30 November 2018)

**138** countries

We work in 138 countries (as of 30 November 2018)

We are funded almost entirely by voluntary contributions, with 87 per cent from governments and the European Union and 10 per cent from private donors

Source: UNHCR / 19 June 2018



**SUGGESTED DISCUSSION QUESTIONS:**

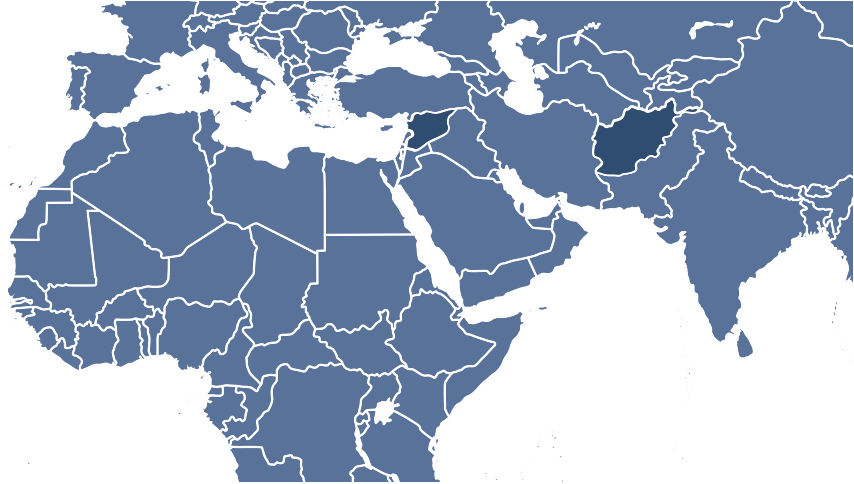
- What do the numbers on this chart tell you about the global movement of refugees and other displaced populations? Where would you go to find the stories behind the numbers?
- When you think about the stories of the families in *Inside My Heart*, where do they fit into this chart? What about their journeys fits in with these numbers? What about their journeys is different?
- When you place their stories inside this larger global context, what questions are raised for you about how and where care and humanitarian aid for refugees should be focused?

## *For Further Learning*

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Multiple resources are available at [www.unhcr.org](http://www.unhcr.org) and [www.unrefugees.org](http://www.unrefugees.org) to learn about refugee resettlement in your community and find campaigns, organizations and programs supporting refugees around the world.

### **1. DOCUMENTING THE CONFLICTS IN SYRIA AND AFGHANISTAN**



Ask students to research and compile timelines that encapsulate the reasons for the current conflicts in Syria and Afghanistan. Use these, or other research resources, and ask students to be ready to present where their data comes from and why they believe it is a credible source:

#### **Afghanistan**

For a detailed article about the history of Afghanistan since its 1919 declaration of independence from colonial British rule, read the BBC's Afghanistan profile at: <https://www.bbc.com/news/world-south-asia-12024253>

Or use the Council on Foreign Relations' interactive web platform [The U.S. War in Afghanistan](#) for further learning.

#### **Syria**

For a description of major events and international players in this complex conflict, read the BBC article, [Why is there a war in Syria?](#)

This six-minute video from the online news agency Vox offers a more complete explanation of the Syrian crisis: <https://www.youtube.com/watch?v=JFpanWNgfQY>



## 2. ENGLISH LANGUAGE ARTS: THE POWER OF STORYTELLING

Choose one of the families from the film and write two paragraphs about them.

In the first paragraph, use the notes you took during the film to write an outline of what happened to them according to what you saw in the film. For example, where are they from? How did they travel to Europe? Where did they stay? How did they move from place to place? What obstacles did they encounter?

In the second paragraph, write about your perception of that same family's experience. What are your observations about how they felt? What clues lead you to this conclusion? What goals and dreams did the families express, or did you interpret from their actions or words?

