

Movies that Matter - Shadow Game EN (before watching movie) - v.a. vmbo-breed

Maatschappijleer

Burgerschapsonderwijs

+2

Middelbare school

MBO

vmbo, havo, vwo

Leerjaar 3,4

[Toon 2 meer](#)Les van [Filmeducatie](#)

In deze les zitten **24 slides**, met **interactieve quiz**, **tekstslides** en **2 videos**.

🕒 Lesduur is: **50 min**

Introductie

Welcome to this preparatory lesson for the documentary Shadow Game (Eefje Blankenvoort & Els van Driel, 2021).

During this lesson, your class will learn about film education and human rights in the broadest sense. Film is an excellent way of increasing young people's awareness of social issues. This lesson will open the eyes of students to human rights issues.

This lesson is a preparation for the documentary Shadow Game. Every day, teenagers who have fled their war-torn country try to cross the European borders in search of protection and a better life. The documentary follows some of these boys on this dangerous journey, which sometimes takes months or even years.

Do you have questions or comments about this lesson? Please feel free to contact us by emailing educatie@moviesthatmatter.nl or calling 020-2807612.

Instructies

Themes

- Refugees
- Asylum application
- EU migration management

Structure of the lesson

This lesson is a preparation for watching the film and consists of three parts:

- 1) Introduction (+- 10 min)
- 2) Study the content (+- 20 min)
- 3) Migration policy (+- 15 min)

Method

- The intention is described per slide.
- The lesson can be printed, including the notes per slide (see PDF in annex). In these notes you will find general, extensive information that will help you navigate through this lesson.
- It is possible to work with 'devices in the classroom' in this lesson. You can turn this on or off by unchecking the box at the bottom of the screen of the lesson presentation.
- There are hotspot buttons on the slides. Clicking on these will display (extra) information, a question or an instruction. As a teacher you can choose to read the information under the hotspot button with hat together with the pupils/students or to tell the pupils/students yourself. The information is therefore also included in the instructions for the individual slides.

Enjoy the lesson!

Onderdelen in deze les



Slide 1 - Tekstslide

This preparatory lesson is part of the documentary *Shadow Game (2021)*, made by Eefje Blankevoort and Els van Driel.

The lesson is divided into three parts:

1. Introduction (+- 10 min)
2. Content analysis (+- 20 min)
3. Migration policy (+- 15 min)



Slide 2 - Tekstslide

Introduction

In this section of the online lesson, the lesson objectives are described. Furthermore, the students will be activated to think about what they already know about fleeing your country.



Slide 3 - Tekstslide

Introduction

Soon you will watch this documentary Shadow Game. Look at the poster of the film. Discuss the following questions with the students:

- What do you see?
- What do you think the movie is about?

Following, tell the students that in the documentary two Dutch filmmakers Eefje Blankevoort and Els van Driel follow ten young people who try to get to Western Europe through the Balkan countries or Italy. Some of these boys take months or even years to do this.

Further, tell the students that the filmmakers chose this picture for the poster because they did not want to portray 'the unaccompanied minor refugee' as a victim. Their idea is that the boy is actually looking powerfully into the camera and is strong, contrary to the much common portrayal of refugees.



Slide 4 - Tekstslide

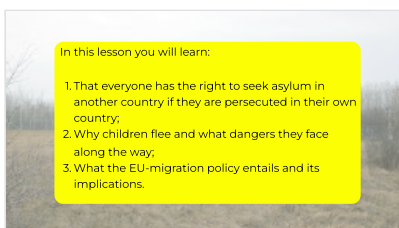
Introduction

The filmmakers followed the boys for three years. The making of the documentary was dangerous, emotional and complicated.

Discuss the following question:

- Why do you think that the filmmakers wanted to make the documentary anyway?

Answer: No documentary has ever been made that follows boys like these and see the world through their eyes. In addition, the documentary makers wondered if the rights of refugee children journeying alone are recognized by Europe.



In this lesson you will learn:

1. That everyone has the right to seek asylum in another country if they are persecuted in their own country;
2. Why children flee and what dangers they face along the way;
3. What the EU-migration policy entails and its implications.

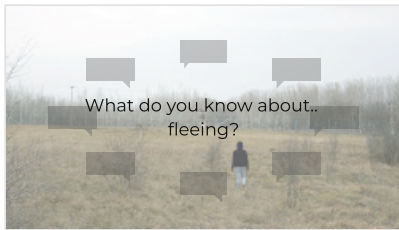
Slide 5 - Tekstslide

Introduction

This slide shows the goals of the lesson. You can discuss these with the students.

