

EDUCATION PACK

To be used in conjunction
with the DVD **A SAFE PLACE**



A

SAFE PLACE

COMBATting RACIST MYTHS AGAINST ASYLUM SEEKERS

Show Racism the **RED** Card

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Written by: Sarah Soyei, Laura Fleck, Conrad Franks, Lizz Bennett.

Thanks also to: Paul Burgess, the National Union of Teachers and the Educational Institute of Scotland

Useful Organisations and Websites can be found at the links page of www.TheRedCard.org

CONTACT DETAILS

Show Racism The Red Card
PO Box 141
Whitley Bay
Tyne & Wear
NE26 3YH

Telephone: 0191 257 8519
Fax: 0191 257 8541
email: info@TheRedCard.org
www.TheRedCard.org

Registered Charity Number:
1116971

Registered Company Number:
5834708

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USING THE DVD AND EDUCATION PACK

Subtitles are available on the DVD: simply start the film and then select subtitles with your remote or mouse

This pack has been designed to complement and enhance the information contained in the accompanying DVD. The most effective way to use the film A Safe Place as an educational tool is to screen it in sections. The total running length of the film is 16 minutes 27 seconds with 9 main chapters, to which the sections in this pack correspond.

Whilst it is difficult to advocate a single best method or approach for using the resources, we have picked out some key comments and relevant discussion points for each of the nine sections. Initiating a discussion with the class based around the proposed starting points may

serve as a useful introduction to the suggested activity/activities which will follow in all nine cases, and can be tailored by teachers to suit the needs of their students. Estimated timings have been provided for each activity but durations will obviously vary according to pupils' ability.

A useful way to conclude each section is the following plenary: take time to ask the pupils what they have learned from this section of the video and the activities.

At the end of each section of the pack is a set of Learning Outcomes indicating what the young people should know, understand or be able to do following completion of the activities provided.

National Curriculum Links can be found on page 1 of the 'Islamophobia' education pack.

This pack is by no means an exhaustive resource and information that could not be included is available at www.theredcard.org, where you will find a continually updated education section, including details of our annual competition for schools.

AIMS OF THE PACK

- To familiarise young people with a range of facts and skills that will enable them to challenge negative stereotypes and misconceptions about asylum seekers and refugees
- To increase young people's understanding of issues of diversity and identity
- To promote young people's involvement as active and responsible citizens and encourage them to develop greater empathy with asylum seekers and refugees locally, nationally and internationally
- To provide teachers with an easy-to-use teaching resource to enable them to educate for the above

PRIOR TO WATCHING THE FILM

Due to the potentially difficult nature of discussing issues of asylum with students it is advisable to do some preparatory work before using our resources. This should include the setting of ground rules before the session(s). No one should feel picked on, even if they have very different views from those of their classmates. Teachers will have to work hard to ensure that all discussions are at an objective level. It is, however, important to ensure that no lesson becomes a platform for prejudice against asylum seekers and refugees or other racist remarks, and the need for balance should not be regarded as inhibiting a clear stand against racism and intolerance. Instead, students need to understand that there are certain behaviours, such as racism and bullying, which should not be tolerated.

PRELIMINARY ACTIVITIES

Asking students to consider issues surrounding their own identities can be a useful introduction prior to asking them to question the labels they use to define others merely by their legal status i.e. 'an asylum seeker' or 'a refugee'. We would recommend beginning with the 'Exploring Identities' activity in Section 3 of the Islamophobia Pack before familiarising the class with the following definitions.

ASYLUM SEEKER

Someone who is fleeing persecution in his or her own country, has lodged a claim for protection with the Home Office on the basis of the Refugee Convention or Article 3 of the ECHR and is waiting for a decision on that claim.

'ILLEGAL' ASYLUM SEEKER

This term has been misused in the press, and has no legal definition; Article 14 of the Universal Declaration of Human Rights (1948) states that 'everyone has the right to seek and to enjoy in other countries asylum from persecution'. In other words, there is no such thing as an 'illegal' asylum seeker.

REFUGEE

Under international law a refugee is a person who is outside his or her country of nationality or habitual residence, has a well-founded fear of persecution because of his or her race, religion nationality, membership in a particular social group or political opinion; and is unwilling or unable to avail himself or herself of the protection of that country, or to return there, for fear of persecution. In the UK, a person is recognised as a refugee only when the Home Office has accepted their application for

asylum. An asylum applicant is granted refugee status if they meet the criteria laid down in the 1951 UN Convention on Status of Refugees.

FAILED ASYLUM SEEKER

Someone whose asylum application has been turned down and is awaiting return to his or her country. Some failed asylum seekers are unable to return immediately to their home countries, for example through ill health, pregnancy or lack of a safe route. In such cases a failed asylum seeker may be eligible for limited support.

Issues around Asylum are often confused with the broader topic of Migration, which is the global movement of people for a whole host of different reasons.

MIGRANT WORKER/ECONOMIC MIGRANT

A person who migrates from one country to another for work.

IMMIGRANT

A migrant who has chosen to settle in the country into which they have crossed, and therefore takes up permanent residence.

ILLEGAL IMMIGRANT

An illegal immigrant is a person who either enters a country illegally, or who enters legally but subsequently violates the terms of their visa, permanent resident permit or refugee permit.

These people can also suffer from racism; particularly in times of economic adversity: further advice and resources on combatting racism towards migrant workers can be found at www.theredcard.org

ACTIVITY 1

STEREOTYPES (15 MINUTES)

Put a box in the middle of the room. The participants are given slips of paper with the following statements to complete:

All asylum seekers are...

All refugees are...

All illegal immigrants are...

Asylum seekers usually...

Refugees usually...

Asylum seekers come to this country because...

People who come to this country are...

