

SEEKING

SAFETY

**An Amnesty International
human rights resource on
asylum and refugee issues**

For Primary (age 7+)

www.amnesty.org.uk/education

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INTERNATIONAL 

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INTRODUCTION



About this resource

This pack focuses on asylum, approaching the issue from global and UK perspectives. It encourages students to draw parallels with their own lives. Many of the activities build on an empathetic understanding of situations to develop knowledge and skills for approaching the subject of asylum. Pupils are encouraged to expand their understanding beyond themselves: to think globally and to think about human rights.

The pack is designed to approach the issue of asylum in a way that is accessible and appropriate to primary school children. The materials and activities can be used in stand-alone lessons or in projects to encourage students to make connections between different areas of learnings.

The activities enable young people to learn independently and as part of a group, and to develop their creativity, teamwork and ability to apply their learning in new and challenging contexts.

They contribute towards developing the **ethos and life of the school as a community** by developing young people's understanding of values and promoting respectful and positive relationships. The activities support the strengthening of students' abilities to develop informed ethical views of complex issues.

Age range

Each of the activities is designed to be used by children aged 7-11. However, it is also possible to adapt some of the activities for a younger or older age group.

Aims of the pack

To give students:

- A clear understanding of the key terms and facts about refugees and asylum seekers;
- Empathy with issues facing asylum seekers and refugees;
- Awareness of the ways people are interconnected across the world;
- Understanding of some of the causes of refugee movements;
- Knowledge of the myths and stereotypes surrounding asylum seekers and refugees and the ability to develop their own responses;
- An introduction to human rights and the right to seek asylum in particular.

Sensitivity

Refugees in the classroom

There may be staff or pupils at school who are refugees and the topic needs to be approached in a way that safeguards their wellbeing and self-esteem. It may be difficult for a refugee to talk about traumatic experiences; they may have fears about returning home or being seen as 'different'. While personal experiences can enrich debate, teachers should be aware of the difficult emotions colleagues and pupils might face in such situations.

Sensitive issues

Talking about human rights and refugees can seem complex and not relevant for discussion by primary school children. However, children face the basic issues of fairness, prejudice, conflict-resolution and human choice and action every day through relationships with their peers. The aim of this pack is to develop these concepts and relate them to the issue of asylum.

Children are exposed to negative myths around refugees and asylum seekers and may have come into contact with refugee issues directly or through a friend. Through open discussion and structured activities, children can explore these issues in the safety of the classroom environment.

Amnesty International's work on asylum

Amnesty International is made up of ordinary people from across the world standing up for humanity and human rights. Our purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.

Amnesty campaigns for the protection and promotion of the human rights of refugees and asylum seekers. We aim to bring about a fair and effective asylum system and we work in a wide variety of ways. We carry out research into aspects of asylum policy and practice, develop proposals for improving those policies and practices and lobby the government, members of parliament and other influential audiences.

Amnesty is keen to challenge myths and misrepresentations of refugees and to promote the positive contribution that refugees make to our society. We believe positive educational messages are a crucial tool to counter fear, ignorance and the negative stereotyping of refugees.

FACTS AND FIGURES



Definitions

What is a refugee?

A refugee is someone who has left their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm. Many people consider themselves refugees, and are considered so by others, whether or not they have been officially recognised by the government of the country in which they are seeking asylum.

What is an asylum seeker?

An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be given refugee status.

What is an internally displaced person?

An internally displaced person is someone who seeks safety in another part of their country because they are afraid of being persecuted. They do not cross any international borders, so are not considered refugees.

What is the human rights context?

The Article of the Universal Declaration of Human Rights particularly relevant to this resource is:

Article 14

If we are frightened of being badly treated in our own country, we all have the right to move to another country to be safe.

For a summary version of the Universal Declaration of Human Rights go to www.amnesty.org.uk/udhr

FACTS AND FIGURES



Refugees across the world

How many?

Two sets of statistics are collected on refugees worldwide. At the end of 2015, the UNHCR (United Nations High Commissioner for Refugees) calculated that there were about **21.3 million** refugees in the world.

That's more than double the population of Scotland, more than half the population of England, seven times the population of Wales and about 10 times the population of Northern Ireland.

Where?

The vast majority of refugees are not living in the rich countries of the Western world, but in the developing world.