Ask a few students to read their two paragraphs aloud. As a large group, discuss:

### SUGGESTED DISCUSSION QUESTIONS:

- Which style of writing is easier for you?
- Which style do you think is more accurate or “true”?
- Which story do you think is more important? Why?
- Before you saw the film, was your understanding about refugees more like the first or the second story?
- How did the film change your understanding of the refugee crisis? How do personal perspectives, like the ones in *Inside My Heart*, add to your understanding of refugees?
- Where do you see writing similar in style to that of your first paragraph? Where do you go to find stories similar to the second?
- What is the intention of each of these types of writing?
- When is the appropriate time to use each of these writing approaches?



*Lesson One*  
**HANDOUT ONE: NOTE CATCHER**  
INSIDE MY HEART

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1. As you watch, write down words or phrases that are unfamiliar or confusing:

2. Use this space to jot down moments or images that touch you or evoke strong emotions:

3. Take notes to help remember the pathways that each of the families travel during the film.

*Saghar and Sahar (the twins):*

*Zahra and her Children:*

*Mohamed and his Family:*

4. Write down questions raised by the clip that you may want to learn more about.

*Lesson One*  
**HANDOUT TWO: MAP OF REFUGEE ROUTES**  
*INSIDE MY HEART*

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<https://mapofeurope.com/colorful-map-of-europe/>

Use this interactive map from UNHCR to compare and contrast the movement of Syrian and Afghan refugees in Europe with other populations around the world:

<http://popstats.unhcr.org/en/overview>

# INSIDE MY HEART

## Lesson Two: ASYLUM AND RESETTLEMENT



### Lesson Summary

In this lesson, students will use clips from the film *Inside My Heart* to learn about the experience of refugees – especially women and girls – as they request asylum in a host country. Students will examine international policy recommendations and how those policies are enacted in the European Union, Canada and the United States. Finally, students will read and analyze the UN’s commitments to refugee women and girls.

### Lesson Objectives

By the end of this lessons, students will:

- Understand the meanings of the key words “refugee” and “asylum” as the basic tenets of refugee resettlement policies.
- Articulate why women and girls are in need of particular attention in refugee aid settings and describe and assess actions that have been taken to meet their needs.

**TIME ALLOTMENT:** One class period

**MATERIALS:** Access to the clips, Note Catcher

\*Lesson Four contains a synthesis lesson where students may want to refer back to the Note Catchers from any previous lesson they’ve completed.

### WHAT IS A REGUEE, AND WHAT IS ASYLUM?

Read aloud or distribute this definition of a “refugee” from Article A of the [United Nations 1951 Convention on the Status of Refugees](#). A refugee is a person who:

*“...owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”*

The convention goes on to outline the responsibilities and rights of refugees in the countries where they are seeking protection.

UN policies are recommendations, and as such, member countries enact them in different ways. For example, with regard to the definition of who is a refugee and thus entitled to these rights, each country can arrive at its own definitions of what is a “well-founded fear” and therefore who can be considered a refugee.

When refugees arrive in a host country, they can request [asylum](#) from that country. Asylum is a form of internationally recognized legal protection granted to people who have fled their nation of citizenship or residence because of well-founded fear of persecution or violence. Granting asylum acknowledges their status as refugees and entitles them to rights and protections afforded to them, such as access to housing, education, employment, humanitarian services, and/or a pathway to legal residence. As with deciding who is a refugee, nations also get to decide how people apply for asylum, who receives it, and what is involved.

As a class, discuss the definitions of “refugees” and “asylum.”

- How do you understand the definition of the term “refugee?”
- What do you know about refugees who are accepted in your community?
- For those in your community or country who receive asylum, what does that involve?
- What would you like to learn about refugees and asylum in your community?



**Step One:** Introduce clip one. In this clip the family is waiting for Sweden’s review of their application for asylum. When they arrived in Sweden, the family filed an application for asylum that included information such as where they came from, why they left and what they perceive to be the “well-founded fear” for their lives. During their asylum application review, the families have received shelter in a temporary home, support for food, clothing and other necessities, education and medical services.

