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## “The Deminer”

This unit will give the students an insight of how mines are being used in a current conflict, ISIS in Iraq, and how dangerous the work to clear the mines after the conflict in the area is. In this movie the main character does not have the right technical equipment when clearing the mines and this makes his job even more dangerous.

In this unit the Swedish documentary “The Deminer” from 2017 is the source that’s being used. The documentary tells the story of Colonel Fakhir in Iraqi Kurdistan. In the documentary ISIS have recently been driven away from the area and the Colonel and his aides are clearing mines and bombs that ISIS have left behind both in the ground and in houses.



The main character Colonel Fakhir taking a break after clearing mines in Iraqi Kurdistan. Source: [www.svt.se](http://www.svt.se)

### To be considered before start

Before starting watching the movie it is important that the teacher informs the students about the content of the movie. The content can be disturbing for the students especially for the students that are refugees and they might have their own experiences with landmines and armed conflict. If any student feels uncomfortably watching the movie it is recommended that they get permission to leave the classroom.

It is important that the students get some form of background information before they start watching the movie. We chose to give them a lecture, but you can also let the student work with rehearsal questions, searching for information and writing down the answers. We chose the lecture so that we could fit the whole Unit into one lesson.

### Teachers

Teachers in History and technology have participated in this Unit.

### Duration

This Unit is approximately 120 minutes and can be done in one lesson.

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## Objectives and key competences

- Knowledge of the historical and current situation in the Middle east and especially in Kurdish Iraq.
- Get an understanding of how landmines and conflicts can affect people.
- Knowledge of the importance of historical conditions and how different ideological, political, economic, social and environmental conditions affect and are affected by individuals, groups and social structures.
- The ability to express their knowledge of social studies in various types of presentation.

## Material / resources

The movie “The deminer”

A Swedish movie directed by Hogir Hirori and Shinwar Kamal. The movie was released in 2017. We have streamed the movie from Swedish Television at [www.svt.se](http://www.svt.se), where the movie can be streamed for free and no further permission is needed.

Class room with projector.

Power point with background information.

## Lesson

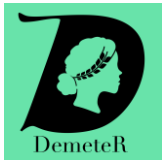
The lesson starts with the teacher giving a lecture about the historical background to the conflict in the area. The background information should include information about the war in Syria and the emergence of the Islamic State in Syria and Iraq, ISIS. This part of the lesson takes approximately 20-25 minutes.

The students watch the movie.

After watching the movie, the students answer the following questions in writing:

1. Describe what the film was about.
2. Which scene from the film do you remember particularly clearly? Why was it this particular scene that stuck with you?
3. Describe how you feel about mines after seeing the film? Explain why you chose this feeling?
4. What have you learnt during today's lesson?
5. How much do you know about mines and the problems with mines that exist around the world today?

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## Results and outputs

The output of this Unit is the questions that the students answer after they have watched the movie. The students get a written assessment where the teacher assesses the quality of the answers. Especially the question about what they have learnt during the Unit is important to get a good assessment.

Some of the outputs, students answer, should be used as a start-up when working with other Demeter Unit to engage the student and as a reminder of the work that they have done.

Here are some examples of answers from the students in the first grade at the technology program in Västerås:

*"Before the movie, I was not very familiar with mines except from computer games. Now that I have seen what effect these mines can have on people's lives, I am happy to live in Sweden where mines are not a problem. I feel sorry for all the civilians who need to be affected by these mines."*

*"It is nasty / unpleasant, they are buried and camouflaged so you do not know what you found even before you have already been affected. I chose this feeling because I think it describes how mines work, that it is not used to kill and only to damage and drain the resources of opponents."*

*"Before, I knew what it was and have seen these weapons a lot in movies, but now I know a little more about different kinds of mines and how they are set in motion."*

*"Had no opinion about them before but now I think it is good that most countries in the world have agreed not to use mines anymore because it is very immoral."*

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## Teachers reflections of the lesson

We have used this Unit as an introduction when starting working with the topic of land mines. We have found out that the movie works well for the first Unit in the Demeter-project because the student finds the movie thrilling to watch and they become engaged in the work that Colonel Fakhir is doing. The movie has been watched by three years of first grade students and they have all liked it and we believe that they have learnt a lot about land mines when watching the movie.

After reading a lot of written answers from the students we can see that they often reflect over the civilians who is affected by landmines and feel empathy for the innocent people that are suffering.

When starting working with other Unit we recommend that the teacher uses some of the answers from the reflection questions that the student wrote after watching the movie, this gives a good introduction to other Units.