UNDERSTANDING THE SYRIAN CRISIS THROUGH VIRTUAL REALITY

A Global Nomads Group Curriculum
## Program Outcomes and Structure

### Student Learning Outcomes

This program is designed to promote the following:

1. **Empathy**: Students will have the capacity to understand perspectives, feelings, and experiences of others, including those from different cultural, national, or religious backgrounds.

2. **Critical Thinking**: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.

3. **Global Awareness**: Students deepen understanding of cultural diversity and global issues.

### What is in this program and curriculum?

- This program is structured around three 50-minute class activities. You may condense them to take place over one day, or do them over 3 days. The virtual reality experience is part of the second activity.
- Each activity includes an educator lesson plan, marked by a green bar along the border, and a student worksheet.
- Print out all of the student worksheets for your class (pages 5, 6, 10, and 13).

### What is Virtual Reality?

Instead of watching a film on a screen, Virtual Reality brings participants inside of an immersive 3D world. Using a headset like Google Cardboard or Oculus, viewers can see the VR environment all around them.

Global Nomads Group (GNG) uses Virtual Reality (VR) to build empathy among the world’s youth. When young people feel connected to an individual or place, they are more likely to be inspired to learn more and/or take action.

### ACTIVITY

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<th>ACTIVITY OVERVIEW</th>
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</table>
| Investigate the World: Understanding the Syrian Conflict and Refugee Crisis | Students will deepen their background knowledge of the ongoing Syrian conflict and refugee crisis, in preparation for the virtual reality experience. | 30 minutes | 3–6 | • Print pgs. 3, 5, and 6 for students  
• Set up computer to watch intro videos |
| Recognize Perspectives: Understanding the Conflict Through Virtual Reality | Students will watch Welcome to Aleppo and Clouds Over Sidra and analyze the causes and effects of a conflict they saw illustrated. | 50 minutes | 7–10 | • Print pg. 7 for students.  
• Set up at least 5 VR kits  
• Set up 2+ classroom stations  
• See Additional Resources for more experiences |
| Communicate Ideas: Reflect | Students will consider how they can contribute to a solution to this conflict or the broader refugee crisis. | 50 minutes | 11 | • Print pg. 10 for students |
| Take Action | Students will create a plan to implement their solutions from part 4 using the GNG Toolkit. | 60 minutes | 12–13 | • Set up computer with Internet to watch the webcast/recording  
• Go to GNG website for the Global Citizen Toolkit |
More than 11 million Syrians have left their homes, due to the civil war that started in 2011. These 11 million are among the 60 million refugees and internally displaced people around the globe right now. This means one out of every 122 people in the world has left their home due to violence, war, or persecution. Youth are particularly vulnerable: they lose safety, shelter, and access to education. It is important to understand the broad scope of this issue, but the gravity of these statistics can also overshadow individual stories and make us feel like it is hopeless.

In this program, we’ll investigate the human impact of the Syrian crisis and what it means to be a refugee. We’ll use class activities, virtual reality, and (optionally) a webcast to build our own awareness. Through this, we’ll determine how we can best take action to change a part of the situation affecting Syrians – and refugees around the world.

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<td>Experiencing Two Syrian Stories Through Virtual Reality</td>
<td>50 minutes</td>
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<tr>
<td>Reflect</td>
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<td></td>
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<tr>
<td>Take Action</td>
<td>60 minutes</td>
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ACTIVITY 1
Understanding the Syrian Conflict and Refugee Crisis

OVERVIEW:
Students will deepen their background knowledge of the ongoing Syrian conflict and refugee crisis, in preparation for the virtual reality experience.

TIME:
30 minutes or more

MATERIALS:
Computer, Internet access, projector screen, whiteboard, dry erase markers

LEARNING OBJECTIVE:
Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives

LESSON PLAN ACTIVITIES:

1. **What does it mean to be a refugee? (15 min):**
   - As a warm-up, discuss as a class: What are some reasons that you and your family might move or leave your home? (ex: job loss or new job, live closer to family)
   - Ask students to free write/journal on their own for 2 minutes: What would force you or your family to leave your home? (ex: natural disaster, violence, gentrification, lack of resources)
   - Have students share answers with the group and chart the main ideas on the board/digitally
   - As a class, review the key definitions on page 6 (refugee, migrant, IDP, asylum seeker)

2. **Assess knowledge of Syrian Crisis (5 min):** Have the students brainstorm as a class and write their responses on the board/digitally.
   - Who are Syrian refugees? Why have they left their homes?
   - What is the Syrian war about? Who is involved?