Encourage the students to complete the task individually and not to discuss their answers. Return

completed sentences to the box then invite students to pick one and read it aloud. The statements could be displayed on a wall or board and referred to or challenged during further activities.

Points for consideration:

- Where did people's ideas come from?
- Were the things they came up with true?
- On what evidence have they based their assumptions on?
- What could be the negative effect of stereotyping?
- Can the students think of any other stereotypes?
 - Do any affect them?
- How might the young people's stereotypes affect the way they view and treat asylum seekers and refugees?

1. INTRODUCTION

SECTION LENGTH 1'54

Gary Lineker introduces the concept of seeking asylum and defines some important terms while young asylum seekers begin to tell their stories.



KEY COMMENTS:

- **VERONA:** I had a large, big house; it took my dad ages to build. My stuff was nice
- **AHMED:** They shot my dad, and he's dead now. I hate Somalia
- **VERONA:** They killed my Grandfather – I saw them doing nasty things to him like taking his ear off, his eyes
- **GARY LINEKER:** Their English may not be very good, and they might seem distant. The truth is their lives have been destroyed [but] inside they are just like you and me
- **GARY LINEKER:** While you're watching this programme try and step into their shoes and ask yourself, "what if that were me"?



Discussion Points:

- Was anyone surprised that the lives asylum seekers led prior to coming here were affluent?
- How would it feel to go from having a good standard of living in one country to scraping by without being able to work in another?
- Is it possible to imagine how it feels to have family members killed or tortured in front of you?
- Does this sound like a country you could live in?
- Does this sound like the type of country anyone should have to live in?

ACTIVITY 1: BUILDING EMPATHY – VERONA'S STORY (30 MINUTES)

In the screen-tests section of the DVD there are extended interviews with some of the young people who feature in the film. These can be used to provide opportunities for the students to empathise with the situations of young asylum seekers. Show the students 'Verona's Story' and put them into small groups to complete the activity before providing them with the opportunity to feed their answers back to the class.

Provide the young people with a copy of Verona's Story Worksheet below.

VERONA'S STORY WORKSHEET

Where does Verona come from?

Why did she have to leave her country?

How long did she spend in the mountains?

What did she do when she was thirsty during her journey?

What does Verona miss about her home?

Imagine Verona was in your class at school. Can you think of 3 things that you could do either at school or outside school to help her settle in?

1.

2.

3.

ACTIVITY 2:

IT'S TIME TO FLEE (25 MINUTES)

Verona had to spend a week in the mountains in freezing conditions without a coat. Asylum seekers often have to leave their homes very quickly. Ask the young people to imagine that they only have 5 minutes to pack before they are leaving home forever, what 5 things would they take with them?

Ask them to think about:

- Would they be able to carry it?
- Would they have time to pack it?
- Would it be small enough to fit in the suitcase?
- How important is it to take it?

Points for consideration:

- Food and water may be essential, but heavy to carry
- Pets may be much loved, but would only be a burden when trying to flee
- Most electrical goods would be impractical to take
- A passport would help to cross borders but it could lead to them being identified and arrested before they escape
- Family photos and address books will be important emotionally as they may never return home, but carrying them might be risky, why?
- Money, jewellery and anything of value can be used to buy their way out of trouble

Draw a suitcase on the whiteboard and add the items that the class agree would be the 5 most important to take.

Finally ask the group if anyone has brought some proof that they were forced to leave. Without proof they would not be able to settle in most countries.

Extension Activity

Inviting a local asylum seeker or refugee to come and tell their own story to a class can be one of the most powerful ways to convey to a class the realities of seeking asylum in this country.

Learning Outcomes

The young people should have:

- Gained an understanding of the reasons behind people seeking asylum and explored personal stories
- Practised skills of empathy
- The ability to define the term asylum seeker
- Considered the trauma many asylum seekers go through and the impact it has on their lives

PLENARY

2. MEDIA LIES

SECTION LENGTH 2'21

This section examines the portrayal of asylum seekers in the media and the role of the press in perpetuating stereotypes and negative attitudes towards asylum seekers and refugees.



KEY COMMENTS:

- **ASHLEY COLE:** A lot of people read the papers and talk about the papers, so whatever is in the papers, a lot of people believe
- **DAVID JAMES:** Being a footballer, reading stories on yourself and knowing that they're wrong, I tend to look at a lot of media coverage as being fabricated. It's very difficult to see what's true
- **SHAKA HISLOP:** We understand purely from a footballing standpoint that they never pick out the good things amongst footballers. They always try to highlight the bad things and sensationalise it – what's happening with asylum seekers is exactly that



Discussion Points:

- Why do newspapers often seek to sensationalise stories?
 - Highlight that papers are money making businesses
- Ask young people how they feel their age group is represented in the media – fairly or unfairly?
- Ask young people to think about press coverage of their favourite celebrities recently: have there been many positive stories?
- Can we believe everything we see and hear in the media?

ACTIVITY 1: MEDIA MYTHS (45 MINUTES)

Please turn the pack over and look at Islamophobia page 6 which can be adapted for use in combatting media myths towards asylum seekers and refugees. Deliver **PART ONE: Teenagers** as it stands, then turn back to this page to deliver part two.

PART TWO: Asylum seekers

Ask your students:

- When you see/hear stories about asylum seekers in the news what type of stories are they?
- Teacher to brainstorm "asylum seeker" stereotype with students. Students are encouraged to consider 'what the papers say'

Share with students the 'Headline News 2: Asylum seekers' activity sheet. From reading the headlines can the students identify the impression these headlines give of asylum seekers?

Which headlines:

- Provide overgeneralisations that do not represent all or perhaps even most individuals within that group?
- Might make someone feel frightened or unsure about that group?
- Might make someone reluctant to get to know a member of that group?
- Might make someone think that a certain group has nothing to offer society?

