



I am Here
I am Here
I am Here

Teaching about refugees, identity,
inclusion and the media

HRE/HRP/5R/17

A Citizenship/Personal, Social and Health Education resource pack for
teachers, youth workers and others working with 11 to 14-year-olds



Save the Children



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Save the Children UK is a member of the International Save the Children Alliance, the world's leading independent children's rights organisation, with members in 29 countries and operational programmes in more than 100.

Save the Children works with children and their communities to provide practical assistance and, by influencing policy and public opinion, bring about positive change for children.

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I feel so different when they call me a refugee. I feel like they want to kick me out of their country or something.

Gul, 13, Young Refugee Project, Newcastle upon Tyne

I wish they'd understand why refugees came. If things weren't really bad for them, refugees wouldn't be here.

Abraham, 16, Young Refugee Project, Newcastle upon Tyne

People don't understand refugees. They should come to this project and understand them better.

Year 8 pupil, Lister Community School, East London, participating in Save the Children/David Glass Ensemble Diversity pilot project

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Part I

Background to using the pack

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Introduction

The aim of this pack

The broad aim of this pack is to support the integration of young refugees and asylum-seekers by generating empathy and understanding among non-refugee children and young people in host communities.

How this project came about

I am Here is an education resource pack that grew from Diversity, a joint project involving schools and youth groups in the north-east of England on the theme of refugees.

The Diversity project was developed with financial support from Creative Partnership and involved a partnership between Save the Children, the performing arts group David Glass Ensemble, and schools in Durham and Sunderland. Creative Partnership is a government initiative developing arts projects for young people as part of social inclusion strategies. Its teams are working in most English regions.

The project arose in response to Save the Children's research that showed high levels of hostility toward asylum-seekers among school-age children,¹ and to specific requests from schools for guidance on welcoming young refugees and asylum-seekers. In addition, it was recognised that the pack should be relevant to, and supportive of, teachers working with young people who have no direct experience of refugee and asylum-seeker issues, but whose attitudes may be shaped by the media, politicians and others.

Following pilot trials in East London and North Wales, training workshops were held combining an introduction to asylum issues and participatory methodologies. Teachers and youth workers shared and generated ideas for working with young people on issues relating to asylum and to refugees' experiences of coming to the UK.

A series of workshops with the young people from participating schools worked towards a performance held for the wider school and parental community at the Playhouse Theatre in Newcastle upon Tyne. Project participants then carried out follow-on projects in their own schools and youth groups, culminating in a joint Refugee Week presentation.

Drawing from the project evaluation, both King James I Community College, Bishop Auckland, County Durham, and The Children's Society's Young Refugee group in Newcastle upon Tyne participated in developing the learning resources. Curriculum activities were written up and delivered to a Year 7 class at King James I Community College, where participating staff and students also contributed to a video describing their work.

Liaison with Save the Children's North-East Development Team and County Durham's Education Development Service ensured that curriculum materials developed by the project both complemented and enhanced existing work with schools receiving asylum-seekers in the region, and local initiatives to promote race equality and diversity awareness.

Who is the pack for?

The materials are aimed at:

- secondary classrooms across the curriculum at Key Stage 3, including Citizenship, PSHE, Drama and English
- youth groups and other community and creative arts projects working to increase awareness of refugees and asylum-seekers among local populations
- projects developed as part of the Government's 'inclusion strategy', such as Children's Fund projects, Connexions Services and Excellence in Cities.

What is in the pack?

The main body of the pack consists of lesson plans (Chapter 4) and teaching materials, with suggested extension work and follow-up projects (Chapter 5).

A training programme (Chapter 3) is provided to support staff delivering the lessons and to develop their knowledge and confidence in teaching about refugee issues.

Both the lessons and the training programme are supported by the pack's video. Detailed information on the video clips is provided in Chapter 2.

Further guidance for teachers and youth workers on additional resources and useful links are also included in the pack (Chapter 6).

Why teach about refugees in schools and youth groups?

There are at least 120,000 refugee and asylum-seeking children in the UK.² Since April 2000, the Home Office, through the National Asylum Support Service (NASS), has operated a policy of dispersing asylum-seeker families and children out of London and the South-East. As a consequence, refugee and asylum-seeker children have been welcomed into schools and are now part of our local communities across the UK.

In 2002/03 Ofsted evaluated the impact of the arrival of pupils from asylum-seeker families.³ It found that, despite a number of difficulties and challenges, schools had responded positively to their arrival. It was also discovered that school staff and pupils had gained a great deal, personally and professionally, from their contact and work with these young people. For many schools, the admission and integration of newly arrived pupils proved to be a 'litmus test' for how well the principles of inclusion and race equality were being applied to all pupils and families.

Despite the very positive work of schools, many young refugees have talked about their experiences

of racism in the UK. In research undertaken by Save the Children,⁴ almost one-third of refugee children interviewed reported racist bullying and harassment.

Moreover, research undertaken with a wide cross-section of young people in the UK by MORI's Social Research Institute,⁵ revealed that young people's views of asylum-seekers and refugees may be largely negative. Almost 58 per cent of 15 to 24-year-olds disagreed that "...asylum-seekers and refugees make a positive contribution to life in this country...", and only 20 per cent agreed. Almost one-half felt that "...few asylum-seekers in the UK are genuine". However, many young people said they would like to find out more about asylum-seekers and refugees, which suggests that they have not had access to accurate information.

The Race Relations (Amendment) Act (2000), which came about as a result of the MacPherson Report on the murder of Stephen Lawrence, introduced a new general duty upon schools, educational institutions and local education authorities to promote race equality. It stated that they must aim to eliminate unlawful racial discrimination, promote equality of opportunity, and promote good relations between people of different racial groups.

Along with this statutory duty, schools face a more rigorous focus, in the new Ofsted *Framework for Inspecting Schools* (2003), on their inclusivity and how well they meet the needs of individual pupils, including those with an asylum-seeking or refugee background.

Ofsted's *Inspecting Youth Work: A revised framework for inspection* (2001) includes scrutiny of the access of particular groups to activities organised for young people, barriers that exist to their participation, inspectors' assumptions about young people's acquisition of knowledge, attitudes and values, and young people's display of tolerance and sensitivity to the rights and feelings of others.

