



HANI AL MOULIA TEACHER SUPPORT

LEARNING GOALS:

- **Students will develop an understanding of how to influence change within their community.**
- **Students will understand the roles of both individuals and groups in promoting change.**
- **Students will develop respect for different points of view on various social and political issues.**

GUIDING QUESTIONS:

1. **What does it mean to be a citizen?**
2. **What makes you angry?**
3. **What inspires you to speak your mind?**
4. **What do you wish you could change in your home, in your school, or in Canada more broadly?**
5. **How do you think you can help to bring about this change?**

CURRICULUM LINKS:

Hani al Moulia's story in the SESQUI VR app invites students to explore issues surrounding refugees and immigration. The VR program and teacher support material provides an opportunity to address curriculum expectations in the Arts, Canada and World Studies and Social Studies. Students will apply their thoughts, ideas and reflections about citizenship, immigration and how to share your unique perspective.

SUGGESTED ACTIVITY:

VIEW HANI'S STORY ON THE VR APP MERIDIAN

To view Hani's story, click [here](#) to download the VR App *MERIDIAN* (available April 25, 2017). The app is available for OS X and Android, across all major VR platforms, including Oculus Rift, Samsung Gear VR, Google Cardboard and Google Daydream. Users can download the app for free onto their mobile phone via the iTunes Store, Google Play or the Oculus Store.

LEARN ABOUT SYRIA

To better understand the country from which Hani al Moulia was forced to flee, ask students to conduct research to fill in the blanks below. Teachers also may select recent news stories that discuss the conflict in this region. Students should also develop some understanding about the culture in Syria in addition to that of the political turmoil to build a balanced understanding and perspective for this region.

- Population
- Capital
- Major languages
- Major religions



CITIZENSHIP ACTIVITY

1. Brainstorm ideas about what it means to be an active citizen. Teachers can provide newspaper or magazine articles, websites or books to demonstrate different examples of active citizenship.
2. Divide the class into groups to discuss how students can be active citizens in the following communities (assigning one community to each group to focus the brainstorming):
 - School
 - Neighbourhood
 - Online (social media provides a platform for many activists)
 - Nation
3. Reconvene from group work to share each group's ideas and discuss students' different perspectives on the same issues.

JOURNALISM ACTIVITY

There are many ways through which students can address issues raised in the previous activity. Ask students to select one issue that was discussed in the brainstorming session and to write a newspaper article or blog post about it, or to create a photo essay.

The goal of this exercise is to learn more details about the problem and to consider potential solutions. Finished projects can include photos, interviews and research that may help to educate others on that particular topic.

ADDITIONAL RESOURCES:

“A Year Without Frames” (article on Hani al Moulia in *THE ECONOMIST*)

<http://www.theworldin.com/article/12643/year-without-frames?fsrc=scn/tw/wi/bl/ed/>

Finding Refuge, the Story of Hani al Moulia, Syrian Refugee

<http://www.cjfe.org/almoulia>

“Legally Blind Photographer Hani al Moulia Brings Refugee Crisis into Focus” (article in *THE GLOBE AND MAIL*)

<http://www.theglobeandmail.com/life/giving/legally-blind-photographer-hani-al-moulia-brings-refugee-crisis-into-focus/article32350212/>



DIGITAL/SOCIAL MEDIA:

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https://twitter.com/al_moulia

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