Ask your students to identify 'loaded' or strong language that is used to add to the headline bias.

Students could examine the range of attitudes that may lead on from these newspaper headlines and list what media myths are being created regarding asylum seekers.

ACTIVITY SHEET 'HEADLINE NEWS 2: ASYLUM SEEKERS'

BOMBERS ARE ALL SPONGEING ASYLUM-SEEKERS Daily Express 25/07/05

SWAN BAKE: Asylum seekers steal the Queen's birds for barbecues The Sun 04/07/03

BRITAIN IS THE ASYLUM CAPITAL OF THE WORLD Daily Express 23/03/05

LOSING THE WAR ON ASYLUM CRIME Daily Mail 26/11/02

HALT THIS CROOKED TIDE The News of the World 30/01/05

KICK OUT THIS SCUM Daily Star 02/03/03

AND THEY WILL STOP BOGUS ASYLUM SEEKERS FROM GETTING NHS CARE, SAVING £1 BILLION OF TAXPAYERS' CASH The Sun 31/07/03

ILLEGAL REFUGEES TARGETED ON TUBE The Observer 11/07/04

The following facts may help:

SOURCE: Article 19: What's the Story (2003)

Media reporting of the asylum issue is characterised by the inaccurate and provocative use of language to describe those entering the country to seek asylum. 51 different labels were identified as making reference to individuals seeking refuge in Britain and included meaningless and derogatory terms such as 'illegal refugee' and 'asylum cheat'.

Asylum seekers and refugees feel alienated, ashamed and sometimes threatened as a result of the overwhelmingly negative media coverage of asylum. Many of the interviewees reported direct experience of prejudice, abuse or aggression from neighbours and service providers which they attributed to the way in which the media informs public opinion.

News and feature articles on asylum rely heavily on politicians, official figures and the police as sources of information and explanation. Individual asylum seekers and refugees are only quoted when they themselves are the subject of a report and rarely contribute directly to the policy debate.

Images used to accompany print and broadcast reports on the issue of asylum are dominated by the stereotype of the 'threatening young male'. Women and children are rarely seen and stock images of groups of men trying to break into Britain are used repeatedly.

It may be useful to initiate a discussion with the class around new forms of media and encourage them to think about the veracity of articles and stories they might read on the Internet. Anybody – with any agenda – can put information up on the Internet without checks or balances as to how true/false/biased/fair it is.

Many of the headlines about asylum seekers are misleading, inaccurate and untrue. For example:

SWAN BAKE: Asylum seekers steal the Queen's birds for barbecues

- The Sun Friday 4 July 2003

The article read that *"Police swooped on a gang of East Europeans and caught them red-handed about to cook a pair of royal swans. The asylum seekers were barbecuing a duck in park in Beckton, East London. But two dead swans were also found concealed in bags and ready to be roasted. The discovery last weekend confirmed fears that immigrants are regularly scoffing the Queen's birds."*

A journalist named Nic Medic, originally from Serbia himself, conducted an investigation into this story and found that no-one had been arrested, charged or even cautioned for any such thing. The story was based on unsubstantiated allegations made by unnamed members of the public who claimed to believe that swans were being killed and eaten by Eastern Europeans. The police had no evidence that asylum seekers or Eastern Europeans were responsible for reported reductions in the swan population and it is not possible to conclude whether the offences described actually occurred.

After his investigation The Sun published a clarification...on page 41!

Ask the young people to think about why newspapers are prepared to create, embellish and run with inaccurate, negative stories about asylum seekers and refugees.

Once the myths have been listed, this could be an opportunity to explore them and use other material in this teaching pack to dispel negative stereotypes and provide accurate information.

Re-visit the list of positive suggestions produced by students during part 1 of this activity for combatting negative media portrayals. Can students do anything to combat this negative portrayal and its effects?

Combatting Media Myths

1. Know your myth busting facts
2. Be prepared to challenge the media myths you hear
3. Remember you can't overgeneralise about groups of people: people are individuals
4. Challenge the media – write to your paper
5. Find an alternative news source!

Extension Activity

Students could write a positive newspaper article about asylum seekers and refugees.

The following information may be used as a starting point:

Benefits that asylum seekers and refugees bring to the UK:

- Benefits to the economy:
 1. Nationally, immigrants contribute 10% more to the economy in taxes than they consume in benefits and services
 2. Shops and services benefit from extra spending
- Empty properties are brought back into use, leading to tidier gardens, fewer boarded up windows and less vandalism
- Asylum seekers bring additional skills to an area. Many are highly qualified; for example, doctors, engineers and scientists. 90% of asylum seekers speak 2 languages and 65% speak 3 or more
- Asylum seekers can enrich the lives of local people by sharing their culture and experiences and bringing a global view to a community

Learning Outcomes

The young people should be able:

- To understand the media's influence on society's perception of asylum seekers/young people
- To understand how media bias can result in negative depictions of asylum seekers/young people
- To become aware of the gap between perceptions of asylum seekers/young people and reality
- To identify some of the benefits asylum seekers can bring to their communities
- To become aware of the danger of having a distorted perception of people who appear to be asylum seekers/refugees

PLENARY

3. CLAN WAR

SECTION LENGTH 2'54

In this section young people describe the political and social situations in the countries they were forced to flee and identify law and order as the main benefits of living in the UK.