Education for citizenship, PHSE and diversity

I am Here aims to build on what schools and youth groups are already doing to promote inclusion and teach about diversity.

The Citizenship curriculum in schools and Curriculum 2000 in colleges and sixth forms should give young people the knowledge, skills and understanding to play an effective role in society. This pack should help young people to become informed, thoughtful and responsible citizens aware of duties and rights. Promoting their spiritual, moral, social and cultural development, and helping them to become more self-confident, encourages young people to play a helpful part in the life of their school, community and society.

Learning about diversity, identity and racial justice is a central part of the Citizenship curriculum, and these three elements are fundamental to the ethos of schools and youth work settings that seek to safeguard and promote the right of all young people to equality of opportunity and treatment, irrespective of race, colour, nationality, ethnicity, culture or religion.

Much of the current debate around asylum-seekers centres on citizenship: who is entitled to citizenship and how to treat those without it. Education about refugees links closely to people's engagement with,

and consideration of, how issues of global citizenship affect people individually and locally. Current government policy towards asylum-seekers, including their dispersal outside London and the South-East, makes the issue both topical and contentious. The prevalence of myths about asylum-seekers provides real opportunities for engaging young people in critical analysis.

With a subject like refugees and asylum-seekers it can be difficult. Difficult to understand because of complexities that even adults don't understand, such as the difference between an asylum-seeker and a refugee; and difficult because of the misconceptions and prejudices that come from the environment, the home and especially the media. It's very important that we should seek out these misconceptions and prejudices and confront them.

Lynette Aitken, Save the Children's
Partners in Rights project

Notes

- 1 K Stanley, *Cold Comfort: Young separated refugees in England*, Save the Children, 2001.
- 2 J Rutter, *Working with Refugee Children*, The Joseph Rowntree Foundation, 2003.
- 3 *The Education of Asylum-seeker Pupils*, Ofsted, 2003.
- 4 K Stanley, *Cold Comfort: Young separated refugees in England*, Save the Children, 2001.
- 5 *Young People and Asylum*, MORI, 2003 (www.mori.com/polls/2003/asylumseekers.shtml).

2 Background information

About the video

The structure of the video

There are two sections to the *I am Here* video accompanying the pack: *I am Here – young people’s video* and *I am Here – trainer’s video*. Both these sections contain two parts.

Section 1: *I am Here – young people’s video*

1. ‘Our stories’ (10 minutes)

Four young people from the Young Refugee Project run by the Children’s Society in Newcastle upon Tyne talk about their experiences (see transcript below).

Their account is divided into six ‘themes’:

- being a refugee
- arriving in the UK
- living in a new country
- missing home
- making ends meet
- facing racism.

2. ‘Fact or Fiction?’ (8 minutes)

The last part of this section is a BBC North East and Cumbria production, *Inside Out*, that is part of an example activity for Lesson 5, though teachers may prefer to use their own source material for this lesson.

Section 2: *I am Here – trainer’s video*

1. ‘Teaching about diversity’ (10 minutes)

Students and staff at King James I Community College, County Durham, talk about the project they carried out, and the development of their Citizenship curriculum to promote diversity and racial harmony.

2. ‘Using drama’ (14 minutes)

The last part of this section presents the David Glass Ensemble’s use of drama to raise empathy with and understanding of refugees in three pilot schools in the Diversity project on which this pack is based.

How to use the video

The lesson plans and the teacher training notes indicate which section needs to be viewed by participants, and when. *I am Here – young people’s video* is a classroom resource and *I am Here – trainer’s video* is a training resource. However, ‘Our stories’ is to be viewed in both settings, and can be initially viewed, or re-viewed, theme by theme.

Video transcript of young refugees

1. Our stories

Julio: Action.

Temine: Hi. My name is Temine. I come from Turkey. I’m 17 years old. I live in Newcastle.

Julio: Hi, my name is Julio. I’m from Bolivia. I’ve lived in Newcastle for three years.

We’re at the Mill Lane Centre. We’re standing on the stairs in this part of the building.

Temine: Yeah. It’s a really good place. I like Newcastle. When I came here it was really hard to get used to it because I used to live in London. After two, nearly three years, I got used to it. In all the places I’ve got friends, I go to school. That’s all about me.

Julio: Yes. I like to play football but in Mill Lane there’s no football, but I like to play snooker. I didn’t know how to play snooker, but I’m learning here. It took a bit of time.

Temine: Yeah. I'm teaching Julio.

Julio: Yeah.

2. Being a refugee

Gul: You feel – if next to other people – you feel so shy – I can't explain. You feel really different next to them, when you go next to them, they're looking at you different, and you straight away feel, "Ah, because I'm a refugee, they're looking at me like that." I feel that straight away.

Abraham: Well, I think most – all the people maybe – came here just for difficulty or something in their countries. Because they have problems. Somebody want to kill them, or politics problems.

Gul: I don't know, I feel so different, when they say you're a refugee to me. I feel like they'd like to try to kick me out, out of their country or something.

Abraham: I wish they understand why they came here. And they understand because it's something wrong there. That's why they came. If they don't have anything like really, really bad, they won't be here.

Gul: Sometimes when I see some people, English people, some of them are – how can I say – they're just nice to you, kind to you. But when I see some of them, they're just horrible to you, swearing at you, saying bad things to you. But I think I like this country.

3. Arriving in the UK

Temine: I can't really – those are big vans, we came out from Turkey and we went in, and we came over here. But I can't really remember them, because I don't have the memory, I'm just trying to forget it because it was really bad days. And

when I came at first to this country, it was in the middle of the night, it was about five to twelve, and we was waiting.

I felt, my dad's outside. They kept us in a little room.

And we were really excited. I just want to come out, please, and I just want to see round. Because we were really excited – there's another country in front of your eyes. I don't know how it feels – it's really good. Another thing makes me really, really happy, is I felt that my dad was outside. He's waiting for us. After five years, and you're going to see your dad, how he's changed, how you've changed.