Countries producing most refugees

53% of refugees worldwide come from three countries:

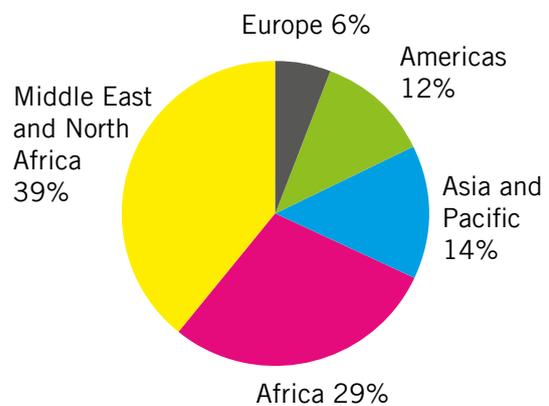
Syria	4.9m
Afghanistan	2.7m
Somalia	1.1m

Countries receiving most refugees

Turkey	2.5m
Pakistan	1.6m
Lebanon	1.1m
Islamic Republic of Iran	979,400
Ethiopia	736,100
Jordan	664,100

Approximately 123,067 refugees live in the UK. This amounts to less than 1% of refugees worldwide.

Where the world's displaced people are being hosted



Why?

What do you think would make someone want to leave their home? Refugees' reasons for fleeing often include:

no democracy in their country

violence

human rights abuses

being attacked or threatened because of their religion



persecution

being attacked or threatened because they disagree with their government

war

torture

ACTIVITY 1

Myth Busting



Adapted from 'Global Communities: Learning about Refugee Issues, Secondary School teaching resource', Refugee Week 2005

The press sometimes refers to asylum seekers negatively as 'bogus asylum seekers' or 'scroungers taking over the country'. You can't believe everything you read or hear.

Work out which truths match the myths and draw a line between them.

MYTHS	TRUTHS
1 Asylum seekers take our housing.	A Most asylum seekers coming to the UK are fleeing countries where there is war and violence.
2 Most asylum-seekers aren't really fleeing from danger. Their countries are safe.	B Asylum seekers are much more likely to be victims of crime than criminals.
3 Asylum seekers are here illegally.	C Asylum seekers cannot choose where they live. The housing they get is not paid for by the local council. It is nearly always housing that other people do not want to live in.
4 Most of the world's refugees come to the UK. They are swamping the country.	D There is no such thing as an 'illegal' asylum seeker. Under international law anyone has the right to apply for asylum.
5 Asylum seekers get lots of money and special treatment from the government.	E The UK is home to less than 1% of the world's refugees. Most of the world's refugees are living in poor countries in Africa, Asia and the Middle East.
6 Asylum seekers are criminals.	F Asylum seekers are not allowed to work while they are waiting for a decision on their case. They get support from the government but it can be as little as £5 a day.

Source: www.refugeecouncil.org.uk

ACTIVITY 2

1 Refugees' contributions



Adapted from 'Global Communities: Learning about Refugee Issues Primary School Teaching Resource' (DFID 2005)

Learning objectives

Britain has a long history of providing asylum to people fleeing persecution. Many different groups have been forced to flee their homes in the past. They have settled into British life and contributed to the community. However some have become particularly famous.

This activity aims to encourage participation and discussion. Pupils will be:

- Introduced to the history of Britain offering asylum to people who are forced to flee their homes.
- Introduced to the contributions made by refugees to the UK.
- Able to relate the term refugee to individual, personal stories.

Preparation

- Photocopy individual handouts for pupils (pages 9 and 11).
- Photocopy 'Refugee Contributions', Stories 1 and 2 (pages 10 and 12) and cut up the information into individual strips.
- Familiarise yourself with the refugees' stories.

Running the activity

- Ask who has heard of the famous people/inventions in the pictures and encourage pupils to tell the class how they have come across them in their everyday lives.
- Facilitate class discussion about what the famous people/inventions might have in common.
- The answer is that they are all famous for their contribution to society in the UK, and they or their families are refugees. The inventions were all made by people who came to the UK as refugees.
- Reflect with pupils on the answer and whether this challenges expectations.
- Ask the class to work in pairs and give each pair a 'refugee story'. They should read over their strip of paper so that they can be 'experts' on this person or invention.
- Then encourage the class to ask questions about the images they have seen, eg: Who invented toilet paper? Who is Edward Snowden? Where did Rita Ora come from? The pair with the relevant information should answer the question to the class.