KEY COMMENTS:

- **SUHURA:** In the night we were sleeping and some of the majority clan came to us and they killed my dad, they shot my mum – we were hiding from them, in the beds, under the beds, everywhere
- **LOMANA LUA LUA:** It's not like here, security-wise: you can pay police money, you can do something bad – kill someone – and you pay police money and they just let you off
- **SUHURA:** In England, there's law and order; there's a police [force], which is good for everyone. If they try to hurt you, you can tell the police and they're going to stop it, which I find REALLY good



ACTIVITY 1: COUNTRIES IN CONFLICT (1 HOUR)

Several of the young people in the film had fled from Somalia – share with the class the brief outline of the situation in this country contained in the box below. In the first half of 2008 the top four countries of origin for asylum seekers arriving in the UK were Afghanistan, Iraq, Iran and Zimbabwe. Ask the young people to research the political/humanitarian situations in these countries and consider whether or not they are safe places to live.

Learning Outcomes

The young people should have:

- Thought about basic human rights and understand that not everybody has equal access to these
- Learnt about some of the different political and social situations that cause people to leave their homes
- Thought about the sacrifices asylum seekers have to make when looking for safety

PLENARY

Discussion Points:

- What were the things young asylum seekers were most pleased to find in this country?
- Why did the asylum seekers choose this country?
- A common myth is that asylum seekers come to the UK for the 'benefits system' - was this Suhura's priority?
- Along with an incorruptible police force, what else might we take for granted in this country?
- Ask the young people to consider the consequences of living in a lawless society; how would it affect them?

SOMALIA is located on the horn of Africa. It is bordered by Ethiopia to the west, Djibouti to the northwest, and Kenya to the southwest; it is hot all year round with monsoon winds and irregular rain which means that there are often periods of drought.

A Civil War started in Somalia in 1988, when the president was overthrown by opposing clans, but they could not agree on a replacement and the country fell into lawlessness and clan warfare. Different parts of the country have declared themselves independent and the capital city Mogadishu is divided into small territories ruled by different Warlords representing the different clans. The UN estimates that the years of fighting between the rival Warlords combined with famine and disease have led to the deaths of up to one million people and that the conflict has created a further one million refugees.



4. LIFE IN A SUITCASE

SECTION LENGTH 1'21

Said talks about having to leave his children's home due to turning eighteen.



KEY COMMENTS:

- SAID: I save up even with my £40 a week – I bought stuff to make myself feel more at home
- SAID: I don't even know how to pack, I came here with nothing
- SAID: It's like a family here, I've known some of the kids here for almost two years



ACTIVITY 1: A LAND OF MILK AND HONEY? (40 MINUTES)

MYTH: "...a tide of humanity that sees Britain as the land of milk and honey"

The Sun, 22 May 2002

Asylum seekers are often painted in the press as "lazy scroungers" who come to the UK in order to live an easy life at the tax payer's expense. The truth is that many asylum seekers who come here are highly qualified and would love to work, but are not allowed to work whilst their cases are being considered. This activity should demonstrate that it is extremely hard to live on the allowance allocated to asylum seekers and certainly does not enable them to live in luxury.

Single asylum seekers over the age of 18 but under 25 currently receive £33.39 a week to live on. This works out at £4.77 a day.

Ask the young people to use the table provided to produce a budget to show how they would spend a week's money.

Once the young people have produced their budget, ask them if it was difficult? What things did they have to go without? Would they struggle to live on this amount of money? What things are not on the list that the young people would miss?

Note the prices given are for cheap range products, the young people may wish to reflect on the cost of the particular brands that they prefer to use.

Learning Outcomes

The young people should have:

- Employed skills of decision-making and empathy
- Practised basic numeracy
- Gained an initial understanding of the financial struggle faced by many asylum seekers

PLENARY

Discussion Points:

- What do you think would be an acceptable amount of money to live on for a week?
- Stress to the class that however skilled they may be asylum seekers are not legally allowed to work while their applications are being processed, which can take a very long time
- What sacrifices would the young people have to make if they were to survive on £40 a week?
- How important is it to have money and be wealthy?

Big Mac Meal £3.29	Fresh Vegetables (1 day's worth) £1	Deodorant £1.50	Writing paper and Envelope £1.50
5 minute phone call home £1.50	Bread (1 loaf) 50p	Toothpaste 80p	Bleach 80p
Bus fare to town and back £2.50	4 pints milk £1.20	Cinema Ticket £5.50	Cleaning Cloths 50p
Toilet Roll (1 weeks worth) £1	Pen 20p	Soap 50p	2l Bottle of Coke £1.50
Chocolate Bar 50p	Butter £1.00	Newspaper 50p	1l Orange Juice 50p
CD £7.99	Baked Beans (1 can) 30p	Jumper £5	Sugar 80p
T-shirt £1.50	Cereal (1 week's worth) £1.50	Stamps £1	Tea Bags £1.20
Fresh Fruit (1 day's worth) £1	Internet for 1 hour £1	Underwear £2	Coffee £1.50
Chicken £3.50	Haircut £12.50	Sanitary items (female) £1	Savings for bigger items (e.g. shoes, coat, household items) £?

5. BUILDING A FUTURE

SECTION LENGTH 2'28

In this section young asylum seekers explore their hopes and dreams for the future.



KEY COMMENTS:

- **SUHURA:** I never went to school before I came to England because in Somalia you cant go to school – the majority clan’s children, they’re going to kill you
- **SUHURA:** I would like to be a doctor because if I become a doctor, if I go back to Somalia, I can work in a big hospital. I can make people better; I can tell my people that what they’re doing is not right. If I’m educated I can help my own people
- **LOMANA LUA LUA:** They [asylum seekers] don’t come here to mess things up or to be bad – they come here for help
- **SAID:** I want to do the right thing, to me that’s really important.



Discussion Points:

- Do any members of the class have similar goals/aspirations to the young asylum seekers?
- How do the class think the lives of the people in the DVD have changed? Did they have dreams about their futures? Can they still achieve all of their goals in the UK? Will it be easier or more difficult?
- What external factors stop people achieving their goals? Are these factors very different in the cases of the young people in the class and the asylum seekers in the film?

high, to include as much detail as possible, to think about professional and personal ambitions and to ensure their goals are realistic and achievable.