3. **Understanding the Syrian War and Refugee Crisis (15 minutes):** As a class, investigate the history and causes of the conflict. Use the following resources:

| Background On The Syrian War | http://bit.ly/2cIAl0P
| You can also use this site to explore the major players and current news. |
| Refugee Crisis | http://bit.ly/1Ksro1O
| (Kurzgesagt, UNHCR) |
| Impact Of War | http://nyti.ms/1E8w45D
| (NY Times). Analyze the charts/images. |

Additional resources are on page 12
4. **Mapping the Impact of the Crisis (15 minutes):** Divide the class into small groups to fill out the “Mapping the Impact” graphic organizer on page 5. Students should use what they learned from the resources above. They should analyze the impact of the war on education, health and environment, and economics for Syrians and host countries. If time allows, have each group present their findings for one part of the graphic organizer. Discuss:
   - What surprised you from this activity?
   - What questions do you have now about refugees or the Syrian crisis?

5. **Optional:** Students will learn about the challenging conditions and difficult choices many refugees make on their journey through this interactive activity
   - Syrian Journey- Choose your Own Escape Route. [http://bbc.in/1yzExgg](http://bbc.in/1yzExgg)
   - Reflect: Every decision is only one step in a journey of tough choices.
     1. Which were the toughest decisions you had to make? Why?
     2. What was surprising? How did each decision make you feel?
   - Students can read real stories from refugees who had to make tough choices (from BBC)

<table>
<thead>
<tr>
<th><strong>Melted Chocolate</strong></th>
<th>A Syrian refugee tells how he nearly drowned in a lorry of melted chocolate as he tried to enter the UK. <a href="http://bbc.in/1OTxvgU">http://bbc.in/1OTxvgU</a></th>
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<td>“Mohammed”, tells how he walked from Turkey to Italy.</td>
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<td><strong>24 Hours In A Fuel Tank</strong></td>
<td>The story of how three Syrian asylum seekers reached Italy in a lorry’s reserve fuel tank. <a href="http://bbc.in/1BQzys2">http://bbc.in/1BQzys2</a></td>
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<td><strong>The Longest Detour</strong></td>
<td>How a Syrian refugee’s long journey to safety was made even longer. <a href="http://bbc.in/1yzExgg">http://bbc.in/1yzExgg</a></td>
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Understanding the Syrian Conflict and Refugee Crisis

More than 60 million people are displaced around the world, due to violence, war, or persecution. That statistic can be overwhelming, and distract us from the individual stories of people who leave their homes, and the reasons they become refugees. In this activity, we’ll investigate what it means to be a refugee, migrant, or Internally Displaced Person (IDP).

**Journal / Write**

**What are some reasons that you and your family might move or leave your home?**

**What would force you or your family to leave your home?**

**Who are Syrian refugees? Why have they left their homes?**

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**Key Vocabulary**

**Refugees** are people who leave their countries to seek safety in another country, because of violence from war or conflict, or fear of persecution because of their race, religion, nationality, political views, or membership in a social group. Refugees have rights under international law, and cannot be forced to return to their country.

**Migrants** are people who immigrate to another country for reasons such as employment or education. They do not face a direct threat of persecution or violence, and are thus not protected by the same international laws as refugees.

**Internally Displaced Persons (IDPs)** are people who are forced to leave their homes, but move within their country. This could be because of war, conflict, or natural disasters.

**Asylum Seekers** are people who have left their country, arrive in another country, and apply to stay because of danger at home. Governments and international organizations evaluate their applications, to see if they fit the criteria to be refugees. If approved, asylum seekers become registered refugees and are allowed to stay in the new country.

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**With your class, use the following resources to learn about the Syrian war and refugee crisis:**

<table>
<thead>
<tr>
<th>Background On The Syrian War</th>
<th><a href="http://bit.ly/2bW8sbA">http://bit.ly/2bW8sbA</a></th>
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<td>Impact Of War</td>
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<td>(NY Times)</td>
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<td></td>
<td>Analyze the charts/images.</td>
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</tr>
<tr>
<td>Syrian Youth Voices (optional)</td>
<td><a href="https://youtu.be/iZFFHTCdcM">https://youtu.be/iZFFHTCdcM</a></td>
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</table>
Understanding the Syrian Conflict and Refugee Crisis (cont’d)

Despite local and international efforts, the situation in Syria has continued to worsen since 2011. In order to understand the conflict, we must explore: How has the war affected the human situation in and outside Syria?

