



SESSION PLAN

REFUGEES AND ASYLUM SEEKERS

INTRODUCTION

Refugee week takes place every year in June. In 2014 it runs between 16-22 June. It is a UK-wide programme of arts, cultural and educational events and activities that celebrates the contribution of refugees to the UK and promotes better understanding of why people seek sanctuary. Amnesty International is one of the partners and we have produced this resource to promote understanding of the plight of refugees and asylum seekers. In 2014 we are particularly concerned with the numbers of refugees currently fleeing Syria.

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

Use the Powerpoint or fact sheet to introduce the issue and explode some myths around refugees and asylum seekers. If you choose not to use the Powerpoint presentation, there are questions in the notes which you could adapt for an interactive session.

ACTIVITY IDEA 1

Uncle Ali's House

Read Uncle Ali's House, an interactive story about one family's experiences (see separate sheet). The children will be invited to step into the family's shoes as they face mounting danger and persecution, decide whether to flee, undertake the risky journey to the border and apply for asylum in another country. It's a made-up story but, in many ways, it is also a true story – 15 million times over.



ACTIVITY IDEA 2

Follow up discussion to Uncle Ali's house

- What did it feel like to be in a refugee's shoes?
- Did they think their treatment at the border was fair?
- Has it changed their perception of asylum seekers in this country?

DEVELOPMENT

- Children can express their feelings about this activity in a poem or a picture.

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UNCLE ALI'S HOUSE STORY

PART 1

THE PERSECUTION

We live in Uncle Ali's house in the city. Uncle Ali is a very religious and learned man. He was once put in prison for his ideas. He was hurt and now he walks with a limp. Dad works for a newspaper and is a leader of the journalist's trade union – the local newspaper workers organisation. He drives an old car. Mum is at home with the baby. I am a girl of 10 who likes Maths and singing. My brother is 9. He plays football and likes chess. Granny has had to use a Zimmer frame since her stroke.

Last month the army took over our country in a military coup (that means that they kicked out the government and soldiers took over). Everything changed. We saw soldiers on the streets. We heard gunfire. People were taken away in trucks. The army made a curfew so everybody has to stay indoors from 9pm. They have taken over the TV and radio and play military music all day. It is hard to find out what is happening. Some trade unions, including Dad's, have now been banned. In town some religious leaders have mysteriously 'gone missing'. Three of Dad's mates at work have 'disappeared'. People say the army took them away. Where can they be? Nobody knows.

A poster was stuck on the fence near our house. On the top it said: 'The Enemy Within'. Underneath was a list of names including Dad's and Uncle Ali's. At the bottom was a picture of a skull and a Kalashnikov gun. It was signed Friends of the Motherland. Who are they? Nobody knows. Mum tore the poster down.

Last week soldiers came to our school looking for the husband of our dinner lady. He wasn't there. So they dragged her away with two of her children and she was shouting: 'But we haven't done anything!' Yesterday my brother heard the letterbox rattle. He ran downstairs in his pyjamas. He found a crumpled card on the floor with a message made of letters and words cut out of a newspaper and glued on. It said: 'Tonight's the night. Enemy scum you are dead'. It was signed Friends of the Motherland.

(Show the Death Threat message)

My brother ran out into the street but nobody was there. Who are these scary people? What does this mean? Today our phone rang. Uncle Ali picked it up. A voice said that the place where Ali prays was on fire. 'And they are going to bomb your house too. Get out.' Then the phone went dead.

BANG! We hear explosions. Army tanks are in the Town Square. Every road out of town is closed with barbed wire and a military checkpoint. Soldiers are searching traffic. The station is shut. Oh no ! They are raiding houses and arresting people. Dad says we are in danger. What should we do now?

Uncle Ali wonders if we could escape over the border to the neighbouring country and seek asylum there as refugees. But its five days walk away through the hot desert and over the mountains. Mum says it will be dangerous. But won't it be even more dangerous if we stay? And what should we take with us?

(STOP the story)

Task 1: Who should go?

Each group must decide who should go and who should stay (if anyone). They have five minutes

to decide: Who are the most vulnerable? Who will find it hardest to travel and slow down the group? What might happen to anyone left behind? Groups should talk about their decisions and concerns.

(START the story again)

Actually my family decides that everyone will go. We will have to travel on foot, often at night, over the desert across dangerous country and up over the cold mountains to get to the frontier. Will we ever make it? Granny reminds us that we have to carry everything that we'll need with us. We must only pack the basic essentials and important bits and pieces that we need to survive the long journey and to get across the border safely and become refugees. Granny says that she can hear the army coming up the street already. Quick! Hurry!

(STOP the story again)

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Task 2: What should they take with them?

Each group must make a list of the 10 essential things that the family must pack for their journey and to get them across the border. They have three minutes to decide what to take.

(START the story again)

After an exhausting and terrifying journey we all reached the frontier, tired, hungry and scared but alive. The baby was ill. Granny was crying. But we got there. Then we met the Immigration Officer and the guards. We tried to tell them that we wanted to become refugees in their country because we were in danger in our country. But they didn't believe us.

They said: 'Prove your story is true. Maybe you made it all up?' They opened our bags. They made us fill in forms that we didn't understand. Will they let us stay?

PART 2

BORDER CONTROL

In this role play the teacher now takes on the role of an immigration official on the border. The groups take on the role of Uncle Alis family.

As the Immigration Officer, ask the groups:

- Why have you come to this country?
- Are you looking for a new job?
- Are you trying to move here because we have good health care and good schools?

If the groups tell you that they are escaping from persecution, ask them:

- What proof do you have that you are escaping from persecution?
- What is in your bags?

Examine their lists to see if they have brought any evidence of their persecution with them in their bags... If any of the groups has brought the death threat letter or the 'The Enemy Within' poster ask to examine it.

Can they prove that it is real and not a forgery? Some groups may have included a knife, a gun or a weapon

of some kind on their lists. Tell them that you are arranging to have them arrested in case they are dangerous people or even terrorists.

After the role play, explain that while this activity is fictional, many people fleeing persecution struggle to prove to immigration officials that they deserve to be helped as refugees