**Step Two: Watch Clip 1 - 25:59-31:00 (5 min)**

**Summary:** In this clip, Saghar and Sahar are in Sweden, discussing what asylum means to them and their friend. Their mother talks about the particular danger for her daughters in Afghanistan.

Ask the class, “What are the reasons that Samee is afraid to return to Afghanistan with her daughters?”

**Step Three:** Introduce the idea that gender inequities in societies are heightened and amplified in times of conflict. In recognition of this fact, the UN High Commissioner for Refugees adopted [five commitments to refugee women](#) in 2001 to ensure that humanitarian services recognize and address the specific needs of women. The commitments include:

- 1. MEANINGFUL PARTICIPATION:** The active inclusion of women in management and leadership of services for refugees at all levels, from the administration of the UNHCR to resident leadership within refugee camps.
- 2. INDIVIDUAL REGISTRATION AND DOCUMENTATION:** This requires that women and children are counted and recorded with individual data in camps. This commitment serves to represent true numbers of people in need of service and offers insight into the needs of refugee women and children.
- 3. FOOD AND NON-FOOD ITEM DISTRIBUTION:** This commitment requires that women are prioritized in the distribution of food and other items in refugee camps. Research shows that doing so ensures better distribution of the goods throughout the population of refugees.
- 4. ECONOMIC EMPOWERMENT:** Training, education and programs that empower women to support themselves and their families is a singularly effective tool for economic development.
- 5. PREVENTION OF SEXUAL AND GENDER-BASED VIOLENCE.** Research shows one in five refugee women experience rape. Prevention of sexual and gender-based violence is critical to care for women and girls in transition and forced migration.

Pages 4-10 of the [2016 UNHCR Review of Gender Equality in Operations](#) offers analysis and updates on global actions to address each of those five commitments. Break the class into five small groups. Each group is assigned a commitment to research and examine. Ask each group to report back to the class on their findings, explaining why their commitment matters, what has been done to act on it, and what still needs to happen.



## ACTIVITY 2: RESETTLEMENT POLICY

In between the first clip and this one, the family finds out that the twins' friend's family was denied asylum in Sweden and has to return to Afghanistan.

### Step One: Watch Clip 2 - 51:01-53:51 (~3 min)

**Summary:** In this clip, the family talks with a new friend about the uncertainty of their future, and what will happen if they are denied asylum.

Classroom discussion question:

- What do you think are the factors that a nation uses to determine which refugees get to resettle in their country?
- Do you think the twins and their family should receive asylum from Sweden? Why or why not?



## *Homework and Extended Learning*

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### **CASE STUDY - HOW GERMANY RESPONDED**

Introduce the next activity by letting students know that the rules and policies that determine who gets asylum are determined nation by nation, and are heavily influenced by current events.

For example, in 2015 in response to the crisis in Syria, Germany opened its borders to all asylum seekers. Yet within a few months, small towns in Germany were straining to accommodate the newcomers, and soon after a few violent attacks throughout Europe initiated a wave of anti-immigrant sentiment and Islamophobia that moved German Chancellor Angela Merkel to restrict the borders again.

For homework, ask students to review the major events of this [chronology](#)<sup>1</sup> of Germany's asylum and refugee policies.

Ask students to come back to class ready to present on and discuss the following questions:

- Why do you think Chancellor Merkel believed Germany should and could welcome so many asylum seekers?
- What do you see as the benefits to Germany of welcoming so many newcomers?
- What do you see as the challenges to doing so?
- What do you think refugees arriving need from a host country in order to successfully resettle?

## *Extended Learning*

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Challenge students to research, explore and assess the asylum request and resettlement practices and policies of your own country using these or other resources:

### **CANADA**

<https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/canada-role.html>

This government website offers information on refugee resettlement and policy in Canada.

### **EUROPEAN UNION**

<https://www.resettlement.eu/>

The EU's Resettlement Network intends to harmonize resettlement efforts in the EU.

