

## Bury Me, My Love

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| Previous compulsory steps / Prior students' knowledge  | Basic knowledge about wars, migration and displacement as a consequence of wars  |
| Learning objectives                                    | Learning different terms related to displacement: refugees, asylum seekers, internally displaced persons, migrants<br>Recognising challenges and barriers refugees face through the story of one refugee |
| Subjects   | Citizenship, Social Sciences, Politics   |
| Recommended Age  | 15 - 18  |
| Material needed  | PCs or smartphones, the game Bury me, my love  |
| Sequence duration                                      | 3 – 4 hours  |
| Individual or group activity                           | Individual homework (play time and research) and group activity (class discussion)   |
| Skills developed                                       | Empathy, Critical thinking, cultural skills  |
| Price range of the game                                | <20€ (4.99€)   |
| Extension / differentiation activities                 | Learning about the so called “refugee crisis” in 2015 and responses to the crisis  |
| Similar games to use with the approach of the sequence | Brothers Across Borders  |

## Step by step: how to implement the sequence

- **Step 1: Introduction of the game in the classroom (10 minutes)**

**To consider:** this game may be emotionally challenging for students, especially for students from migrant backgrounds.

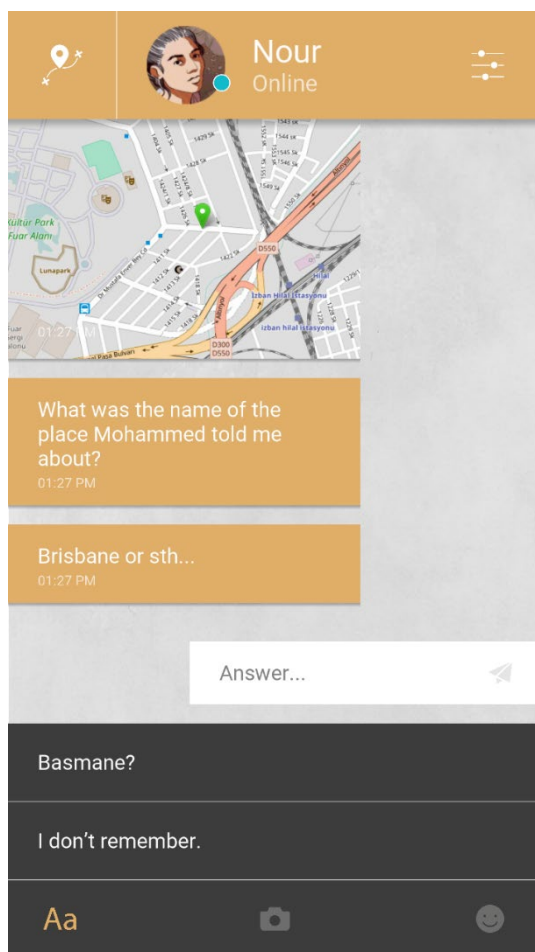


In this sequence, students will play the game Bury Me, My Love (“Enterre Moi, Mon Amour”) to learn more about refugees, international displacement, and to recognise challenges and barriers refugees may face.

Bury Me, My Love can be described as more like an interactive novel than a game (Vincent, 2019), but that does not take away any of its legitimacy to be used to make people understand what it is like to flee from war, which is exactly what the game was created for (Maurin, 2019). The game is based on the true story of Dana, a Syrian refugee who helped in the development of the game. Its title “Bury me, my love”, means “Take care of yourself”, “Don’t you dare die before me”. Bury me, my love tells the story of a fictional Syrian woman, Nour, making her way to Germany in a quite unusual way: the player takes the role of her husband Majd and gets text messages from Nour in real time over several days. While the game removes the boundary