And I couldn't wait to go home. It takes about an hour to go home from Dover to where we live. It was really exciting. I couldn't think. We were squashed in the car. It was my auntie, my cousin, me and my sister was next to me at the back. And I think my mum was sitting at the front. They parked the car. She goes, "That's our house, dad is in there now." It was really exciting. Even she told me, "Don't cry about dad crying." Because I hadn't seen my dad for five years.

And when dad first come to the door, I thought, I felt, he's not my dad, because when he left us he wasn't like that. He had hair, moustache and everything. I should say he was good looking. But when I saw him, if you saw him you would say he's about 90 years old. Because he had no hair, no eyebrows or no eyelashes, no moustache.

And when I saw him he was straight, like really big. But he was like that hunched, like all old people. And I started crying, I didn't know what to say. I couldn't say anything to my mum as she was crying as well. But everyone was like, "Why are you crying? Your dad's here now." But I couldn't say I didn't want to see my dad like this. I want to see my dad like how he left us.

4. Living in a new country

Gul: It was so exciting, I was sometimes thinking I'm in England now, they're not speaking my language, they're speaking a different language. And sometimes when I see Turkish people I'm so happy I'm saying, ah, it's not only me in this country from different country. There's some other people that are, I'm not the only one, so I'll be alright.

Abraham: I was scared that day because I didn't know English that day, or that week specifically.

Julio: My English friend, she said don't worry because you're going to learn because all the people learn English. It was a bit difficult, because of the pronunciation – it's hard to pronounce the words.

Temine: The first day, you can't speak English, it made me really upset. You can't speak English, you can't do anything, you can't understand the people. You feel like you're deaf. You can hear them, but you can't understand them.

Your brain works for yourself, nobody else's. If you have a problem, you can't say to them. You just want to cry out, that's what I felt. I just want to cry, cry, cry, and just stay in the one room. I don't want to see anyone, I don't want to talk to anyone.

5. Missing home

Julio: At night I stay at home, and in Bolivia at night I should be with my friends. But here no, because I haven't got friends. I used to have Abraham, he was from Bolivia, and boys, but they live far away, and sometimes they're busy, so it's difficult. I haven't got friends here.

Abraham: Yeah, and I think too much about my friends. I've got more friends there than here.

Gul: Yeah, I'm from Turkey, I've got loads of friends

down there in Turkey. Sometimes it's making me sad when I think that, like growing with them but leaving them, without seeing them for three years.

Temine: And now I've got a lot of friends, and I still miss my country, I'd like to go back. But like for a holiday, because we got some problems there.

Julio: Sometimes I get depressed, because I don't go out. Because in Bolivia I'm used to going out, because it's hot at night, all people playing outside, everything. But here all people go inside, because it's cold here.

6. Making ends meet

Abraham: They think like you just came here to take money, and go back to your country. But that's so crazy.

Temine: And I asked my mum, "Why don't you take us to the market? We want to see the shops as well." But she goes to me, dad is so worried, he's all upset because he has no money, and we don't get any income support. And only in three weeks. And we couldn't get any income support as well. And it was really bad.

Gul: If we get something, like we're getting our uniforms free from school, they asking you why do they give you free, why are you not paying like other ones? Like saying, because my family doesn't work. But I think, I don't know, I feel so different.

Julio: We have a problem with child benefit. They don't want to give me money because they think that I'm working, but I'm not. And I have sent a letter from sixth form to say that I'm not working. And my mum's getting less money than before, and we are more, we are six and my mum's paying a lot of money.

Gul: I think they should let refugees work. £100 or something a week. But I think maybe a big family, that money is not enough for them. Maybe the dad can work even for three hours or something, three or four hours, I think that would be good.

7. Facing racism

Julio: Here the geordies are like different to me, sometimes they are not good to me. But now no, because now in sixth form, the people in sixth form, they think more than the kids, because here in Newcastle the kids are the ones who are causing problems. But the ones my age, they're OK because they think now they're like a bit adult.

Gul: There's loads of people doing racism. Sometimes it's just making me scared of those people, doing racism to you and you can't say anything to them.

Temine: If you can't speak the language, you can still think, you don't know how to feel. It's really bad. When, especially when you have racism. And I started going to school there, and sometimes I was thinking I wish I could go back to my country. Then I was changing my mind, because we had the problems there.

Julio: But sometimes I walked with my cousin, he just arrived the other day, and when the kid was talking, my cousin was laughing because he didn't know what the kid was saying. But I knew, because I speak English, but he didn't. So I didn't tell him what he was saying.

Gul: I don't understand. I'm a person, they're a person as well. I don't understand what they're doing that for. I think they're showing off or something. And they know we're not going to do anything to them, we're not going to say anything to them. So, they keep doing it.

Using drama

From the outset it was recognised that drama had real potential to play a central role in the Diversity project by helping to build and sustain a safe place for young participants to generate ideas and explore issues that many found challenging and difficult to confront. The David Glass Ensemble was commissioned to work with the young people, initially in three pilot schools and later with four schools and a youth group in the North-East of England.

The David Glass Ensemble worked with staff to engage them with the creative process and to let them experience many of the activities the young people would participate in.

Our process is very much about meaning at an emotional level that makes a difference in young people's lives, so that when they see a refugee they can engage with the issues much better.

David Glass

Drama activities are therefore included in the lesson plans. These activities can assist the development of trust between young people, and honest engagement that promotes understanding and empathy. They also enable collaborative and communicative skills to be explicitly taught.

To help teachers and youth workers further develop confidence in delivering the drama activities, section 2 of the pack's video, *I am Here – trainer's video*, includes a subsection entitled 'Using drama'. Drama activities developed by the David Glass Ensemble at the three pilot schools are shown, together with teacher commentary and guidance.

Teachers and youth workers are encouraged to set up and join in the drama activities in the training programme if opportunities are provided in their training.

The David Glass Ensemble are building a creative process to help people to work together, to think together, and to reflect on the issues of forced

migration: being a refugee and facing racism in a country that people have arrived at to make their home.

Tina Hyder, Save the Children Diversity Adviser

Note. For teachers and youth workers who are unable to use drama: alternative activities drawn from the drama work are suggested in the 'Variations' section at the end of each relevant lesson plan.