### **UNITED STATES**

<https://www.state.gov/j/prm/ra/>

The Department of State's website on refugee policy and programs.

<sup>1</sup> <https://www.dw.com/en/two-years-since-germany-opened-its-borders-to-refugees-a-chronology/a-40327634>





# INSIDE MY HEART

## Lesson Three: REFUGEE CHOICES



### Lesson Summary

In this lesson, students will use clips from the film *Inside My Heart* to understand the experiences of refugees as they flee their countries and encounter humanitarian aid while searching for safety.

### Lesson Objectives

By the end of this lessons, students will:

- Understand the nature and structure of refugee camps and their function in international humanitarian crises.
- Become familiar with the history of the Idomeni refugee camp on the border of Greece and Macedonia.
- Articulate factors that influence refugees' decisions with regards to where to go once they have fled their countries.

**TIME ALLOTMENT:** One class period, plus optional homework.

**MATERIALS:** Access to the clips, copies of the Note Catcher and Influencing Factors charts.

\*Lesson Four contains a synthesis lesson where students may want to refer back to the note catchers from any previous lesson.

## Pre-Screening Activities

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Ask students to work in pairs and write their answers to these questions:

- What are refugee camps?
- Where do they come from?
- Who pays for them?
- Who lives in them?
- What is their purpose?

Ask pairs to share out answers and discuss what they know about refugee camps.

It may be helpful to read aloud this definition from the United Nations High Commissioner on Refugees and have students discuss any new information this definition includes. ([UNHCR](#)):

*A refugee camp is intended as a temporary accommodation for people who have been forced to flee their home because of violence and persecution. They are constructed while crises unfold for people fleeing for their lives.*

*These hastily built shelters provide immediate protection and safety for the world's most vulnerable people. Camps allow UNHCR (and other agencies) to deliver lifesaving aid like food, water and medical attention during an emergency.*

Introduce the film *Inside My Heart*. Let students know they will be watching a few clips from the film that detail these Syrian families' experiences in refugee camps in Europe to deepen their knowledge.

Distribute the Note Catcher and watch Clips 1-3. After each clip, offer students a moment to write their reflections.

### **WATCH CLIP 1: WHERE THIS STORY BEGINS - 0:00-05:55 (6 MIN)**

**Summary:** In this clip, the filmmaker meets each of the three families that are featured in *Inside My Heart*. Saghar and Sahar arrive in Greece on a boat in the middle of the night, Mohamed and Zahra are both angry about the treatment they receive in the refugee camps on European soil.

Give students a moment to write their reflections on the Note Catcher after watching Clip 1.

### **WATCH CLIP 2: LEAVING IDOMENI 13:15-19:10 (6 MIN)**

**Summary:** In this clip, Zahra and her children walk out of the Idomeni refugee camp where they've been staying to try and circumvent the closure of the Macedonian border. Mohamed and Huda leave Idomeni to return to Turkey and discuss whether to go back to join their son who remained behind in Europe or to stay where they are.

Give students a moment to write their reflections on the Note Catcher after watching Clip 2.

**Briefly Discuss:** What factors did you see Zahra and Mohamed and Huda consider as they decided how to navigate their situations?

### **WATCH CLIP 3: AWAITING ASYLUM - 45:52-50:10 (5 MIN)**

**Summary:** In this final clip in Lesson 3, Mohamed and Huda discuss whether it is better to live in poverty in Turkey or try again for a better life in Europe. Zahra and her children are in another refugee camp after their failed attempts to be smuggled through Macedonia. She and her sons talk about rumors they've heard about the pathways of other Syrian families and what is the best choice for them.

Give students a moment to write their reflections on the Note Catcher after watching Clip 3.

### *Exercise: Charting Push-Pull Factors*

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This exercise will ask students to reflect on the different factors that affected and influenced the families' choices in response to the Syrian crisis.

Ask students to choose a family, either Zahra and her children or Mohamed and Huda, and chart the decision factors they learned from the film that influenced the families' actions at each point in the film clips. Factors may include safety, money, laws, information, cultural considerations, education, or others.