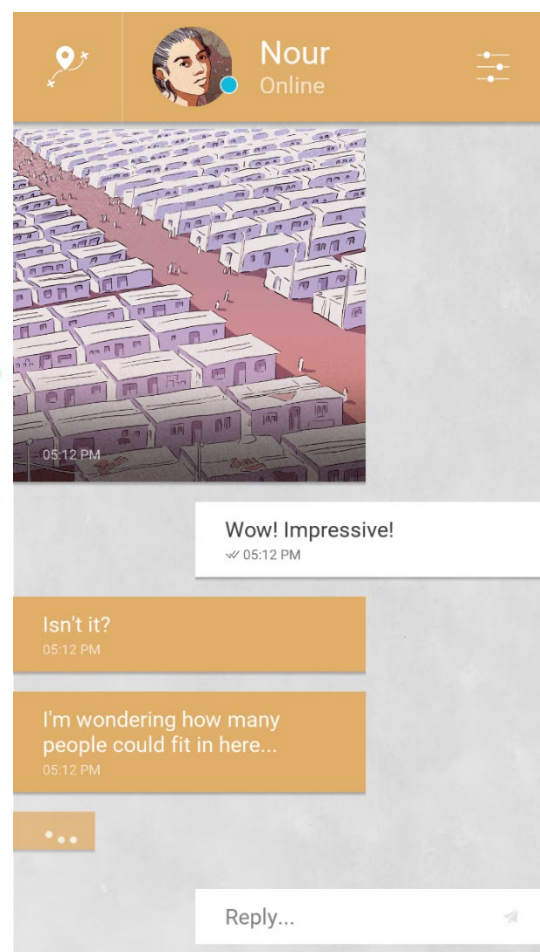
between fiction and daily life (Annart et al., 2019), the player gets to understand the struggles a refugee has to face.

With this game students will gain a better understanding of the individual refugee story, the complexities of the situation and the challenges a refugee faces. Due to its rather special gameplay, we suggest assigning this game as homework.



Screenshot 1. Source:

<https://www.icomedia.eu/bury-me-my-love/>



Screenshot 2. Source:

<https://www.icomedia.eu/bury-me-my-love/>

## How to get the game?

You can get the game on Steam, App Store, Google Play or access it on Prologue: <https://burymemylove.arte.tv/prologue>. The game is available in English, French, Italian, German, and Spanish.

- **Step 2: Research (homework, duration: 20 minutes)**

Before playing the game, instruct your students to do some research about the meaning of different terms related to displacement. They can do so by checking UNHCR's website: <https://www.unhcr.org/teaching-about-refugees.html#words> or searching for other available definitions.

- Who is a refugee?
- Who is an asylum-seeker?
- Who is an internally displaced person?
- Who is a migrant?
- Who is a stateless person?



They should write down the answers to those questions and bring the notes to the classroom.

- **Step 3: Playing the game (homework, duration: 120 minutes)**

Through this game, students will gain an understanding of who refugees are, the potential reasons why they are forced to flee the country and how complex their journeys can be.

Here are some points to pay attention to while playing:

- Who is the main character?
- Where is Nour from?



- How old was she when she left her home?
- Why did she decide to leave her country?
- Through which countries or cities did she travel?
- How did she reach her final destination?
- What were the challenges she encountered on the way?
- How does the story end?

The whole game takes about 2 hours to finish, but the exact playtime will depend on the choices the students will make, as there are 19 different endings.

- **Step 4: Debrief and discussion (classroom, duration: 30 minutes)**

Since this game may have a significant emotional impact on students, we suggest organising a discussion together with students to allow them to share all aspects of their experience. You can start the discussion by asking the students about their initial research of different terms related to displacement. At this moment you should also check whether they understand the differences between the main terms.

After this, ask the students to share their experiences of playing the game. Since the game can have different endings, it will be interesting for other students to hear stories from their classmates and find out about other possible endings. You can also use the same points of attention in Step 3 to guide the discussion. However, the discussion does not need to be strictly focused on the story of the game, but rather on the personal experiences each student had during the gameplay.



## References

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JVH - Jeux Vidéo et Histoire (November, 29<sup>th</sup>, 2019). Play-Conférence : Enterre-moi mon amour. [Video]. Youtube. <https://www.youtube.com/watch?v=sPScK4loF3E>

United Nations High Commissioner for Refugees (UNHCR) (n.d.) Teaching about Refugees. Words matter. UNHCR. <https://www.unhcr.org/teaching-about-refugees.html#words>

The Pixel Hunt, ARTE France, Figs (2017). Bury me, my Love. [Video game]. PID Games.

**Image sources:** <https://www.icomedia.eu/bury-me-my-love/>