A suggested format can be found below:

MY GOALS

The fun things I want to do are:

The places I want to go are:

The people I would like to meet are:

The qualifications I want to achieve are:

The career I would like is:

The things I would like to achieve in my job are:

The things I will do to help people and my community and the environment are:

Advise students that dreams and goals are personal and success means different things to different people and therefore they don’t need to share their work if they don’t want to. Use the above discussion points to facilitate a class discussion, possibly asking a class the following questions:

- What if somebody took away all your dreams and goals and told you that you would never be able to achieve them, how would this make you feel? Is it fair?
- Would you find it difficult to get good qualifications if you had to learn and take all your exams in a new language?
- How might we be able to support refugees and asylum seekers in this school?

ACTIVITY 1:

GOAL SETTING (25 MINUTES)

Ask students if they can remember any of the young people in the DVD talking about dreams and hopes for their future: what did they want to achieve?

Explain to the students that this activity looks at dreams and goals the class have for their own futures.

Ask ‘What is success?’ and collect ideas from the pupils. Define it as: ‘Achieving a goal’, and explain that in order to have success we need to have goals. Setting goals motivates people to achieve them and provides targets to work towards.

Ask students to write down all the things they want to achieve in their lives, encourage them to aim

Learning Outcomes

The young people should have:

- Considered their own dreams and goals and those of people from different circumstances
- Considered the lack of control many refugees and asylum seekers have over aspects of their lives
- Employed skills of empathy and understanding
- Practised planning and organisation

PLENARY

6. LIVING ON MARS

SECTION LENGTH 1'24

This section addresses some of the feelings of loss and isolation many asylum seekers face when integrating into their new communities, and examines what the young people have had to leave behind.



KEY COMMENTS:

- **SAID:** I face a lot of things I can't talk to nobody about. Not because I don't want to talk to people about my stuff but because we literally have nobody to speak to
- **SUHURA:** When I remember my dad and sister I'm feeling sad because I do not know if she lives or if she is dead
- **SAID:** Just imagine yourself going to Mars – there are other creatures there but they don't really understand you. They don't really know what you're talking about. They don't know what being isolated is. They don't know what war is, they don't know what being beaten and humiliated is
- **SHAKA HISLOP:** Keep in mind that these are people who come from 'war torn countries' who have witnessed or experienced horrific physical abuse to not only themselves, but their loved ones, their families, their kids brothers, sisters



Discussion Points:

- What would pupils do if a family member went missing – what channels would they pursue? These probably don't exist in war torn countries
- Do they think they could concentrate in class if they were unaware of whether or not a family member was dead or alive?
- Who do the class talk to when they have problems or difficulties – are there specialist services available to help?
- Encourage pupils to imagine their family members have been killed and they have had to move thousands of miles away – who would they talk to in a country where they didn't even speak the language?

ACTIVITY 1:

DO YOU SPEAK ENGLISH? (20 MINUTES)

Many asylum seekers arrive in the Britain unable to speak English leading to difficulties communicating with Immigration officials and Police, and filling in necessary legal documents. This struggle continues when they are trying to settle in to a new community: unable to communicate effectively, many asylum seekers can become isolated and the language barrier prevents them from integrating fully and from accessing vital services and support. Learning the language is a priority for most asylum seekers, but English language classes are not always easily available.

Discuss with a class the following:

- Is anyone here able to speak another language?
- Do the students have any experiences of being in another country that has a different language? What was it like?
- What difficulties may we face if we couldn't speak to or understand anybody? How would this feel? Can we imagine it?
- Is it easy to learn another language? Would they sacrifice their time to go to language classes?
- What other types of communication are there?

Divide the students into two teams, explain to them that this game illustrates how difficult and frustrating it can be when you can't get your message across. In preparation for the game, photocopy the statements listed below, fold them and put them in a box and get students to pick one each.

The game is 'Charades' and should be familiar to the students; rules vary widely so agree on these before starting the game. To warm up the group and to get into the swing you could start by getting the students to act out popular film or song titles before using the statements for this activity.

Each participant is to act out their sentence to the other members of their team; they score a point for each correct guess, record scores on a board or flip chart. Allow a specific amount of time and the team with the highest score when the time is up is the winner.

Below are some example sentences to ask the young people to act out, which vary in difficulty:

I DON'T SPEAK ENGLISH	I COME FROM ANGOLA
I AM SICK I NEED A DOCTOR	I AM LOST
MY COUNTRY IS NOT SAFE	WHERE CAN I BUY SOAP?
MY BROTHER IS DEAD	THERE IS A WAR
WHERE IS THE LIBRARY?	I AM ALONE
WHAT IS YOUR NAME?	I DON'T UNDERSTAND
WHERE IS THE BUS STOP?	DO I HAVE ENOUGH MONEY TO BUY IT?
I MISS MY FRIENDS FROM HOME	HOW DO I USE THE TELEPHONE?
CAN YOU HELP ME WRITE A LETTER?	I HAVE SEEN MUCH VIOLENCE

Following the activity, discuss how the young people found it and what the main difficulties they faced were:

- How might this compare to an asylum seeker trying to communicate?
- Has this changed their views at all?
- What will they take away from this activity?
- What could we do to support and help asylum seekers and refugees in our school and community?

Learning Outcomes

The young people should have:

- Experienced creative forms of expression, non-verbal communication and teamwork
- Recognised the importance of effective communication
- Considered the frustrations faced by people unable to speak English in the UK
- Explored ways in which asylum seekers and refugees could be better supported

7. MOVING ON

SECTION LENGTH 1'24

Said discusses his move to residential accommodation which he has to share with a stranger.