Further activities/homework

- Find out about another famous refugee and write an account of their life.
- Draw a picture of a famous refugee.
- Ask pupils to research their family history. Has any of their family come from other countries?
- The pictures and stories could be used in further activities such as a talk or a discussion.

ACTIVITY 2 continued

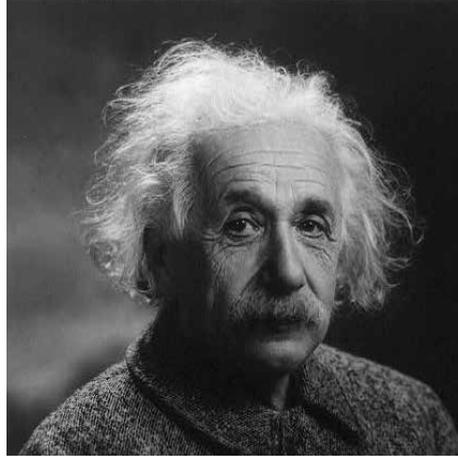
What do we have in common?



CC/Team Art in Berlin



Anish Kapoor



Albert Einstein

CC/Neon Tommy



Rita Ora

CC/Georges Biard



Jackie Chan

© RADIUS-TWC



Edward Snowden

Unknown photographer



Anne Frank



ACTIVITY 2 continued

Refugees' contributions: Stories 1

Sir Anish Kapoor's story

Sir Anish Kapoor is a well-known sculptor and artist. He was born in Bombay, India, in 1954. His mother was Iraqi-Jewish and took refuge in India in 1920 after the Iraqi revolt. He came to London to study art, and in 1991 won the prestigious Turner Prize. A notable public sculpture he designed is ArcelorMittal Orbit, commissioned as a permanent artwork for London's Olympic Park. It is the tallest sculpture in the UK. He received a knighthood in 2012.

Albert Einstein's story

Einstein is a very famous German Jewish scientist. He was born in 1879 and had to leave Germany after Hitler came to power in 1933. His property was taken away from him by Hitler's Nazi government because his family was Jewish. He escaped to America and became an American citizen in 1940. All over the world people think of him as a genius and one of the greatest physicists ever. He won the Nobel prize in 1921 and is most famous for his important 'theory of relativity' and the equation $E=mc^2$.

Rita Ora's story

Singer and actress Rita Ora was a refugee at just 1 years old. She was born in Pristina, Kosovo, to Kosovar Albanian parents but a year later they all moved to the UK to escape the Kosovo civil war. She has since commented on the struggles her parents went through, stating how lucky they were to get the last flight out of Pristina before the airport closed. She is now a British citizen.

Jackie Chan's story

The actor Jackie Chan was born in Hong Kong in 1954. When he was seven years old, his parents migrated to Australia. Jackie stayed behind to enroll in the China Drama Academy and he made his acting debut aged 8. He started working in the movies as a stuntman after learning martial arts, and has since appeared in over 150 films. He fled to the United States from Hong Kong after being harassed and threatened with death by the triads (Chinese organised crime syndicate).

Edward Snowden's story

Edward Snowden is an American computer professional, and a former CIA employee and contractor for the United States government. In 2013, while in Hong Kong, he leaked tens of thousands of secret documents from America's National Security Agency. He fled to Moscow after an arrest warrant was issued against him where he was granted temporary asylum. He was formally granted three years of residency in 2014.

Anne Frank's story

The German-Jewish teenage Anne Frank tried – and failed – to escape Nazi persecution. She and her family fled from Nazi Germany to the Netherlands during World War II. In 1942 they went into hiding after receiving a Nazi order to go to a labor camp. They were eventually discovered. At the age of 15, Anne died at a concentration camp in Germany. Her book *The Diary of a Young Girl* is one of the most widely known and poignant accounts of the refugee experience.

ACTIVITY 2 continued

What do we have in common?