Teaching approaches, curriculum links and access

Approaches

A variety of teaching approaches and learning styles are proposed in these lesson plans:

- knowledge and understanding
- legal and human rights
- empathy
- moral reasoning
- public discourse.

Knowledge and understanding are gained through the provision of factual information and research activity. Reference is made to everyone's **legal and human rights** through research and case study activity in order to have a positive influence on participants' attitudes towards others whose ethnicity is different from their own.

Empathy is encouraged through the use of drama and the examination of first-hand accounts of refugees' experiences.

Moral reasoning is promoted through the development of empathy and through questioning that raises awareness of the moral dimension to issues about which participants express an opinion.

Public discourse, where controversial opinions can be safely expressed and reflected on through direct examination of prejudices held by

participants' peers and by the media, develops critical thinking.

Moreover, the lesson activities use an **active learning approach**, which encourages young people to communicate and co-operate with each other, facilitating the safe exploration of their values and the values of others. Throughout the lessons it is important that young people should feel able to express themselves freely and talk about the issues without feeling that they have to say the 'right thing'. This is particularly relevant for those who live in communities where the 'asylum issue' is something that they feel very strongly about.

Dealing with controversy

Teaching about asylum and refugees can be seen as controversial. Teachers and youth workers may sometimes avoid the issue because of a lack of knowledge and skills and a feeling of insecurity about how to approach such a topical, but controversial, issue. They may also be worried about polarisation within a group or class, and about jeopardising their relationships with young people. Collaborative approaches must be sought, therefore, so that ways of addressing anti-racism are developed that genuinely engage young people in dialogue.

Collaborative strategies... seek to gain the active co-operation of young people so as to engage them in genuine dialogue. For this to happen, they need to feel their own experiences are respected and their views listened to. Dialogue of any kind rests on an implicit understanding between both sides to communicate in good faith and group leaders must, therefore, show themselves willing to understand the young people's position if they wish them in turn to be prepared to consider alternative viewpoints.

(from *Education for Citizenship, Diversity and Race Equality: A practical guide*, The Citizenship Foundation, 2003)

Curriculum links

In England, the statutory requirements in Key Stages 3 and 4 are set out in the National Curriculum Programmes of Study for Citizenship. Planning of provision should reflect the need to ensure that pupils have a clear understanding of their roles, rights and responsibilities in relation to their local, national and international communities. The three strands in the programmes of study are:

- knowledge and understanding about becoming an informed citizen
- developing skills of enquiry and communication
- developing skills of participation and responsible action.

The lesson plans in this pack provide schools and youth groups with a scheme of work on citizenship for 11 to 14-year-olds that teaches the following:

Knowledge and understanding

- promoting children's and young people's positive identity and self-esteem
- developing an awareness of cultural diversity in the UK
- explaining the world as a global community
- generating empathy and understanding for asylum-seekers and refugees.

Analytical and communication skills

- eliciting personal opinion on a range of issues linked to rights, responsibilities, culture, identity, race, refugees and the media
- developing justification and analysis through role-play, drama, research, analysing content of media reporting, writing and performance
- analysing the impact of the media on people's lives
- developing group discussion and participation
- encouraging listening to other people's opinions and asking questions

- using libraries/Internet to research background information
- taking part in debates.

Participation and responsible action

- using video, drama and collaborative learning activities to develop imagination and empathy
- promoting extension activities that lead to social and community action
- supporting reflection on learning through evaluation activity.

Participants should grow in awareness of diversity, further develop articulation of opinion on political, moral and cultural issues and learn to analyse features of 'media persuasion'.

Further curriculum links

Although the activities in this pack relate mainly to the Citizenship and the PSHE curriculum, there is significant opportunity for a cross-curricular approach. Skills in English and drama are explicitly taught, and the content links well with history, geography and religious education.

There are strong links to National Curriculum objectives that promote knowledge and understanding of:

- **diversity** – an awareness of the social, cultural, religious and ethnic diversity of societies through reading, viewing and discussing texts that deal with different issues and with relationships between groups and between the individual and society
- **values** – the ability to explore questions of right and wrong, familiar social themes and conflict between values, in reading and discussion
- **prejudice** – the ability to recognise bias in the media, and to question assumptions, stereotypical images, language and concepts.

Accessibility of the materials

The lessons are collaborative and promote talk, discussion and debate. The teaching materials are planned so that they can be adapted to meet the needs of young people who have English as an additional language or have special educational needs, in that they provide:

- a variety of stimuli to use as starting points
- a broad range of materials in different mediums and at different levels
- writing frames to support written outcomes
- different levels of questioning that provide challenges for all pupils
- the use of drama.

Part 2

Practical activities

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Training programme outline

Aims

- to raise awareness of the experiences of young refugees
- to introduce the *I am Here* pack and its activities for children and young people
- to enable participants to build on their existing work with children and young people on issues of refugees, rights, diversity and citizenship.

Sessions

Session 1: Introductions and aims	5 minutes
Session 2: Structure and content of <i>I am Here</i>	5 minutes
Session 3: Young refugees' testimonies	15 minutes
Session 4: Who is a refugee?	5 minutes
Session 5: Background to refugees in the UK	10 minutes
Session 6: Developing projects on diversity in schools and other settings	20 minutes
(Optional viewing of drama work on video)	(15 minutes)
Session 7: Introducing the teaching materials	
Case study activity	20 minutes
Session 8: Ways forward/planning	10 minutes
Total	90 minutes
(with viewing of drama work on video)	(105 minutes)

Running the sessions

Session 1: Introductions and aims

Purpose

To welcome participants, explain the context of the training session and introduce the aims and learning objectives.

Duration 5 minutes

What you need

- OHT 1 – Aims and learning outcomes (page 76)

Description

- Welcome participants and distribute a programme and any other handouts prepared.
- Provide an opportunity for participants to briefly introduce themselves. They can also be asked to mention any work that they are already engaged in with young people that raises awareness of diversity.
- Introduce OHT 1 – *Aims and learning outcomes*.

Session 2: Structure and content of *I am Here*

Purpose

To introduce the resources and materials in *I am Here*, and how they can assist in developing work and projects with young people on diversity, rights and race equality.