KEY COMMENTS:

- **SOCIAL WORKER:** The furniture isn't fantastic in here is it? They haven't cleaned out the cupboards
- **SOCIAL WORKER:** They are quite strict on when you come in. People sign in – they need to know how many people are actually in the building, no overnight stays
- **SAID:** The place, I don't really like it at all, but I'm sharing with only one person, that is [...] a relief



Discussion Points:

- Encourage the students to describe the accommodation and its shortcomings in their own words
- Would they be prepared to live in such a place?
- Would they be prepared to sign in and out of their own homes, even at age 18?
- How does Said's accommodation compare with the students' own?
- How would it feel to live with a total stranger?

ACTIVITY 1: WHO WOULD LIVE IN A PLACE LIKE THIS? (15 MINUTES)

After a discussion around the above points, tell the students they are going to become Estate Agents and they have the task of trying to 'sell' Said's accommodation.

They must write out an advert for the estate agent's window or the local press that contains all the details about Said's new apartment, including the rules for no overnight guests and signing in and out!

Remind students that as they are trying to get people interested in renting or buying the accommodation they need to try and be positive about everything.

Invite students to share their work. Ask the class how they found this activity and whether it was hard to be positive?

Extension Activity

This task could work in pairs or as a whole group activity.

Put one student in role of the estate agent and the other(s) as customers looking for a new place to live.

Role play the estate agent trying to sell Said's accommodation to the potential buyer, encourage the students playing customers to challenge and question the estate agent, and make it difficult for them!

Swap roles to give all participants the opportunity to experience both sides.

Conclude the activity by obtaining feedback from the students as to how they found it: link the activity back to Said's situation and ask if their feelings have changed and what they have learnt

- Would they move in?
- Would they buy the apartment? If not, why not?
- How does what we have learnt here challenge people's myths about asylum seekers and refugees 'stealing our homes'?

Learning Outcomes

The young people should have:

- Employed skills of persuasion, communication, creative writing and presentation
- Expanded their knowledge of the housing circumstances of asylum seekers

8. HOME

SECTION LENGTH 1'50

The young people discuss their views about the countries they come from and share their thoughts and feelings about returning home.

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KEY COMMENTS:

- **SHAKA HISLOP:** The way forward is understanding each other, taking what's good out of each different culture, each different country, and making it work for your benefit
- **SUHURA:** If I was in my country and there's a safe place, there's law and order, I wouldn't come here and apply to be an asylum seeker. I would stay with my people
- **SUHURA:** At the moment I wouldn't go to Somalia because it's not a safe place. The people who killed my dad and injured my mum and took my sister from us, they're going to take me too; they're going to kill me. But if it is a safe place, if there's a government, and development, I'm going to go back
- **SAID:** If they force me I'll have to go back, but all I know is this place, I know my home is not my home anymore

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Discussion Points:

- What benefits of multiculturalism can the students see in their own lives?
 - Ask who enjoys pizza, Chinese food or curries?
- Encourage them to consider other contributions made to music, television, dress or sports
- If the young people had to move away from Great Britain because it was unsafe do they think they would return as soon as they could or would they be too scared violence would flare up again?
- What would the young people miss most about home if they had to move to another country?

Ask the students to match the refugees with their contributions.

After an allowed amount of time, encourage answers and feedback from the group, correct any mistakes, and discuss:

- Were the students surprised by anything?
- Has this challenged any preconceived ideas about refugees and asylum seekers?
- Can the students name any other famous refugees?
- How could this information be used to challenge racism against refugees and asylum seekers?

ACTIVITY 1:

REFUGEE CONTRIBUTIONS (15 MINUTES)

Many refugees have made huge contributions to British culture as we know it today: Sport, Science, Art, Literature, Architecture, Film, Fashion and Music have all been influenced massively by refugees from all over the world.

This activity would work well in small groups or pairs. Photocopy the worksheet and separate the sections, giving each group a full set of 'Refugees' and 'Contributions'

Learning Outcomes

The young people should have:

- Gained a greater understanding of the positive contributions made by refugees
- Employed skills of decision making and team work

ANSWERS

1 C; 2 E; 3 B; 4 D; 5 A; 6 H; 7 F; 8 G

REFUGEE

A. MICHAEL MARKS

A Jewish refugee born in Russia in 1859, sought a safe place in England as a young man.

B. SIGMUND FREUD

Born in 1856 in Austria, he escaped Nazism and arrived in Hampstead, London in 1938.

C. JACKIE CHAN

Born in Hong Kong, both parents were refugees from the Chinese Civil War.

D. MIKA

Born in 1983, forced to flee war-torn Lebanon.

E. LOMANA LUA LUA

Born in Democratic Republic of Congo in 1980, fled political crisis and the Congo war, said to be the world's deadliest conflict since World War II and sought refuge in the United Kingdom.

F. MARIA AUGUSTA VON TRAPP AND FAMILY

Forced to leave their Austrian home in 1938 escaping Hitler's regime, they fled to Italy.

G. ALEK WEK

Born in 1977 she is from the Dinka ethnic group in Sudan, in 1991 she and some family members fled to Britain to escape the civil war between the Muslim north and the Christian south of the Sudan. She later moved to the United States of America.

H. ALBERT EINSTEIN

Born in 1879 to Jewish parents, fled Nazism in Germany to The United States of America.

CONTRIBUTION

1 One of the best known names worldwide in the areas of Kung Fu and action films. Has been acting since the 1970's and has appeared in over 100 films. An actor, choreographer, film director, producer, martial artist and stunt performer who had been awarded an MBE.

2 Started playing football at the age of 16, was spotted at 17 by third division Colchester United. Known for a spectacular goal celebration which consists of several back flips and a backward somersault. Has since played for Portsmouth and Newcastle United. In 2006 this person set up a foundation, building a hostel, sport and education complex in their hometown to provide care and education for orphaned children.