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The Hunchback of Notre Dame



© www.freeimages.co.uk

Toilet paper



Mini

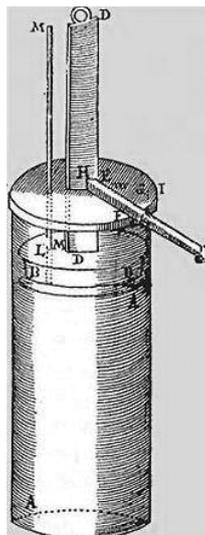


Marks and Spencer

cc Med



Achromatic telescope



Piston steam engine



ACTIVITY 2 continued

Refugees' contributions: Stories 2

The Hunchback of Notre Dame, written by Victor Hugo

Victor Hugo was a French poet and writer who was born in France in 1802. He became involved in French politics and spoke very strongly about his views about justice and against the death penalty. He had to flee from France when an emperor (Napoleon III) took control of the country. Hugo was afraid for his life and escaped to Guernsey, one of the Channel Islands. He wrote famous plays, poetry and historical novels, including *The Hunchback of Notre Dame* which was made into a Disney film in 1996.

Toilet paper

Soft toilet paper was first manufactured by German Jewish refugees in the 1930s.

Piston steam engine, invented by Denis Papin

Denis Papin was a mathematician, physicist and inventor. He was born in France in 1647. He had to escape to Germany and then to England because of his religion. He was a Protestant and the King of France, who was Catholic, made it illegal to be a Protestant. He made the first pressure cooker and the first piston steam engine.

Mini, designed by Sir Alec Issigonis

Alec Issigonis was born in Turkey in 1906. His father was Greek and his mother was Bavarian. In 1923, they escaped from a war between Turkey and Greece and Alec and his mother came to live in the UK. Issigonis studied motor engineering and became a car designer. He designed famous cars including the Morris Minor and the Mini. The Mini is the best-selling British car in history. In 1961 he developed the Mini Cooper with his friend John Cooper.

The achromatic telescope lens, invented by John Dollond

John Dollond's family fled from France to England in the 18th century to escape persecution because they were Protestants. He was born in London in 1706 and he became an inventor. He developed a special kind of telescope lens with his son Peter and set up the opticians' firm Dollond and Aitchison.

Marks and Spencer, co-founded by Michael Marks

Michael Marks was born in Russia in 1859. His family were Polish Jews and they fled to the UK in 1883. He spoke no English and didn't know a trade, so he started selling clothes from a market stall in Leeds. He later opened a clothing shop with his friend Tom Spencer, a Yorkshire cashier, in 1884. It grew into one of the best-known British stores, Marks and Spencer.

ACTIVITY 3

What's in a name?



Adapted from 'Global Communities: Learning about Refugee Issues, Secondary School teaching resource', Refugee Week 2005

Learning objectives

Refugees arriving in the UK often face prejudice. Pupils may have come across this before in the media, in political debates or in the playground. It can be especially hard for refugee children to settle into a new school.

Pupils will be enabled to:

- Understand that children's enjoyment of their rights can often be affected by their circumstances and/or the attitude of others.
- Develop a sense of awareness of their identity.
- Relate difficult situations in their personal experience to the possible feelings and experience of refugees and asylum seekers.

Preparation

Photocopy the poem by Rubimbo Bungwe for each group.

Running the activity

- Split pupils into groups of 4-5 and encourage them to think about their own name.
- Ask probing questions such as:
 - What does your name mean to you?
 - Have you ever chosen to be called something different, eg a shortened name or even a nickname?
 - Have other people ever labelled you instead of using your name?
(**Sensitivity:** be alert at this point to the possibility of students using this as an opportunity to bully others)
 - If yes, why do you think that they did it? How did it make you feel? What can you do to stop it?
- Hand out the poem and have one member of each group read it to the others.
- Encourage discussion based around topics like 'What does she think about the label given to her?' and 'What could people do differently to help Rumbimbo feel at home?'

ACTIVITY 3 continued

Refugee
by Rubimbo Bungwe, aged 14,
from Zimbabwe, 2002

So I have a new name – refugee.
Strange that a name should take away from me
My past, personality and hope.
Strange refuge this.
So many seem to share this name – refugee
Yet we share so many differences

I find no comfort in my new name.
I long to share my past, restore my pride,
To show, I too, in time, will offer more
Than I have borrowed.
For now the comfort that I seek
Resides in the old yet new name
I would choose – friend.

*Reproduced from 'Global communities: Learning about Refugee Issues
Secondary School Teaching Resource' (DFID 2005)*

ACTIVITY 4

Why do people become refugees?



Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International) www.liftoffschools.com

Learning objectives

Refugees all have different experiences, but behind the statistics there are real stories of why people have to flee their homes. Many have experienced extreme situations and faced danger and violence.

Pupils will be enabled to:

- Explore the reasons why people become refugees.
- Develop perspective and empathy.
- Engage in activities that promote the skills of discussion and opinion formation.

Preparation

- Photocopy Amira's story for each pupil.

Running the activity

- Divide the class into smaller groups and give each group a copy of Amira's story.
- Ask each group to read the story and to discuss what Amira's life might be like, for example:
 - How did she feel when she came here?
 - What do you think she misses about her home?
 - How have people treated her?
 - What would you miss about your home if you had to leave?
- Ask each group to discuss their ideas with the class.

Further activities/homework

- Pupils may wish to read, discuss and reflect on more stories like this. Videos and stories from refugees can be found at www.unhcr.org/teachers-toolkit

ACTIVITY 4 continued

Amira's Story

Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International)



© Amnesty International

Sudanese girl

Hello my name is Amira. I come from Sudan, a country in Africa. My family and I came here because there was a war in our country and our lives were in danger. We had to leave our homes in a hurry in the middle of the night. We had to leave everything behind except some clothes, some cooking dishes and a little money.

When we arrived here everything seemed very strange. It was very cold, people wore different clothes and spoke a different language. We were all very frightened and worried about our future. After some time we were given a place to stay and things got better. I started going to a local school. Some children were kind and friendly towards me. But some children were unkind and said things like, 'Why don't you go back to your own country and leave us alone. You don't belong here.' Now I have two good friends. They tell me not to worry or get upset when people are unkind to me. But I still get sad and lonely sometimes and wonder if I fit in here.

ACTIVITY 5

Home is where the heart is



Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International) www.liftoffschools.com

Learning objectives

The Universal Declaration of Human Rights says that everyone has the right to a home. However, sometimes we take some of our rights for granted, when others may have them taken away. Refer to Activity 7 (page 23) for a more detailed discussion of different human rights.

The pupils will be enabled to:

- Explore the importance of a particular right – the right to a home.
- Empathise with those who have lost that right.
- Develop perspective consciousness and empathy.
- Engage in activities that promote the skills of discussion and opinion formation.

Preparation

Use (and possibly distribute) Amira's story from Activity 4, or another refugee story from the 'further activities' section of Activity 4. Photocopy the 'Feelings, needs and hopes' worksheet for each pupil.

Running the activity

- Read out either Amira's story, or another refugee story. At the end ask the class to imagine that it is them in the story; they are in danger. But they might be able to stay in this country where it is safe. So, instead of being a visitor, they would become a refugee.
- Hand out the 'Feelings, hopes and needs' worksheet.
- Ask pupils to draw a picture and write a word in each box to describe how they would feel, what they would need and what they might hope for if they were forced to leave their homes to move to a strange country.

Further activities/homework

- Ask pupils to draw a picture of their emergency suitcase. They should pick three things they would take with them if they had to leave their home because of danger. Ask them to draw these inside the suitcase.

ACTIVITY 5 continued

Feelings, needs and hopes



**How do I feel
right now?**

**What do I need
right now?**

**What do I hope
for right now?**

ACTIVITY 6

Matching cards



Learning objectives

Information about refugees is often misrepresented to make catchy media headlines.

Pupils will be enabled to:

- Challenge the prevalent myths concerning refugees and asylum seekers in the UK.
- Increase their knowledge of refugees and asylum seekers.
- Develop memory skills.

Preparation

- Photocopy the question and answer cards onto coloured card.
- Cut them up and place each set in an envelope.
- Each group should have a set of question cards and a set of answer cards.

Running the activity

- Split the pupils into small groups and give each group a set of cards.
- Ask them to look at the question cards and match them up with the right answers.
- Once the answers have been discovered, the cards could be used as a memory game to reinforce learning.
- Run through the answers at the end using the additional information on page 22.

Further activities/homework

- Ask pupils to write a short article entitled 'What is a refugee?' using the information from the activity and include two other facts from their own research.

ACTIVITY 6 continued

Question cards



What is a refugee?

How many refugees are there in the world?

Which country hosts the most refugees?

Which is the odd one out?
- Roll of Andrex toilet paper
- Marks and Spencer's shop
- Häagen-Dazs ice cream

How many refugees are there in the UK?

