

# ACTIVITY SHEET



## MOVING FORWARD

ACTIVITY PART ONE AND TWO – 15 to 20 minutes

### LEARNING OBJECTIVES

This activity aims to provide an opportunity for participants to engage with and share ideas and feelings about what life might be like for refugees and asylum seekers.

Participants will:

- Explore, the different life experiences of refugees and asylum seekers?
- Understand and engage with their own attitudes and values in an open and secure environment.



### PREPARATION

1. You will need an open space in the room for participants to move around in.
2. Have the following roles written on post-it or note paper. You may duplicate them so all participants have a role each or in pairs. You may wish to run this activity using pairs so that individuals do not feel pressured to share their personal and private opinions.
  - a) You are the son of an NHS Consultant and are about to start your degree in Medicine;
  - b) You are an Afghan man in his 30s, who has been granted refugee status in the UK;
  - c) You are a single mother who is in part time employment;
  - d) You are an 18 year old Somali national and are currently in detention waiting for your asylum applications to be approved;
  - e) You are a Sri Lankan national who recently arrived in the UK and cannot return to Sri Lanka due to fearing persecution;
  - f) You are an English teacher in a secondary school.



# RUNNING THE ACTIVITY

## Part One – 10 to 15 minutes

1. Give participants their roles either individually or in pairs.
2. Ask participants to line up in a straight line facing the open space.
3. Instruct the participants to assume the role of the person they have been assigned and make all decisions as that person. Ask participants to fully embrace the role and reflect on the life of this individual and to think deeply about additional details they feel this individual may have, i.e. their home, their job, their education or qualifications, their trials, their successes, etc.
4. Inform participants that you will be reading a series of statements. If they feel that in their role they would agree with this statement then they should take one step forward.
5. Read out the following statements:
  - a) I feel my family have the opportunity to thrive in the UK;
  - b) I feel my family is safe and secure from harm especially at the hand of the government in the UK;
  - c) I feel I can pursue education and work in any chosen field;
  - d) I feel I can openly share my opinion without being persecuted;
  - e) I feel I could celebrate my religious holidays surrounded by loved ones;
  - f) I feel I have adequate support from the government in order to have a good standard of living;
  - g) I feel I could change career paths without any constraints;
  - h) I feel free from the prejudice of others;
  - i) I feel financially secure;
  - j) I feel like my life is valued by others.
6. After reading the statements ask participants to look at their positions and the positions of others.
7. Ask a participant at the front to explain what their role was and how they felt during the activity.
8. Ask a participant at the back to explain what their role was and how they felt during the activity.
9. Finally, ask participants to think about why some people moved further up than others.

## Part Two – 5 to 10 minutes

1. Ask participants to stand in a circle ready for discussion.
2. Have discussions about why they think some people moved further than others and how the roles they were assigned influenced their ability to move forward.
3. You may also discuss the following:
  - Did the outcome surprise you?
  - How did the activity play into their own expectations?
  - Has the activity changed anyone's views and understanding about asylum seekers and refugees?