



LESSON PLAN BASED ON A MOVIE

NAME OF THE MOVIE: AMREEKA

GRADES: 9-12

DURATION: 10- 15 days

OBJECTIVES

- The students will be able to distinguish between immigrants and refugees.
- The students will be able to identify the problems faced by immigrants/refugees/ cross-cultural students.
- The students will be able to understand the emotional state of the refugees/immigrants/cross-cultural students.
- The students will learn the concept of Stereotype and the negative aspects of stereotype.
- The students will have the opportunity to analyse the resources available for immigrants/refugees/cross-cultural students at a school level, starting with their own school.

RESOURCES

- Movie CD- AMREEKA
- Computer
- Supplementary Documents- Youtube videos, Powerpoint presentation, Documentaries, Newspaper

LESSON CONTEXT

The movie beautifully portrays the concept of how a single mother with her teenage son immigrates to the United States hoping to have a better life and environment in contrast to the place where they lived without a self-identification

Muna, a bank accountant, single mother and a Palestinian Christian by faith with her teenage son Fadi, lives in Bethlehem. Muna works in a bank at Ramallah, a part of Palestinian territories. Each day, Muna must cross the Israeli checkpoints to pick Fadi from school which was a tiring and a traumatizing event. Muna discovers that she had been approved for a US visa through the lottery and thus decides on to go to the United States in seek of better scenario and future for both Fadi and herself, but, to her dismay, she discovers that the US is not a welcoming place for Palestinians. During her initial days, she stays with her sister's family in Illinois.

Muna finds very hard to land a job based on her qualifications despite having a good experience in the banking sector. She realizes that people were terrified and stereotyped of she belonging to the Muslim nation as she could be a terrorist. Further, Muna discovers that her sister's family had been experiencing difficulties post 9/11 and Iraq war. Similarly, Fadi experiences the same hate from few of his classmates.

The story ends by Muna asking Fadi to balance the twofold hardship of embracing his tradition and heritage and seeking acceptance as a first-generation immigrant teen.

MAIN ACTIVITY

SESSION 1:

- The teacher can start the class by engaging the students in a small conversation by asking them to share their experiences in going to school on a regular basis. The teacher can ask them to describe their day-to-day events that occur while travelling to school.
- The teacher can introduce the movie to the students and ask the students to watch the movie carefully and observe various themes related to the content of the movie.

The teacher now plays the movie to the students

Duration: 96 minutes

- The teacher can wrap up the session by asking the students to reflect upon the themes synthesized while watching the movie.

Note: Themes could be generated by the students in the aspect of emotional, social, cultural, and educational basis.

ONGOING SESSIONS

- The teacher can discuss about the themes what the students have reflected up on after watching the movie.
- The teacher can ask the students if they knew who immigrants and refugees are and would they be able to distinguish between the two.

The teacher can now play a small 5 minute video on ‘What does it mean to be a refugee?’ <https://www.youtube.com/watch?v=25bwiSikRsI> that provides an explanation to the students in distinguishing between the two.

- The teacher can introduce a new concept called ‘Stereotype’ and explain the pros and cons of stereotyping with examples.

The teacher can now play a small 1:50 minute video on ‘Stereotype- Cultural diversity’ <https://www.youtube.com/watch?v=XUO59Emi3eo> that helps the students to understand the common notion of cultural stereotype.

- The teacher can also point out the places where ‘stereotype’ was depicted in the movie and discuss a little more on the topic.

ACTIVITIES

- As a part of reflections based on the movie, the teacher can divide the students in a team of five for all the activities and let them choose from the following components as for how would they want to present their understandings and findings to the class through the activities.

ACTIVITY 1

The teacher can ask the students to write a short paragraph based on the movie emphasizing on the reflected themes as mentioned below by emphasizing the pros and cons of the themes in relation to the movie

- Culture
- Religion/ Social
- Education
- Emotions

ACTIVITY 2

Mini-Project

- The students will have an opportunity to conduct a mini- survey within the school in identifying the immigrants and the refugees based on short interviews.
If there are no refugees or immigrants in the school, the students can conduct a survey based on the cross-cultural students (non-Americans) studying in the school.

Note: All the questions for the interview could be discussed with the teacher prior hand before performing.

Case-study:

- The students can watch documentaries or read newspaper articles related to the emotional outburst of the refugees/immigrants/cross-cultural students and find one case and combine it with the mini-survey that they conducted within the school and analyse the results based on the resources available for them in the school.

Implications:

- After working on the mini-survey and the case study, the students along with their teams and other teams can suggest the parameters that could be improved at a school level for students who belonged to the aforementioned category.

As a wrap-up of the activity a report will be generated summarizing the issues faced by the students from refugees/ immigrants/ cross-cultural standpoint by stating the implications that could benefit them within school level in reference to the movie.

Note: One report per team could be generated irrespective of their mode of presentation.

ACTIVITY 3 (Individual activity)

Identifying the common Stereotypes on a cultural basis

Open mic

This activity could be conducted on-spot, where the teacher can ask the students to stand in front of the class and share some of their common stereotypes based on different cultures. Since this is a timed activity, each student can take 5-7 mins to share their thoughts.

MODES OF PRESENTATION

For those students who are interested in

- *Arts and crafts*- The findings can be presented in the form of a comic strip or posters.
- *Visual arts*- The findings can be presented in the form of PowerPoint presentation

CLOSURE

When the students finish presenting to the class, the teacher can discuss on the same by enlightening the students the importance of understanding the emotional states of people who left their country either by choice or out of no choice. The teacher can also highlight the resources available for such students at a school level and further emphasize on the implications that could be initiated at a school level starting with peer-support and acceptance.

The teacher can also give the students a glimpse of 'Stereotype Threat' and its consequence to oneself and to the society.

ASSESSMENT

The assessment would be purely based on the students understanding towards the subject and their sense of creativity

SPECIAL NEEDS ADAPTATIONS

Student with ADD/ADHD: Don't make the actual lesson too long so the student has to sit for a long period of time. Also, allow the student to indulge in various activities during class sessions like asking to summarize the concepts or encourage them to plan for their team/ independent activities.