3 A Psychiatrist who founded the psychoanalytic school of psychology. Best known for theories of the unconscious mind and for creating the clinical practice of psychoanalysis. Also famous for claiming sexual desire as the primary motivational energy of human life.

4 Award winning singer-songwriter who has a recording contract with Casablanca records and Universal Music. This person rose to fame around the end of 2006 and the start of 2007 with hits like 'Grace Kelly' 'Big girl (You are beautiful)' and 'Relax, Take it easy'

5 Arrived in England without a trade and unable to speak the language, moved to Leeds and began trading in numerous villages in Leeds, following this success they established a stall in Leeds' open market. After joining forces with cashier Tom Spencer in 1894 the retail giant 'Marks and Spencer' was founded.

6 A theoretical physicist best known for discovering the theory of relativity and specifically mass - energy equivalence $E=mc^2$. In 1921 this person received the Nobel Prize in Physics.

7 As the stepmother and matriarch of the family singing group her story and that of her family's escape was the inspiration for the musical 'The Sound of Music'.

8 They were discovered at an outdoor market in London in 1995 in Crystal Palace, south London, by a Models 1 scout. They first got attention with the help of the music video for "Golden Eye" by Tina Turner in 1995 and from there made it into the world of fashion as one of its top models. They are signed to Ford Models and in 1996 appeared in the 'Got Till it's gone' music video by Janet Jackson. Named "Model of the Year" in 1997 by MTV.

9. FAIR PLAY

SECTION LENGTH 2'08

Footballers and young people discuss the positive impact of diversity and multiculturalism.



KEY COMMENTS:

- **THIERRY HENRY:** Look at now, the way the world is – it's an open world
- **SHOLA AMEObI:** Some cultures can help other cultures, and vice versa. That's how we grow as a people
- **SAID:** You're not really making anyone's life better by isolating them, so just treat people fairly because at the end of the day we are human beings
- **ASHLEY COLE:** There's only one race and that's the human race, and for me we're all together
- **SHOLA AMEObI:** Cursing people and not wanting them around is a bad thing to do



Discussion Points:

- How do pupils think they would want to be treated if they were in the situation of these young asylum seekers?
- What do the class feel they could do to welcome an asylum seeker who might be sent to their school?
- In what ways can we show respect to other people?
- What factors would the class take into consideration when deciding how to treat someone or whether to be friends with a person?

ACTIVITY 1:

AL BANGURA'S STORY (40 MINUTES)

Share with the class the following story of Al Bangura: interviews of Al and his manager at Watford FC, Aidy Boothroyd, are accessible from the DVD menu screen.

Alhassan 'Al' Bangura plays in the midfield for Watford FC. Al is originally from Sierra Leone, but fled the country as he was going to be forced to join a secret society against his will after the death of his father. Fearing for his life he escaped Sierra Leone and lived on the streets of Guinea where an Algerian picked him up and brought him to Europe in order to sell him into the sex trade. Al managed to escape and sought asylum in the UK. A Watford FC scout discovered him when he was playing football in a park and he made the first team when he was only 17.

Al was given permission to stay in Britain until he was 18, but after his 18th birthday the Home Office initiated moves to deport him back to Sierra Leone. Bangura lost his deportation hearing, but lodged an appeal with huge backing from Watford Football Club, fans and local MP Claire Ward. Over 18,000 home and away fans staged a half-time protest during the club's game against Plymouth Argyle at Vicarage Road. They held up posters on which the 19 year old's face appeared under the words "He's family".

In December 2007 Al Bangura was given the option of applying for a work permit that would be processed alongside his appeal for asylum and in January 2008 he was granted a permit which allows him to remain in the UK.

Points for consideration:

- Was it a difficult decision for the Home Office to make? Do the students agree Al should have been allowed to stay?
- What factors were taken into account?
- Would the outcome have been different if he had not been a successful footballer?
- Can the students think of any examples of other successful campaigns?

Campaigning is a fundamental part of any organisation or group of people's fight for a cause. Al Bangura's story illustrated that campaigning can be a successful way of getting a message across, making sure opinions and concerns are voiced and standing up for what you believe in.

Show Racism the Red Card believes that everybody has a role to play in getting rid of racism in football and in society.

Encourage students to draw up action plans detailing the things they plan to do to show racism the red card. A template action plan is downloadable from the PDF on the DVD or www.theredcard.org
Some suggestions are: telling 3 people about what

they have learnt during the SRtRC workshop and follow up work; show the SRtRC magazine to friends and family; arrange a meeting with head teacher to review or discuss the school's anti-racism policy; write letters to local MP's; make displays with a powerful anti-racist message; challenge the use of racist language and behaviour; celebrate diversity in the school or community; make an effort to learn about other cultures and religions; share the SRtRC message with other pupils in school by running an assembly; come up with an inclusive motto for the school football team.

Learning Outcomes

The young people should have:

- Considered the roles they can play in fighting racism
- Been empowered to act to prevent racism in their school and local community
- Identified the need to celebrate and welcome diversity
- Employed skills of discussion, planning and evaluation

FREQUENTLY ASKED QUESTIONS

WHY DO SO MANY ASYLUM SEEKERS COME TO THE UK?

The UK is not the asylum capital of the world. Britain hosts only 2 percent of the world's refugee population. 80% of the world's 11.4 million refugees flee to developing countries; usually those neighbouring their own. The majority of refugees and asylum seekers are hosted by the world's poorest countries, often in desolate camps in remote border regions, with devastating effects on the local environments and natural resources.

IF ASYLUM SEEKERS ARE JUST LOOKING FOR A SAFE PLACE, WHY DON'T THEY STAY IN THE FIRST SAFE COUNTRY THAT THEY REACH?

