

LESSON 6

REFUGEES AND ASYLUM

This lesson uses a recent true story and a dramatic role play activity to help students understand and empathise with asylum seekers and refugees.

LEARNING OBJECTIVES

- To help students understand why people become asylum seekers and refugees
- To understand the interdependence of countries
- To further understand topical issues and empathise with the situation of people seeking asylum

STARTER 20 MINS

Students consider why people become refugees using facts and a case study.

- Students define the key words on slide 2, and compare them with the international definitions on slide 3.
- Ask the class questions about numbers of refugees (slide 4) and compare their ideas with the answers (slide 5).
- Ask the students what they already know about Afghanistan. Tell the students that you are going to read the true story of Farzad, a refugee who has recently arrived in the UK from Afghanistan. Read and discuss Farzad's story.

MAIN 35 MINS

A role play for students to empathise with the situation of refugees.

- Divide the class into groups of five or six, giving each group a large piece of paper and coloured pens. Read the story on Resource sheet 2: *Teacher script for role play* to the class, asking each group to imagine they belong to the family described. Show the class the death threat letter on slide 6 if you wish.
- Ask each group to make the two decisions detailed on the sheet.
- Continue the role play as the immigration official, handing each group a copy of the Jiberische Questionnaire (optional).
- Decide who should be allowed in to the country and who should go back.



DEATH THREAT LETTER

TONIGHT'S THE NIGHT
enemy SCUM
YOU ARE DEAD

RESOURCES



- PowerPoint presentation: *Refugees and asylum*
- Resource sheet 1: *Farzad's story*
- Resource sheet 2: *Teacher script for role play*
- Worksheet 1: *Jiberische questionnaire* for each student (optional)
- Felt tip pens and large sheets of paper for each group

DEVELOPMENT

10 MINS

Come out of role and discuss with the students:

- How did they find the experience of being an asylum seeker?
- Has it changed their perception of asylum seekers in this country?
- As homework, students carry out further research at www.amnesty.org.uk/asylum