After completing the chart, ask students to present their charts in pairs and compare the factors they perceived at each point.

Work together to identify how a different action by a government or aid organization might have influenced those decision factors. How might the aid agencies have done something differently to improve the refugees' experience?

Combine again into groups of four and repeat the same steps. Ask groups to identify and present one or two recommendations for aid agencies or governments running refugee camps to improve the lives of people in transition.



**CHART FOR ZAHRA'S FAMILY**

	INFLUENCING FACTORS	PRESSURES/EMOTIONS
LEAVING SYRIA		
LEAVING IDOMENI ILLEGALLY		
STAYING IN SECOND REFUGEE CAMP		
OTHER		

**CHART FOR MOHAMED'S FAMILY**

	INFLUENCING FACTORS	PRESSURES/EMOTIONS
SYRIA		
LEAVING IDOMENI		
RETURNING TO TURKEY		
TRYING TO RETURN TO EUROPE AGAIN		
OTHER		

## *Optional Homework Assignment: Idomeni*

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Zahra's and Mohamed's families spent time in the Idomeni Refugee Camp. Idomeni emerged when thousands of refugees fleeing Syria, Afghanistan and other countries landed in Greece and tried to make their way into Northern Europe through Macedonia. In March, 2016, Macedonia closed its border and the makeshift Idomeni camp was built around the nearby railroad station, eventually housing more than 11,000 people waiting for the borders to open.

Read the article or show the video [“Analysis: the Disgrace of Idomeni Refugee Camp”](#) from Euronews, published November 4, 2016, about the evacuation of Idomeni.

Ask students to write short responses to the following questions:

- The Idomeni camp emerged from the closed border at Macedonia. Other refugee camps, established by the U.N. and other international aid organizations, are established in cooperation with host governments at other locations. Why do you think the refugees wanted to stay at Idomeni instead of going to an “official” camp?
- In the newsclip, the reporter states, “Despite intense criticism, the Greek government’s plan is to let the migrants tire of the appalling conditions at the makeshift border camps and – without the use of force – leave of their own free will in order to seek proper accommodation at the organized refugee settlements that operate in the country.”
- Do you think that is a reasonable governmental strategy? Why or why not?
- What is a host country’s responsibility to refugees fleeing violence elsewhere?
- What do you think is an ideal strategy for protecting refugees and recognizing the costs to host countries?

## *Extended Learning*

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1. Have each group do some research into their recommendation from Exercise One’s Influence Factors Charts to see whether work in that area has been in practice elsewhere and what the results were.

2. Explore the Aftermath Project’s 2015 winner Brandon Bannon’s project, [The Most Important Picture: Syrian Refugees Telling Their Own Story](#), a collection of images and stories from young people in Jordan’s Zataari Refugee Camp to gain more insight into the experience of refugees.

3. Use these podcasts from This American Life to access more stories of Syrian refugees in Greece in 2016, including a virtual tour of other formal and non-formal refugee camps in a baseball stadium, a tourist island and in other places.  
<https://www.thisamericanlife.org/greece/>



# INSIDE MY HEART

## Lesson Four: BREAKING DOWN MYTHS AND MISPERCEPTIONS



### Lesson Summary

In this lesson, students will use examples and clips from the film to analyze common myths and misperceptions about refugees. They will also refer to notes and information from the previous lessons to break down and challenge those stereotypes. Students will grapple with the ways these assumptions can influence policy, programs, and how refugees are welcomed in their new homes. Finally, they will write a letter to the editor expressing what they want people in their communities to know about newcomer refugees.

### Lesson Objectives

By the end of this lessons, students will:

- Synthesize what they've learned about refugees in Lessons One-Three.
- Learn about common misperceptions about refugees and why they are false.
- Articulate their own new understanding of refugees.