In this lesson you will learn:

1. That everyone has the right to seek asylum in another country if they are persecuted in their own country;
2. Why children flee and what dangers they face along the way;
3. What the EU-migration policy entails and its implications.



Slide 6 - Wordweb

Introduction

On this slide there is a word web for the students to use. The question is: what do you know about fleeing your country?

If the students are participating in the lesson with devices, they can fill in their answer online. If not, they can write it down or discuss it in class.

Examples of answers are asylum seekers, war, refugees, Refugee Convention, migration, etc.



Slide 7 - Tekstslide

In the second part of this lesson, three themes regarding fleeing and asylum issues will be discussed: *Migration routes, and reasons for children flee unaccompanied. The dangers they face when traveling alone, and why these dangers exist.*



Slide 8 - Tekstslide

Content analysis

This and the following slides explain the difference between refugees and asylum seekers. These concepts might have already popped up in the wordweb. While these concepts are often used simultaneously, there are notable and important differences.

Discuss the term refugee by clicking on the hotspot. For more information, see [this website](#).

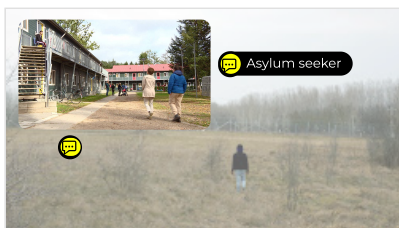
Following, ask the students whether they think if someone who is fleeing climate change, could be recognised as being a refugee. The answer will appear if you click on the hotspot.

Answer:

No, because someone will only be recognised as a refugee if they are persecuted on one or more of the following grounds:

- Race or nationality (for example Afghan refugees in Iran who risk being returned to Afghanistan);
- Religion;
- Belonging to a particular social or ethnic group (for example homosexual people in Uganda who risk being arrested);
- Political opinion (for example being politically active for the opposition party, which puts you in danger).

Even though climate change is increasingly becoming a reason for people to flee, it is not officially recognised as a ground for asylum (yet).



Slide 9 - Tekstslide

Content analysis

This and the following slides explain the difference between refugees and asylum seekers. These concepts might have already popped up in the wordweb. While these concepts are often used simultaneously, there are notable and important differences.



Slide 10 - Tekstslide

Content analysis

Look at the list of countries of origin and at the map with the students, and discuss the routes they think children use to flee to Europe. These migration routes are discussed further on the next slide.



Slide 11 - Tekstslide

Content analysis

This slide shows the different and most often used migration routes. Evaluate whether the students thought of all these routes, and then discuss the following questions:

- What problems and dangers do you think the children fleeing these routes will encounter?

Examples of answers include: human traffickers, abuse, bribery, harsh conditions in refugee camps, closed borders, etc. In the next slides, the problems young people face will be highlighted further.



Slide 12 - Tekstslide

Content analysis

Tell the students that you will be watching a short video from a Dutch newschannel about refugees. The duration of the video is about 3 minutes. It is cut into two parts, and automatically stops playing. You can turn on subtitles.

Before watching the video, discuss the questions on this slide by clicking on the hotspot. During the video, the students have to think about these questions. If necessary, have the students write down the questions so that they can review them during the video.



Slide 13 - Video

On this slide, you will be watching a short video about migration to Europe. The duration of the video is about 3 minutes. It is cut into two parts, and automatically stops playing.

You can turn on automatically generated subtitles by clicking on the settings button.



Slide 14 - Tekstslide

Content analysis

During the video, the students focus on two questions. Discuss their answers to these questions:

- Why do children have to make such a dangerous journey?
- How are, or can they be protected for these dangers?

Answers:

- *The situation in the countries of origin of refugees is often so distressing that they cannot travel legally. They are therefore forced to go on a dangerous journey. So, they cannot just hop on a plane without valid papers, like a visa.*
- *According to international laws, everyone has the right to ask for asylum in Europe. Also, nobody can be sent back just like that, which is also called non-refoulement.*

Following, discuss with the students whether they think that young people are indeed protected by these means. Also discuss why they think that.

In the next slide you will watch the second part of the video.



Slide 15 - Video

On this slide, you will be watching the second part of the video about migration to Europe. The duration of the video is about 3 minutes. It is cut into two parts, and automatically stops playing.

You can turn on automatically generated subtitles by clicking on the settings button.



Slide 16 - Tekstslide

Content analysis

Discuss the following questions with the students:

- After seeing the second part of the video, do you think the young people are indeed protected by these means? Why or why not?
- What do you think about that?