Duration 5 minutes

What you need

- OHT 2 – *Contents of I am Here* (page 77)

Description

- The material in *I am Here* aims to provide opportunities for young people in schools and other settings to improve their understanding of the experiences of young refugees. It does this by allowing young people to explore their own identity, consider how the rights of young people from many different backgrounds can be violated, and develop critical thinking skills.
- Show OHT 2.
- *I am Here* provides materials to enable teachers and youth workers to deliver a unit of lessons/activities over several weeks. Guidance for teachers and youth workers is included, together with suggested extension activities and details of other resources suitable for young people aged 11 to 14 years.
- Talk through the content and structure of *I am Here*. Explain that it contains:
 - a 42 minute video, divided into two parts
 - guidance for teachers and youth workers on using the activities and how they can link with the Citizenship curriculum, work in other curriculum areas, and the duties of schools and youth work settings under the Race Relations (Amendment) Act to promote race equality
 - the training programme for teachers and youth workers that they are attending
 - six one-hour lesson plans and teaching materials
 - information on further resources and websites
 - activity sheets and information sheets linked to the lesson plans.

Session 3: Young refugees' testimonies

Purpose

To listen to the experiences of young refugees.

Duration 15 minutes

What you need

- VCR and TV
- Section 1 of the *I am Here – Young people's video* part 1, 'Our stories'
- Information sheet 3 (page 69)

Description

- Explain that recent research (*What's the story?*, Article 19, 2003) has found that the British media's coverage of asylum issues is characterised by stereotyping, exaggeration and inaccurate language, and that individual asylum-seekers and refugees are rarely quoted.
- Remind participants that providing opportunities to listen to young people, including young refugees, is a central part of your work.
- *I am Here* contains a video with extracts from interviews with four young refugees from Turkey and Bolivia, who attend a youth group in Newcastle upon Tyne, run by The Children's Society.
- Explain that the young people on the video talk about many aspects of their experiences including their experiences of racism and stereotyping, being a refugee and their views on life in the UK.
- Show section 1, part 1 of the video ('Our stories'; duration 10 minutes).
- Allow a few minutes for questions, reflections and discussion.
- Explain that listening to testimony can be very useful for challenging stereotyping and inaccurate perceptions of asylum-seekers and refugees.

Session 4: Who is a refugee?

Purpose

To enable participants to have an accurate understanding of the words 'refugee' and 'asylum-seeker', by introducing the legal definition of a refugee.

Duration 5 minutes

What you need

- OHT 3 – *Who is a refugee?* (page 78)

Description

- Ask participants to work in pairs or threes.
- Explain that their task is to propose a definition of a refugee in one or two sentences. They can draw on information and knowledge that they already have, together with information from listening to the testimony of the young refugees in the video.
- Explain that they can begin their sentences with "A refugee is someone who..." or "Refugees are people who...".
- Allow one to two minutes for discussion.
- Ask for feedback, encouraging a range of responses and ideas. Key elements of a refugee definition, which will be presented next, will include:
 - fear of persecution
 - being outside a country of origin
 - needing protection and safety.
- Display and read the first part of OHT 3 – *Who is a refugee?* Explain that refugees are protected in law by the 1951 UN Convention Relating to the Status of Refugees. It is a legally binding treaty, to which the UK is a signatory.
- Then read the second part of OHT 3, which defines the term 'asylum-seeker'. The UK has an obligation to consider all applications made for asylum in this country. An 'asylum-seeker' is

someone who is waiting for an application for recognition as a refugee to be considered by the Government. The Government considers each application for asylum on its individual merits in order to determine whether the applicant demonstrates a 'well-founded' fear of persecution in his or her country for one of the reasons set out in the 1951 Refugee Convention.

Session 5: Background to refugees in the UK

Purpose

To provide participants with some background information on global refugees issues and refugees in the UK.

Duration 10 minutes

What you need

- OHT 4 – *Refugees in the world* (page 79)
- OHT 5 – *Refugees and asylum-seekers in the UK* (page 80)
- OHT 6 – *Refugee children in the UK and in UK schools* (page 81).

Description

- Using OHT 4 – *Refugees in the world*, give an overview of the world refugee situation. Emphasise that most of the world's refugees and displaced people are not living in the 'developed' world. Despite popular and media perceptions, the poorer countries of the world look after most of the world's refugees. For example, at the end of 2000, Pakistan had a refugee population of two million.

(Note: you can update this OHT by getting information from the websites of the UNHCR – www.unhcr.ch – and the US Committee for Refugees – www.refugees.org.)

- Using OHT 5 – *Refugees and asylum-seekers in the UK*, give a brief overview of the situation in the UK.
- Emphasise the importance of challenging distorted information in the media. Asylum numbers presented in the media are frequently unsourced, exaggerated or inadequately explained.

(Note: you can update this OHT by getting information from the website of the Refugee Council – www.refugeecouncil.org.uk.)

- Show OHT 6 – *Refugee children in the UK and UK schools*. Remind participants that under UK and international law, refugee and asylum-seeker children are entitled to full-time school education.

Session 6: Developing projects on diversity in schools and other settings

Purpose

To provide an opportunity for participants to share experiences of delivering projects on diversity, rights, refugees and anti-racism. To see how one school in the North-East of England developed a unit of work with pupils in Key Stage 3.

Duration

20 minutes plus at least 15 minutes if participants watch and discuss the 'Using drama' part of the video

What you need

- Section 2: *I am Here – trainer's video*, part 1, 'Teaching about diversity'

Description

- Ask participants to share some of their experiences of delivering projects with young people in schools and youth work settings. Useful questions to prompt discussion may be:

What kind of projects have been undertaken? What was successful? What difficulties and barriers were encountered? How did the activities link with the school/youth setting ethos?