**TIME ALLOTMENT:** One class period

**MATERIALS:** Access to the clips



## Pre-Screening Activities

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Beginning with the [1951 Geneva Convention](#) on refugees, The United Nations has established guidelines by which member nations decide how to accept refugees and whether to grant them asylum. Additionally, the UN has established [global guidelines](#) and frameworks for sharing the global burden of protecting the lives and rights of refugees.

Yet, despite these efforts, refugees do not always receive welcome and assistance. Many factors influence how refugees are received in their new countries, including the economic situation and capacity to support them, but also assumptions and fears about who refugees are and why they arrive.

As a class, discuss:

- **Why is it important to understand what is and is not true about refugees?**
- **How do you think myths and misunderstandings about refugees influence how and whether they are welcomed into a new community?**
- **How does an accurate understanding about refugees help refugees resettle into their new communities?**

## Distribute the Note Catcher and Watch Clips One-Three

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### **CLIP ONE - 5:58-9:55 (4 MINS)**

Summary: The twins are in school in Sweden and the teacher asks them to share their journey with the class.

### **CLIP TWO 25:53-28:06 (2 MINS)**

Summary: Saghar and Sahar talk with another Afghan friend about their experience since leaving Afghanistan, making friends and their hopes for the future.

### **CLIP THREE: 57:35-1:00 (2 MINS)**

Summary: In this clip, Saghar comforts her baby doll while listening to her sister and brother talk about their experience of adapting to their new home in Sweden. They are apprehensive about what the future holds.

Give students a moment to write their reflections on the Note Catcher after watching each clip.

## Culminating Exercise: Breaking Down Myths

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Project, read aloud, or pass out copies of these eight common myths about refugees, as defined by the [Global ONE Campaign](#).

1. Most of the world's refugees are in wealthy countries.
2. Most refugees are adults.
3. Refugees and migrants are the same thing.
4. All refugees come from war zones.
5. It's easy for refugees to resettle into other countries.
6. Refugees are an economic burden to other countries.
7. Once a refugee is resettled in another country, things get easier.
8. There's nothing I can do to help the refugee crisis.

As a class, brainstorm any other myths that they are aware of that are missing from this list.

Ask each student to choose one or two of these myths and use the notes on their Note Catchers, class notes or writings for these or the other clips and lessons to write a letter to the editor about why the myths are wrong, and what their new understanding is about refugees.

Use [these tips from NCTE](#) for how to write an effective letter to the editor.

## *For Students Who Want to Get Further Involved*

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**EXTENSION ACTIVITY:** Challenge students to send their letters to a relevant news source, including the school's or neighborhood newspaper, the city or municipal newspaper or national news outlets.

**SPREAD THE WORD:** Encourage others to watch and share this film in an effort to educate their networks and communities. Share the film, lesson and screening guide with others through [giustrafoundation.org/programs/special-projects/inside-my-heart/](http://giustrafoundation.org/programs/special-projects/inside-my-heart/)

**WORK LOCALLY:** Challenge students to learn about the organizations and services that are supporting the resettlement of refugees in your community and get involved.

**SUPPORT REFUGEES ON SOCIAL MEDIA:** Students can share these [social graphics](#) on social media and elsewhere and sign the UNHCR [#WithRefugees](#) petition to break down stigma and support refugee resettlement programs.



*Lesson Four*  
**HANDOUT ONE: NOTE CATCHER**  
INSIDE MY HEART

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**CLIP ONE**

1. Write down what you notice in this clip that might be new information for someone who knows very little about refugees.
  
  
  
  
  
  
  
  
  
  
2. What do you notice in this clip that you would want others to understand about refugees?

**CLIP TWO**

3. Write down what you notice in this clip that might be new information for someone who knows very little about refugees.
  
  
  
  
  
  
  
  
  
  
4. What do you notice in this clip that you would want others to understand about refugees?

**CLIP THREE**

5. Write down what you notice in this clip that might be new information for someone who knows very little about refugees.
  
  
  
  
  
  
  
  
  
  
6. What do you notice in this clip that you would want others to understand about refugees?