Answer:

No, these means do not protect the rights of children who are fleeing. The strict European migration policy, including the border control, puts the children in danger. Examples are pushbacks on sea, and violence used by guards at borders.

To really answer this question, it is important to know about EU migration policy. The following slides will give students an insight into this.

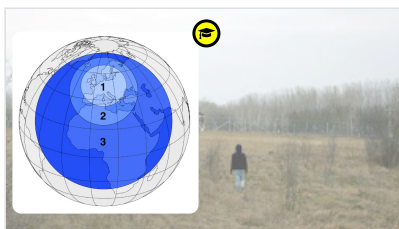


Slide 17 - Tekstslide

Migration policy

This section discusses the European migration policy by means of a image by a Dutch online paper, De Correspondent.

Because the concept of policy is fairly abstract, you could explain that this entails the manner in which something is being handled (in this case by the European Union).

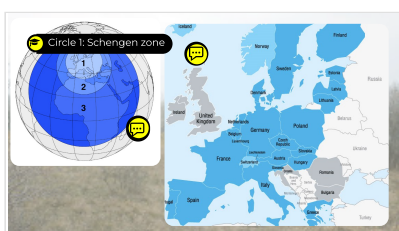


Slide 18 - Tekstslide

Migration policy

This slide introduces the European migration policy, which will be further discussed in the following slides.

Within the European approach to migration (the policy), countries can be divided into three groups. Look at the map which shows the three groups (circles).

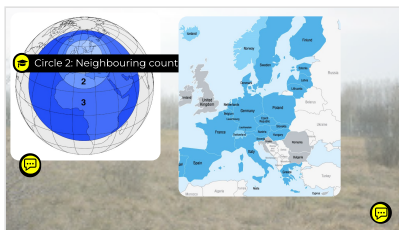


Slide 19 - Tekstslide

Migration policy

This slide shows the first circle, the Schengen zone. Look at the hotspots together with the students by clicking on them. If necessary, point out the areas on the map.

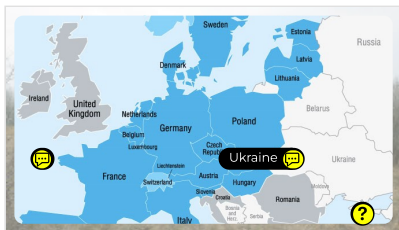
Click [here](#) for more information about the Schengen zone.



Slide 20 - Tekstslide

Migration policy

On this slide circle 2, the neighbouring countries, will be discussed. Look at the hotspots together with the students by clicking on them. If necessary, point out the areas on the map.



Slide 21 - Tekstslide

Migration policy

This slide separately discusses the policy regarding Ukraine. People fleeing from Ukraine do not have to apply for asylum, but are given protection immediately. Ask the students what they think about this, and make sure they discuss their answer with the student next to them. If there is enough time, you could ask them to share their answers with the group.

Click [here](#) for more information.



Slide 22 - Tekstslide

Migration policy

This slide discusses circle 3, the countries of origin of migrants (from where they start their journey). Look at the hotspots together with the students by clicking on them.



Slide 23 - Tekstslide

Migration policy

On this slide, the students can be checked whether they have understood the explanation. This is done by means of two examples including questions:

- Someone from Ukraine has fled the war and is crossing the border into Poland. How will this person be received in the EU?

Answer: Because this person is a refugee from Ukraine, special, temporary rules apply. This person will immediately receive protection in Poland, including shelter.

- Someone from Ethiopia has fled his country and ended up in Greece through a dangerous boat journey. While he wants to apply for asylum there, he is immediately transferred to Turkey. Why is this happening?

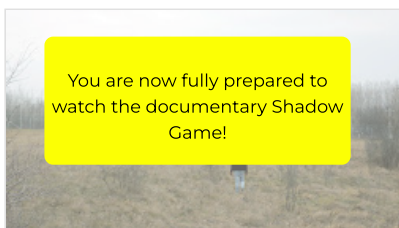
Answer: Reason for his transfer is the EU-Turkey deal. People who arrive in Greece do not get the opportunity to ask asylum because of this deal. They will immediately be returned or transferred to Turkey without having the opportunity to apply for protection in an European country.

Is it still not completely clear? See if you can answer additional questions based on previous slides. For more information on migration policy, the following websites might be useful:

[UNHCR](#)

[Dutch governmental website](#)

[UK Refugee Council](#)



Slide 24 - Tekstslide

Thank you for taking this preparatory lesson from Movies that Matter Education! The students are now fully prepared to watch the film Shadow Game.