- Explain that the *I am Here* pack shows an example of a secondary school, King James I Community College in County Durham, which wanted to raise pupils' awareness of refugees and asylum-seekers as part of a wider school commitment to prioritise citizenship education throughout the school.
- Show Section 2: *I am Here – trainer's video*, part 1, 'Teaching about diversity'.
- After watching the video, allow a few minutes for discussion.
- An additional viewing activity is available to support teachers and youth workers delivering the drama activities included in the lesson plans: 'Using drama', section 2: part 2 of *I am Here – trainer's video*. It shows drama activities developed by the David Glass Ensemble at three pilot schools, together with teacher commentary and guidance. This is recommended viewing, even for teachers unlikely to use the drama activities, as it provides insights into working on refugee issues in schools and other groups.
(Note: at least an extra 15 minutes needs to be added to the training programme for viewing and discussing this section.)

Session 7: Introducing the teaching materials and Lesson 2: Our identity, rights and responsibilities

Purpose

To introduce six lesson plans in the *I am Here* pack (Chapter 4), and provide an opportunity to explore one of the activities – Lesson 2: Our identity, rights and responsibilities (page 27).

Duration 20 minutes

What you need

- Copies of Information sheets 1 and 2a–d (pages 64–68)
- Copies of Activity sheet 3 (page 54).

Description

- Explain that the activities for young people in *I am Here* have been developed to be inclusive, for use by young people from a range of backgrounds. The activities are based on recognition of the need to develop an understanding of the concepts of **rights, justice, fairness** and **equality**.
- The activities develop awareness that there are many groups of young people in our society who may experience unfair treatment and social exclusion. The activities are therefore underpinned by what ought to be the ethos of all schools and youth work settings: that *all* young people have the right to equality of opportunity and treatment, irrespective of race, nationality, ethnicity, culture, gender, disability or religion.
- *I am Here* also emphasises the importance of undertaking initial activities that develop trust, empathy, social and communication skills. Developing positive identity and self-esteem of all young people is of fundamental importance when introducing issues of cultural diversity. Young people’s own cultural backgrounds, linguistic heritage and experiences are valued throughout the work.
- Therefore, the spine of activities moves from creating a safe space for the exploration of identity, belonging and rights, to developing empathy and understanding of refugees, critical reading of the media and extension activities that promote responsible action.
- Explain that the activity the participants are going to look at, ‘Lesson 2: Our identity, rights and responsibilities’, explores the experiences

of four different young people. Their life situations prevent them from having access to many of the rights and entitlements enjoyed by other young people in their age group.

- Explain that participants will work in small groups (of four to six people) and each group will undertake a reading and discussion activity. Give out Information sheets 2a–d, one to each group (one copy per person). Make sure that all four information sheets are each seen by at least one group. The four subjects are:
 - ‘The bullied girl’
 - ‘The asylum-seeker’
 - ‘The carer’
 - ‘The teenage mum’.
- Ask participants to read their sheet – they can read it aloud to each other. Give out Activity sheet 3. Each group member then must individually answer the questions provided in this sheet. They can discuss their answers with each other.
- Ask the group briefly what they have learned about each of the four young people (making sure the asylum-seeker is covered).
- Finish by explaining that the activity would then move on to discuss what rights each young person should have, and which rights have been denied to each of them. Some information on Children’s Rights is provided in the pack in Information sheet 1 (page 64).
- Participants could identify some of these rights. They can be recorded on a flip chart with two columns:

Name of young person	Rights they should have/ rights denied
Jessica (‘the bullied girl’)	You have the right to be protected from being hurt or badly treated.

Session 8: Ways forward/planning

Purpose

To provide participants with an opportunity to discuss further how they may wish to develop the use of the materials and/or initiate projects in schools or youth work settings.

Duration 10 minutes

What you need

- Planning sheet (page 82)

Description

- Explain that the training session is coming to an end. There is a short time (10 minutes) for any

further questions or discussion about *I am Here*, and also to consider what steps participants need to take to develop projects and/or activities in their own settings.

- Depending on the composition of the group, it may be appropriate to end with a general discussion, or to provide an opportunity for people to have some time to plan ahead.
- The Planning sheet may be a useful format for participants to focus their discussion.
- End the session by thanking participants for their attendance and involvement.

4 Lesson plans

How to use the lesson plans and learning materials

The lesson plans give detailed step-by-step guidance to teachers and youth workers about how to deliver the learning activities. It is important that teachers and youth workers thoroughly acquaint themselves with the materials before delivering them. This can be helped by teachers and youth workers undertaking the *I am Here* training programme in Chapter 5.

It is also highly recommended that teachers and youth workers use the materials flexibly, and adapt the strategies, timings and activities in ways that establish their ownership of the scheme of work, match the context within which they are working, and ensure that the needs of their learners are met.

Aims of the lessons

The lessons are designed to create a safe environment for young people in which they will feel comfortable to explore creative ideas and media around the themes of refugees and asylum-seekers. Their aim is to:

- develop awareness of diversity in the community
- acknowledge how our rights are relevant to our daily life
- become acquainted with key rights in the UN Convention on the Rights of the Child (UNCRC)
 - empathise with people who are treated as outsiders, including asylum-seekers and refugees
 - consider ways to help others feel welcome and included
- exercise skills of imagination and discussion
- think critically about information we receive, our attitudes and the media
- prepare for action to support the welcome and integration of refugees and asylum-seekers.

Key to symbols used in the lesson plans



approximate time needed to complete a section



a group activity



a pair activity



reference to an activity or information sheet



showing a video



drama activities

(Note: Activity and Information sheets are on pages 52–75.)

Outline of the lessons

There are six lessons making up this unit of work. Each lesson lasts one hour, with time given for

introducing the aims at the start of each lesson, and for reviewing learning outcomes at the end.

Lesson	Key concepts and content	Teaching approaches
1 Creating a safe space – issues of identity and belonging	Trust-building (ground rules, trust-building activities)	Empathy
	My identity (likes/dislikes, groups I belong to, rights I have)	Empathy, knowledge and understanding
2 Our identity, rights and responsibilities	Identity and rights (being left out, rights and responsibilities, case studies)	Legal/human rights approach, moral reasoning
3 Learning about asylum-seekers and refugees	Asylum-seekers and refugees (existing knowledge, attitudes, video testimony, definitions)	Knowledge and understanding, empathy
4 Refugees and asylum-seekers in the UK	Refugees in the UK (rights, feelings, needs and attitudes)	Knowledge and understanding, empathy, legal/human rights, public discourse
5 Are we to believe what we read?	Media analysis (1) (facts and myths, are we to believe what we read? – video case study)	Knowledge and understanding, public discourse, moral reasoning
6 Beyond the headlines	Media analysis (2) (press coverage of asylum issues, challenging the myths, presentations)	Knowledge and understanding, public discourse, moral reasoning

LESSON 1

Creating a safe space – issues of identity and belonging

Aims

- To create a safe environment where young people can feel comfortable to explore creative ideas
- To learn to work collaboratively and to trust each other
- To begin to identify where and to whom we feel we belong
- To share our experiences of belonging
- To recognise we are part of many different groups and communities.