Instructions:
Working in small groups, use what you learned to fill out the chart below. Think about:
- How has the Syrian war affected Syrians inside and outside the country?
- How has it affected citizens of host countries?
- What is the impact of war and displacement on education, healthcare, the environment, and economics?

<table>
<thead>
<tr>
<th>Look For And Discuss</th>
<th>Education</th>
<th>Health And Environment</th>
<th>Economics</th>
</tr>
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<td>Syrian people who remain in Syria: How are children and their families affected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syrian people who leave Syria: How are children and their families affected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Host countries: How has the crisis affected countries hosting Syrian refugees?</td>
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Mapping the Human Impact of the Syrian Crisis

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Optional: Syrian Journey – Choose Your Own Escape Route: You will learn about the challenging conditions and difficult choices many refugees make on their journey through this interactive activity. To begin, access the following link: http://bbc.in/1yzExgg

You can learn more about Syrian refugee journey through real stories acquired from BBC World News.
ACTIVITY 2
Experience Syrian Stories Through Virtual Reality

OVERVIEW:
Students will participate in two virtual reality experiences, *Welcome to Aleppo* and *Clouds Over Sidra*, which share the story of two Syrian refugees. Students will create an outline of a VR of their daily life, to explore the line between storytelling and reality.

TIME:
50 minutes

MATERIALS:
Device Option A: 1:1 Devices
Video compatible devices for each student. Best for 1:1 schools
Device Option B: VR Kits
At least 5 Virtual Reality Toolkits (see below). Best for schools with Cardboards

LEARNING OBJECTIVE:
Empathy: Students will have the capacity to understand perspectives, feelings, and experiences of others, including those from different cultural, national, or religious backgrounds.

LESSON PLAN ACTIVITIES:
For 1:1 Classrooms

1. **Introduce First Experience, *Welcome to Aleppo***: Share that students will experience a virtual reality piece called *Welcome to Aleppo*, which guides the viewer through the city of Aleppo narrated by a young Syrian girl who once called the city her home. Brainstorm as a class:
   - What do you expect to see in the Virtual Reality?
   - After learning about the conflict in Syria, what do you think the city of Aleppo will look like?

2. **Introduce Second Experience, *Clouds Over Sidra***: Share that students will experience a virtual reality piece called “Clouds Over Sidra,” which shows the life of a young Syrian girl in a refugee camp in Jordan. Brainstorm as a class:
   - What do you expect to see in the Virtual Reality?
   - What do you think Sidra’s life will be like?

Guide small groups of students through this station, trying to have them start and complete the VR at the same time. If you have 5 VR kits, you can have 5 students in this station at a time.

What is Desktop VR?
Instead of watching a film on screen in traditional 2D view, Desktop Virtual Reality (VR) shows participants an interactive world (or experience) in what is called stereoscopic 3D. Using a standalone device (like a tablet or PC), viewers see an environment in which they can alter the point of view, choosing up, down, and side-to-side direction. Desktop VR allows us to interact with videos and become more involved in situations that we otherwise may not ever experience. It can be a tool that helps us build empathy and understanding for others, while opening our eyes, classrooms, and minds.
Desktop VR Toolkit

1. A Standalone Device
   - **iPhone:** Requires iOS 8.0 or later. Compatible with iPhone 5s or later
   - **iPad:** iPad Air, iPad mini 2 or later, iPad Pro
   - **Android:** 4.4 and up
   - **Laptop or Desktop Computer:** Windows 7+, Mac OS X 10.7+, Ubuntu 10+, or Linux OS 11+ (64-bit); Most recent version of Google Chrome, Firefox, Internet Explorer, or Safari
   - **Internet connection:** 1+ Mbps

2. YouTube App (youtube.com)
   Download the Youtube or You360Tube App from the App store, Google Play Store, or visit Youtube online. Search for “Welcome to Aleppo”. (Use wifi instead of cellular data!)

3. VRSE App (vrse.com)
   Download VRSE from the App store, Google Play Store, or visit the website online. Then, connect to wireless and download the “Clouds Over Sidra” VR experience. (Use wifi instead of cellular data!)