ACTIVITY 6 continued



Answer cards

<p>Someone who has been forced to move to another country for fear of what might happen to them if they stayed</p>	<p>Germany</p>
<p>Turkey</p>	<p>6.4 million</p>
<p>700,798</p>	<p>123,067</p>
<p>Someone who wants to move to another country to work</p>	<p>Häagen-Dazs</p>
<p>21.3 million</p>	<p>Roll of Andrex toilet paper</p>

ACTIVITY 6 continued

Matching cards
Answers

1 In 1951 the UN defined a refugee as a person who:

'Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country or return there because there is a fear of persecution...'

In 1984 this definition was expanded to include people who had fled because of war or civil conflict.

2 There are approximately **21.3 million refugees** living in the world.

3 The country with the most refugees is **Turkey**

In 2015, Turkey hosted 2.5 million refugees. Most people don't realise that eight out of 10 refugees actually flee from one poor country to another, often to the country next door.

4 Approximately **123,067** refugees live in the UK. That's just 0.18% of the population.

5 All these things were invented or created by people who were once refugees and named their achievements after them, except **Häagen-Dazs ice cream**

Actually, Häagen-Dazs is a made-up name.

ACTIVITY 7

Diamond ranking Universal Declaration of Human Rights



Adapted from 'Global Communities: Learning about Refugee Issues, Secondary School teaching resource', Refugee Week 2005

Learning objectives

Pupils will:

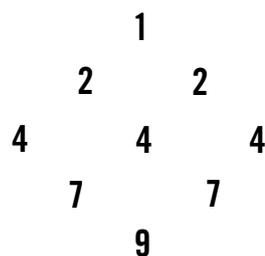
- Be introduced to some of the human rights contained in the Universal Declaration of Human Rights (UDHR) through active learning.
- Develop a sense of fairness.
- Weigh up and consider the rights of all people in any given situation.
- Have an opportunity to develop key skills of prediction, critical thinking, empathy, listening, discussion and debating.

Preparation

- Photocopy the 12 cards onto coloured card.
- Cut them up and place a set in an envelope for each group.

Running the activity

- Divide the pupils into small groups and give each group a set of cards.
- Tell them to look at the cards and decide which ones they think are the most important rights.
- Ask them to rank the cards in a 'diamond nine' shape with the most important at the top and the least important at the bottom. Encourage the groups to discuss the question together and reach a consensus.
- When they have ranked their rights, ask someone from each group to briefly explain their top and bottom choices.



- You can then draw comparisons between the different choices groups have made and use the opportunity to give more information about the UDHR.
- Groups may well reject the idea of a diamond for a flatter shape, in which they have ranked the rights equally.

ACTIVITY 7 continued



Being able to say what you think

Being able to visit a doctor or a hospital if you need to

An education

Being protected from violence

A home

Having a say in your future

Being able to seek asylum in another country if you are in danger in your own

Not to be held in slavery

Not to be tortured

ACTIVITY 8

Uncle Ali's house



Learning objectives

The labels 'asylum seeker' and 'refugee' are often seen as negative. This interactive story and role-play will place the children in a family's shoes as they face mounting danger and persecution.

Pupils will be enabled to:

- Increase their knowledge about the situation of refugees and the right to seek asylum
- Understand some of the dangers they face when they reach another country.

Preparation

Photocopy an Uncle Ali's family worksheet for each pupil.

Running the activity

Read Uncle Ali's House, an interactive story about one family's experience. The children will imagine they are part of this family as they face mounting danger and persecution, decide whether to flee, undertake a 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 – 21.3 million times over.

Divide the class up into groups of five, and hand out sheets of paper, felt tip pens and copies of Uncle Ali's family worksheet.

Read the story, pausing at relevant points as directed, so the groups can complete the two tasks:

- Who should go?
- What should they take with them?

Afterwards discuss what it felt 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?

Further activities/homework

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

ACTIVITY 8

Uncle Ali's house Story



Read out this story to the class

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 – an organisation that protects the rights and interests of people who work for newspapers. 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 the army 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 set 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.

Quickly present the Death Threat PowerPoint message but don't leave it showing.

My brother ran out into the street but nobody was there. Who are these scary people? What does this mean?



ACTIVITY 8 continued

Today our phone rang. Uncle Ali picked it up. A voice said that the place where Uncle Ali prays was on fire. 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 it's 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?