Resources needed

- access to appropriate room space for: drama, collaborative group activity and individual writing
- blindfolds (optional)
- board/flip chart for writing down information for whole group/class to see
- copies of Activity sheet 1 (page 52)

Method

(Note: if drama activities cannot take place, refer to 'Variations' section at the end of this lesson plan for alternative ideas.)

Introduction



1. Explain that the work over the next six lessons is to think about who we are, where and who we feel we belong to, about people from different backgrounds and experiences, especially refugees, and how the media may shape our views of them.

Using drama to develop trust and understanding



2. 'Creating a safe space'

Participants are to walk around the room and make eye contact with each person they pass. Later, direct participants into stopping at each person and shaking hands warmly while smiling a greeting.

Participants should then take a partner and stand opposite and close to each other. They should look each other in the eye for a while, taking in the detail of the eye colour, hair, expression, etc. They should then share something positive with their partner about what was observed.

Participants should then blindfold their partner (or the partner can close their eyes tightly). They should lead their blindfolded partner around the room, guiding with their hand. Participants should then swap roles.

Participants can feed back how they felt.

See 'Additional drama suggestions' below for more ideas for drama exercises.

Using drama to begin consideration of identity and belonging



3. 'Quick groups'

Participants moving around the space have to quickly get into 'a group of ...', which is whatever the teacher/youth worker chooses, eg, same age, same colour eyes, support the same football

team, shoe size, same number of brothers and sisters, etc.

It is important to start with simple groupings, allowing for movement into more complex ones that require the young people to question each other in greater depth.

4. 'Belonging'

Participants need to be in groups of four.

Each person thinks of a time that they were happy and with family or friends. Without explaining their memory or talking to the others, they should place each of the other members of the group into a frozen picture representing their memory, with themselves as themselves. If there is time everyone should do it.

Feedback: Select a group to show one of their frozen pictures (maybe one from each group if there is time). The rest of the participants should watch and try to guess answers to three questions after seeing it:

- How could the people in the memory be connected (eg, family, friends)?
- What might be happening?
- If so, why could that be a happy memory?

Participants are *not* expected to then explain what was really happening.

Individual writing activity to consider belonging and identity



ACTIVITY SHEET 1

5. Give out and explain Activity sheet 1 (page 52). If not enough time, participants are to complete for homework.

Additional drama suggestions

It is always important when working within a limited timescale to try to find the right balance between exercises and activities that are solely concerned with building confidence, having fun and creating a safe environment, and those concerned with acquiring and presenting knowledge.

'A physical warm-up'

Participants sit in a circle, copying a leader who is making exaggerated physical movements (eg, bending head to floor, stretching leg out, turning head to and fro). The youth worker/teacher can lead or, if the groups are ready, they can pass it around the circle so participants lead one movement each. Participants can use voice and rhythm, too, and some may wish to introduce some yoga and breathing. This can be adapted to serve the needs of the group, expelling lots of energy, calming down and relaxing, focusing and concentrating.

'Moving around the space'

Participants walk around the space responding to the leader's instructions to "Stop!", "Go!" and "Freeze!". Various other instructions can be built in. It can be used to introduce physical contact with the instruction "Touch!". Participants are then to make contact with at least two other people but are not allowed to use their hands.

The 'Quick groups' activity described above can be extended to engage participants with their own experiences of diversity by further developing it in the following way:

"Get into groups of those who have...

- grandparents born in another country
- one parent not born in this town
- one parent born in another county
- one parent born in another country, etc."

Participants should finish by noting how many different groups we all fit into and how many things participants didn't know about each other.

Variations

Non-drama activities to build trust and understanding

'Creating a safe space'

Participants to sit at tables/desks in groups of four. They should write down the name of each member of their group and leave a space on the page (in columns) to write down details about each other's physical appearance. They could be told to write down columns for eye colour, hair colour, expression, etc.

In turns they look each other in the eye. They should do this for a while, taking in the detail and then writing down what they see. They should then share something positive with each member of their group about what they observed.

'Greetings and introductions'

One member of each group should then get up and change groups, sitting elsewhere in the classroom. They should greet the people they are now sitting with by shaking hands with each in turn. Each member of the group must introduce the person on their left to the new member of the group and say one positive thing about them.

Non-drama activities to begin consideration of identity and belonging

'Things in common'

Participants should discuss in their groups what they may have in common, eg, same age, same colour eyes, same football team, same shoe size, same number of brothers and sisters, from same street, how they feel about something, etc. The teacher/youth worker should pass feedback on this to the whole class/group.

'Belonging'

Each person should be asked to think of a time they were happy and with family or friends. They should write a few sentences describing the occasion. They need to explain:

- How are the people in the memory connected (eg, family, friends)?
- What happened?
- If so, why is it a happy memory?

The teacher/youth worker can encourage some participants to read theirs out.

'Groups we belong to'

In preparation for the next lesson, groups can brainstorm what groups, other than friends and family, they feel they belong to (eg, town, church, temple, football team, club, etc). They should list them down on sugar paper/flip chart/lining paper, and the teacher or youth worker should collect these in to display at the start of the next lesson.

LESSON 2

Our identity, rights and responsibilities

Aims

- To work collaboratively
- To further develop drama skills
- To identify where we belong/what groups we belong to
- To consider how our rights have relevance to our daily life
- To become acquainted with key rights in the UNCRC
- To empathise with each other's experiences of being left out
- To propose rights that children and young people have, and what responsibilities may go with them
- To learn about children whose circumstances exclude them from the things that other children may take for granted.