4. Headphones
   Plug headphones into your smart phone before you begin – you must have sound! If possible, use noise-cancelling headphones to be fully immersed in the experience.

Desktop VR Guidelines for Your Class

**Privacy:** Going through a Desktop VR experience is personal, even if it is not fully immersive. People may respond differently. Make sure that participants have space to experience the videos individually.

**Quiet:** Keep surrounding areas quiet, to minimize distractions for students.

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**LESSON PLAN ACTIVITIES:**

For Station–Based Learning

1. **Introduce Classroom Stations Welcome to Aleppo and Clouds Over Sidra (20 minutes):** Share that students will experience two virtual reality pieces called Welcome to Aleppo, which guides the viewer through the city of Aleppo narrated by a young Syrian girl who once called the city her home, and Clouds Over Sidra, which shows the life of a young Syrian girl in a refugee camp in Jordan. Brainstorm as a class:
   - What do you expect to see in the Virtual Reality?
   - What do you think the city of Aleppo will look like? What do you think Sidra’s life will be like?
   Then, give students instructions (below) for the experiences before starting the activity, since you will not be able to be with all students at the same time. Specifics for each are below.

2. **Welcome to Aleppo and Clouds Over Sidra (20 minutes):** Introduce students to VR, the “VR kit,” and VR guidelines.

Guide small groups of students through the stations, trying to have them start and complete the VR at the same time. If you have 10 VR kits, you can have 5 students at each station at a time. If you have access to fewer VR kits, you can have one station for students to experience both Welcome to Aleppo and Clouds Over Sidra back-to-back before rotating.
What is VR?
Instead of watching a film on screen in traditional 2D view, Desktop Virtual Reality (VR) shows participants an interactive world (or experience) in what is called stereoscopic 3D. Using a standalone device (like a tablet or PC), viewers see an environment in which they can alter the point of view, choosing up, down, and side-to-side direction. Desktop VR allows us to interact with videos and become more involved in situations that we otherwise may not ever experience. It can be a tool that helps us build empathy and understanding for others, while opening our eyes, classrooms, and minds.

VR Toolkit
1. A Smartphone
   - iPhone: Requires iOS 8.0 or later. Compatible with iPhone 5s or later
   - iPad: iPad Air, iPad mini 2 or later, iPad Pro
   - Android: 4.4 and up

2. YouTube App / You360Tube App (youtube.com)
   Download Youtube or You360Tube from the App store or Google Store. Then connect to wireless internet and search “Welcome to Aleppo”. (Use wifi instead of cellular data!)

3. VRSE App (vrse.com)
   Download VRSE from the App store, Google Play Store, or visit the website online. Then, connect to wireless and download the “Clouds Over Sidra” VR experience. (Use wifi instead of cellular data!)

4. VR Headset*: Google Cardboard
   In order to experience the VR fully, you will need to put your smart phone in a VR Headset. Google Cardboard is an inexpensive way to view VR experiences.
   *Other headsets include: Samsung Gear VR, Mattel ViewMaster

5. Headphones
   Plug headphones into your smart phone before you begin – you must have sound! If possible, use noise-cancelling headphones to be fully immersed in the experience.

VR Guidelines for Your Class
Privacy: Going through a Desktop VR experience is personal, even if it is not fully immersive. People may respond differently. Make sure that participants have space to experience the videos individually.
Quiet: Keep surrounding areas quiet, to minimize distractions for students.
360 Motion: VR experiences put you at the center of an environment or situation. This means that you must have the ability to turn your body all the way around. Sitting in swivel chairs or standing is the best way to experience VR.

1. Reflection (10 minutes): Discuss as a class:
   - How was the city of Aleppo similar or different to what you expected?
   - What did the experience leave out of the footage of Aleppo?
   - How did these images change the way you view the Syrian conflict/refugee crisis?
   - How was Sidra’s life similar or different to what you expected?
   - What similarities do you see between yourself and Sidra?
   - What did the VR leave out of Sidra’s story? How does seeing only these few scenes of her life change the way you think about her and/or the Syrian crisis?
Experience Syrian Stories Through Virtual Reality

Today, you will learn about the destruction of one Syrian town through the eyes of a young girl who used to live there through a virtual reality experience called *Welcome to Aleppo*. Then, you will get a glimpse into the life of another Syrian girl in a refugee camp in Jordan, through a virtual reality experience called *Clouds Over Sidra*.