Hand out a pen and Uncle Ali's family worksheet to each group. They 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.

CONTINUE the story

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 necessary to survive the long journey, cross 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

Task 2: What should they take with them?

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

CONTINUE the story

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 explain that we were in danger in our country and had fled as refugees. We said we wanted to seek asylum in their country so that we could live safely. 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?

ACTIVITY 8 continued



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 Ali's 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 healthcare 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 poster about 'The Enemy Within', 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. As the immigration officer, you can decide if you will let them into the country as refugees.

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.

ACTIVITY 8 continued



**UNCLE ALI'S FAMILY
WORKSHEET**

Dad	Baby	Girl
Uncle Ali	Boy	Granny
Mum		

Who should go and who should stay?

What should they take with them? List 10 items.

FURTHER ACTIVITIES



Refugee Week Assembly

You could include poetry, stories or other readings such as refugee testimonies.
www.refugeeweek.org.uk

Performing arts and drama

Use refugee stories to develop role-plays or a short piece or drama.

World Music Day / National Poetry Day

Learn songs and dances from other countries that refugees in this country come from. Involve local musicians who are refugees to perform with the schools or run workshops with the pupils. Hold a poetry reading or have a storytelling or writing workshop.

Art projects

In Refugee Week 2000, Save the Children worked with children across Birmingham to create a Celebrating Sanctuary art wall (From RAP Pack, Save the Children 2002). The images on the wall focus on:

- What makes a place safe?
- Where do you go if you want to feel safe?
- Why might people want to leave their own country?
- What experiences might people be running away from?
- How should we welcome refugees to this country?
- What new experiences might refugees have in this country?

The class could try to create their own Celebrating Sanctuary art wall or mural. Alternatively, you could invite a local refugee artist to come into school to work with students.

Food fair

Try food from countries that refugees in the UK come from. Invite parents or local refugee organisations to come into the school and cook or buy different kinds of food.

Talks and speakers

Contact Amnesty International to request a list of our volunteer speakers who give talks in schools. If you live in an area with a population of asylum seekers or refugees, it might also be possible to get in touch with refugees who are happy to speak in schools through local refugee centres or organisations.

www.amnesty.org.uk/speakers

Junior Urgent Action

Junior Urgent Actions are monthly appeals designed by Amnesty International for young people aged 7+. They highlight cases of human rights abuse from around the world that young people can connect with, usually because they concern other young people or families. Pupils are invited to learn about the issue, and the country it occurs in, and encouraged to write letters to the relevant authority on behalf of the victims. To sign up to receive Junior Urgent Actions go to

www.amnesty.org.uk/jua



MORE RESOURCES

The Amnesty UK website www.amnesty.org.uk has information about all our current campaigns. The Human Rights Education section at www.amnesty.org.uk/issues/education provides links to human rights resources for teachers and speakers for schools.

Join TeachRights

Join our TeachRights network and get a twice-termly e-newsletter packed with the latest resources, professional development opportunities and events from Amnesty International and other human rights education providers, plus a calendar of upcoming human rights days and resources to commemorate them with your students. You can sign up on at www.amnesty.org.uk/teachrights

Contact

The Human Rights Education team for advice, information or extra resources:

Human Rights Education Team
Amnesty International UK
The Human Rights Action Centre
17-25 New Inn Yard
London EC2A 3EA
Phone +44 (0) 20 7033 1500
Email hre@amnesty.org.uk

Recommended books on refugee issues

- *The Bone Sparrow*, Zana Fraillon (Orion Books, 2016)
- *The Journey*, Francesca Sanna (Flying Eye Books, 2016)
- *Azzi In Between*, Sarah Garland (Frances Lincoln, 2012)
- *The Unforgotten Coat*, Frank Cottrell Boyce (Walker Books, 2011)
For teaching notes: www.amnesty.org.uk/fiction
- *Story Like the Wind*, Gill Lewis (OUP, 2017)
- *King of the Sky*, Nicola Davies and Laura Carlin (Walker Books, 2017)
- *Frog and the Stranger*, Max Velthuijs (Milet, 1993)

Links to more resources for teachers

www.unhcr.org/teachers-toolkit
www.refugeeweek.org.uk
www.unicef.org.uk/rights-respecting-schools/resources