



<b>Name of the activity</b>	<b>Hello the Czech Republic – Shadi (a movie)</b>
<b>Topic of the activity</b>	<b>Migration</b>
<b>Learning outcomes covered (corresponding with big ideas)</b>	<p><b>Key words:</b> migration, refugee, Kurdistan, new school, new country</p> <ol style="list-style-type: none"> <li>1. Students can localize Kurdistan. They can present current situation in this area.</li> <li>2. Students interpret the movie and its message. They compare it with their own experience.</li> <li>3. They can explain what migration is. They can identify and name push and pull factors of migration.</li> <li>4. They can name some risks that migrants can deal with (e.g. the first day at school, in a new country)</li> </ol>
<b>Subject</b>	<b>Citizenship, Geography, Social Sciences (Global Education)</b>
<b>Age of students/pupils</b>	<b>12+</b>
<b>Time demands</b>	<b>60 minutes</b>
<b>Step by step description</b>	<ol style="list-style-type: none"> <li>1. <b>Copy the worksheet (a short text about Kurdistan) for each student or for small groups.</b></li> <li>2. <b>Kurdistan</b> <ul style="list-style-type: none"> <li>• Start with a short brainstorming activity - “What do you know about Kurdistan?”</li> <li>• Then split students into small groups and ask them to read the text about Kurdistan. After that, find this area on the map of the world or on Google Maps and discuss with students the current situation of Kurdish nation (war, no independent nation state,...).</li> </ul> </li> <li>3. <b>A Movie – Shadi (or other relevant video)</b> <ul style="list-style-type: none"> <li>• The movie is about Shadi, a young Kurdish girl, who had to leave her country. It is about her courage, homesickness and missing her mother. Her mother is in insoluble situation – life in the war or better future for my child? She decides for a drastic solution and sends her daughter to Sweden. In the new country, Shadi has to adapt to a new situation and life (Christmas, new language, fashion, etc.)</li> <li>• Watch the movie about Shadi.</li> <li>• Encourage students to discuss what was the video about in small groups, then with a class. You can use these questions: <ul style="list-style-type: none"> <li>• How does the video make you feel?</li> <li>• Is there any extra moment you remember?</li> </ul> </li> </ul> </li> </ol>



- What do you know about Kurdistan? What can we add to our list?
- What did Shadi and her mother's life in Kurdistan look like?
- Why did she leave Kurdistan? (push factors)
- Why did Shadi's mother send her to Sweden? (pull factors)
- Why is the scarf so important in the story?
- What could be Shadi thinking about when she came to Sweden?
- How does her mother feel?
- ...

#### 4. Shadi's first day at school – a role-playing game

- Choose a volunteer who will be Shadi. It could also be a teacher.
- It is Shadi's first day at school and the class teacher forgot to inform the class about a new student. What will happen?
  - Shadi (a student or a teacher) comes to the class. He/she looks completely different (an eccentric model is recommended). He/she can't speak the native language, but he/she can speak Spanish, German, English or other language a little.
  - Shadi doesn't know what to do, where to sit, etc., so the students have to communicate with the newcomer and explain the basic rules at school.
- After game encourage students and the volunteer (Shadi) to speak about the game.
  - How did you feel?
  - What problems has Shadi face to?
  - What was the most difficult aspect of communication? What helped you?

**Attachements, notes****Appendix 1****Kurdistan**

The Kurds are the fourth largest ethnic group in West Asia and they are the largest ethnic group without its independent nation state. They inhabit the area known as Kurdistan – it includes south-eastern Turkey, north-western Iran, northern Iraq, and northern Syria. The number of Kurds living in Southwest Asia is estimated at 25 to 30 million. Most of them live in Turkey, but they also live in Iran, Iraq, Armenia and Syria.

Although the Kurdish nationalism and the effort to create an independent Kurdish state exists since the end of 19<sup>th</sup> century, there is still no progress. The Kurds are politically persecuted and many Kurdish writers, journalists and human-rights activists have been imprisoned or executed. Civilian population has to migrate from place to place and there also were numerous genocides. The Kurdish language and culture are often prohibited.