### Welcome to Aleppo

<table>
<thead>
<tr>
<th>Journal—Before the VR</th>
<th>Reflect—After the VR</th>
</tr>
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<tbody>
<tr>
<td>What do you expect to see in the Virtual Reality?</td>
<td>How did the virtual reality compare to your expectations?</td>
</tr>
<tr>
<td>What do you think life in Aleppo will be like?</td>
<td>How would you feel if you had grown up in Aleppo?</td>
</tr>
<tr>
<td></td>
<td>What was not shown about life in Aleppo?</td>
</tr>
</tbody>
</table>

### Clouds Over Sidra

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</tr>
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<td></td>
<td>What was not shown in Sidra’s story?</td>
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</table>
ACTIVITY 3
Reflect

OVERVIEW:
Students will analyze the causes/effects of a conflict they saw in Clouds Over Sidra.

TIME:
50 minutes

MATERIALS:
Whiteboard/flipchart, (optional) Students Rebuild Challenge materials

LEARNING OBJECTIVE:
Empathy: Students will have the capacity to understand perspectives, feelings, and experiences of others, including those from different cultural, national, or religious backgrounds

Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.

LESSON PLAN INSTRUCTIONS:

1. What conflicts did you see in Welcome to Aleppo? In Clouds Over Sidra? (10 minutes): Using the guiding questions, explore what conflicts were shown in the virtual reality.
   - What conflicts did people in Aleppo face? Other people in Syria?
   - What conflicts did Sidra face? Her family? The other people in Za’atari?
   - What conflicts have the Syrian citizens faced in Welcome to Aleppo? In Clouds Over Sidra?
   Pick one conflict to analyze as a group

2. Map Your Problem with a “Conflict Tree” (20 minutes): Introduce the Conflict Tree as a tool to analyze the conflict that students selected. As a group, help them map the conflict’s core problem, causes, and effects.

CONFLICT TREE COMPONENTS:
Every conflict or problem has roots (causes) and branches (effects), like a tree. Understanding causes and effects helps us identify solutions.

Trunk (Core problem): The main issue. It’s the largest visible piece of the tree, but is only one piece of the conflict, as it comes from many roots.

Roots (Causes): Underlying reasons for the problem. Often hard to see, although they keep the conflict alive.

Branches (Effects): Consequences or new conflicts that come from the core problem.
ACTIVITY 4
Take Action

OVERVIEW:
Based on the causes and effects of the conflict students discussed in Activity 3, they will consider how they can contribute to a solution to this conflict or the broader refugee crisis.

TIME:
60 minutes

MATERIALS:
Whiteboard/flipchart, (optional) GNG Global Citizenship Kit

LEARNING OBJECTIVE:
Empathy: Students will have the capacity to understand perspectives, feelings, and experiences of others, including those from different cultural, national, or religious backgrounds
Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives.

INSTRUCTIONS:
1. Reflect and Take Action (20 minutes): Reflect on your conflict tree as a group and consider how you could contribute to a solution. Discuss:
   • How would you begin to address the conflict: at the roots, trunk, or branches?
   • How have people dealt with similar conflicts in the past?
   • How can different people/groups take on various roles to address this conflict? What role can you play?
   • To start, you can use GNG’s Global Citizen Toolkit to create an action oriented, advocacy, or awareness campaign.
Reflect and Take Action
Every conflict or problem has roots (causes) and branches (effects), like a tree. Understanding these causes and effects helps us to identify solutions and our role in the problem.
As a group, pick one conflict that you saw in *Welcome to Aleppo* or *Clouds Over Sidra*. Then, map its causes and effects.

Remember to include:
- Trunk (Core Problem)
- Roots (Causes)
- Branches (Effects)

Discuss with your class:
- How would you begin to address the conflict: at the roots, trunk, or branches?
- How can different people or groups take on different roles to address this conflict? What role can you play?
Additional Resources:

Learning Resources on the Syrian War and Refugee Crisis

Articles on the Syrian War, History, and Impact:
- “Syria: The Story of Conflict.” BBC. [http://bbc.in/1lCPcBw](http://bbc.in/1lCPcBw)

The Syrian Refugee Crisis:

Timelines/Maps:
- “Syria’s Education Crisis, in 3 Charts,” Washington Post [http://wapo.st/2cmRuHt](http://wapo.st/2cmRuHt)
- “Syria After Four Years of Mayhem,” NY Times [http://nyti.ms/24Idf8P](http://nyti.ms/24Idf8P)