Most asylum seekers do remain in the country which neighbours their own, however these countries are often poor and ill equipped to help. Often those who can afford to may pay traffickers to take them to safety and have little control over the country to

which they are taken. Those who deliberately come to the UK often choose it because they have friends or family here, they speak English and/or there are links between their country and the UK (e.g. old colonial ties). The fact that someone has travelled through other countries on their way to the UK does not make their application any less valid.

DO ASYLUM SEEKERS COME HERE TO TAKE ADVANTAGE OF OUR BENEFIT SYSTEM?

Asylum seekers do not come to the UK to claim benefits. In fact, most know very little about the UK asylum or benefits systems before they arrive.

Asylum seekers are not allowed to work for the first 12 months of their application. They are forced to rely on state support, which is set at just 70% of income support, they do not receive extra perks such as mobile phones and are denied other benefits open to UK nationals such as Disability Living Allowance.

Many asylum seekers want to work and support themselves and often do voluntary work while their applications are being processed.

DO ASYLUM SEEKERS JUST COME FOR JOBS?

Asylum seekers need to have a well-grounded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

It is a myth that all asylum seekers are really just economic migrants. Their main countries of origin are not the poorest in the world; they are countries dominated by conflicts and abuses of human rights.

DO ASYLUM SEEKERS TAKE OUR HOUSES?

Asylum seekers are given empty houses that landlords find hard to let. They are not entitled to council housing. The house and the equipment never belong to the asylum seeker, they have to leave once a decision has been made on their case and the house and equipment is reused for the next family.

DO ASYLUM SEEKERS USE FALSE DOCUMENTS?

Some do, it is very difficult to flee persecution without using false documents. However, Article 31 of the 1951 convention on refugees prohibits governments from penalising refugees who use false documents. Remember, there is no such thing as an illegal asylum seeker; we all have the right to flee persecution.

ASYLUM SEEKERS DON'T CONTRIBUTE ANYTHING DO THEY?

Refugees and asylum seekers have a huge variety of skills and, given the opportunity to work, make significant contributions to the economy and culture of the UK. People born outside the UK, including asylum seekers, contribute 10% more to the economy in taxes and national insurance than they consume in benefits and public services.

An estimated 30,000 jobs have been created in Leicester by Ugandan Asian refugees since 1972. (Source: The Observer, They fled with nothing but built a new empire, 11 August 2002)

ARE ASYLUM SEEKERS TERRORISTS?

A report published by the Association of Chief Police Officers found no evidence that asylum seekers are more likely than anyone else in the community to commit criminal offences, and that asylum seekers are more likely to be the victims of crime than the perpetrators. (Association of Chief Police Officers (ACPO) of England, Wales and Northern Ireland asylum seekers Policing Guide, 2003)

All asylum seekers are photographed, fingerprinted, security checked and issued with ID cards. Many have to report at fixed, regular intervals to police stations or immigration screening centres while their application is considered. Asylum seekers can be detained at any time. A would-be terrorist is unlikely to choose a route of entry that immediately brings them to the attention of the authorities, requires fingerprinting and carries the risk of being detained.

Additional Sources: THE REFUGEE COUNCIL www.refugeecouncil.org.uk, REFUGEE ACTION www.refugee-action.org



ABOVE: WATFORD FANS SHOW SOLIDARITY WITH AL BANGURA

QUIZ

1. MOST ASYLUM SEEKERS ARE REALLY FROM SAFE COUNTRIES.

FALSE

Most asylum seekers come from war torn countries or are fleeing brutal regimes. The top 4 countries of origin for asylum seekers arriving in the UK during the first half of 2008 were Afghanistan, Iraq, Zimbabwe and Iran.

2. THE UK TAKES MORE THAN ITS FAIR SHARE OF ASYLUM SEEKERS.

FALSE

In 2007 the UK was ranked 14th in Europe for asylum applications received in relation to the overall population and Europe only took 14% of the world's refugees.

3. BRITAIN ONLY TAKES 2% OF THE WORLD'S REFUGEES AND ASYLUM SEEKERS.

TRUE

80% of the world's 11.4 million refugees flee to developing countries; usually those neighbouring their own.

4. MANY ASYLUM SEEKERS ARE PART OF CRIMINAL GANGS.

FALSE

Asylum seekers are no more likely to be in a gang than anyone else, but are more likely to be the victims of crime.

5. ASYLUM SEEKERS CAN BE LOCKED UP WHEN THEY HAVEN'T COMMITTED A CRIME.

TRUE

Asylum seekers including children can be locked up for as long as the Home Office decides. In April 2008 there were about 1640 asylum seekers in detention.

6. THERE IS NO SUCH THING AS AN ILLEGAL ASYLUM SEEKER.

TRUE

If you have made an Asylum claim you have the legal right to remain in this country until a final decision has been made on your case.

7. ASYLUM SEEKERS JUMP THE HOUSING QUEUE.

FALSE

Unlike other destitute people, asylum seekers are not entitled to housing from Local Authorities but are given temporary housing by the Home Office.

8. 9 OUT OF 10 ASYLUM SEEKERS ARE LYING; THEY DON'T REALLY NEED ASYLUM.

FALSE

Although it is very difficult to prove persecution, at least 21% of asylum claims are accepted and this rises by another 21% on appeal.

9. ASYLUM SEEKERS ARE NOT ALLOWED TO WORK IN THE UK.

TRUE

Single asylum seekers are given £42.14 a week which they lose if they do not live where they are told by the Government. This is 30% below the poverty line.

10. EVERYBODY IN THE WORLD HAS THE RIGHT TO CLAIM ASYLUM.

TRUE

Article 14 of the Universal Declaration of Human Rights guarantees everybody, including you, the right to flee persecution.