Resources needed

- Access to appropriate room space for: drama, collaborative group activity and individual study and writing
- Copies of Information sheets 1 and 2a–d (pages 64–68), Activity sheets 2 and 3 (pages 53–54)
- Board/flip chart for writing down information for whole group/class to see.

Method

(Note: if drama activities cannot take place, refer to 'Variations' section at end of this lesson plan for alternative ideas.)

Introduction – belonging and identity



1. Reflect on the writing task done at the end of last lesson (Activity sheet 1). Discuss how participants' friends have changed, and what other significant changes they have had to deal with.
2. Explain that family and friends are not the only groups we may feel we belong to. Ask participants what groups that they feel they belong to in addition to their family and friends (eg, village, a church or mosque or temple, a team, etc) and record them on a flip chart.

Show how we all belong to different groups and communities. Consider how this can help us think about how we identify ourselves.

Reading and thinking about how our rights connect with our daily lives



ACTIVITY SHEET 2

INFORMATION SHEET 1

3. Each participant should write on a piece of paper *one* of the 'groups' displayed on the flip chart from the brainstorming activity that describes a group he/she belongs to. Participants can write down a different group if they prefer.

In pairs, participants should look at Activity sheet 2. Participants should look at the list suggesting reasons for 'Why I feel I belong'. Tick the statements that explain why they belong to the group they have chosen. If they can think of other reasons, they can write them in the empty boxes provided at the bottom of the sheet.

Then participants should look at Information sheet 1. Explain that these rights are taken from the complete list found in the United Nations Convention on the Rights of the Child (UNCRC).

Still working in pairs, ask participants to choose and tick a 'right' that can show that they are entitled to participate in the group which they have chosen and feel they belong to. For example, membership of a 'drama club' links with "...you have the right to play and relax by doing things like sport, music and drama".

Drama activity to develop the theme of feeling left out



INFORMATION SHEET 1

- Participants should work together in groups of four. Remind them of the drama activity they did last lesson (section 4. 'Belonging' – page 25).

Each young person needs to think of a time when they were unhappy and felt left out of something. Without explaining their memory or talking to the others, they should place each member of their group into a frozen picture representing their memory, with themselves as themselves. If there is time, everyone should do it.

Feedback: Select one group to show one of their frozen pictures. Do not ask the 'subject' to explain the memory. Other participants watch and try to guess answers to three questions after seeing it:

- How could the people in the memory be connected?
- What might be happening?
- Do they think any of the rights in Information sheet 1 are being infringed?

Finally, ask the 'subject' of the memory to think about rearranging the frozen picture so that instead it shows them dealing with the situation.

For example, if the picture is of them being teased or bullied, then the 'subject' can rearrange the tableau to show him/her being accepted by the group, or a teacher/youth worker intervening and helping. This can enable each participant to recover positive feelings despite talking about a difficult memory. Again, the picture does not have to be explained by the 'subject'.

Reading activity to consider the experiences of others who may feel excluded



INFORMATION SHEETS 2a–d

ACTIVITY SHEET 3

- Participants should sit in the same group. Give out the four case studies, Information sheets 2a–d; that is, 2a to one group, 2b to another, and so on. Make sure each of the information sheets is seen by at least one group.

Ask groups to read the sheet together, making sure each member of the group understands it. Then they must individually answer the questions provided in Activity sheet 3 – 'Some questions'. They can discuss their answers with each other.

- Ask participants what they have learned about each of the four subjects. Make sure that the case study of the detained asylum-seeker (Abdullah Shakil) is discussed.

To finish, or for homework, identify which rights have been denied in each case study by referring to Information sheet 1.

Feedback can be collected by drawing two columns on a flip chart. For example:

Name of young person	Rights they should have/ rights denied
Jessica ('the bullied girl')	You have the right to be protected from being hurt or badly treated.

7. An additional homework task could be set for participants to research the UNCRC. They could be asked to write down any rights that may more specifically relate to the four subjects in Information sheets 2a–d, especially Abdullah Shakil.

Variations

Non-drama activities to develop the theme of exclusion

Each young person needs to think of a time when they were unhappy and felt left out of something. They should then write a paragraph about it, and share it with their group. If they do not want to talk about it in detail, they should not have to.

The group should then list down all the times people of their age can feel excluded from something. Next to these they should write

down why people are excluded or left out. For example:

- left out from friendship group – because they wear glasses
- left out from a basketball team – because they are not athletic
- left out from party invitations – because they don't know the right people
- left out of shopping trips – because they don't have much money, etc.

To finish, the whole class could feed back to create a collaborative poem, written on a flip chart. The poem could have the following structure:

"I felt left out because I wear glasses
 I felt left out because I am not athletic enough
 I felt left out because I am not popular with
 people
 I felt left out because I haven't enough money
 I felt left out because..."

LESSON 3

Learning about asylum-seekers and refugees

Aims

- To further develop listening skills
- To empathise with the experiences of asylum-seekers and refugees
- To explore our own perceptions and values by reflecting on our attitudes to asylum-seekers and refugees
- To further consider children's rights in the context of refugees' experiences
- To become acquainted with key definitions.

Resources needed

- Access to appropriate room space for TV viewing
- Articles from the UNCRC displayed or written on flip chart/board (downloadable from www.savethechildren.org.uk/education), especially:
 - article 22: "You have the right to special protection and help if you are a refugee"
 - articles 26 and 27: "You have the right to benefit from help if you are poor and the right to a standard of living adequate for proper development"
 - article 39: "You have the right, if the victim of armed conflict, torture, neglect or maltreatment, to receive appropriate support for physical and psychological reintegration into society"
- Copies of Activity sheet 4 (page 55), Information sheets 3 and 4 (pages 69–70)
- TV and video recorder
- The *I am Here* video
- Teacher copy of video transcript (see pages 6–9)
- Board/flip chart for writing down information for whole group/class to see
- Global map/maps of Turkey and Bolivia.

Method

Introduction



1. Establish that the participants, in reading and discussing the four case study subjects last lesson, have begun to explore some of the more challenging experiences that children and young people can have. They have also suggested rights that were denied them.

Specifically ask those who read about Abdullah Shakil to summarise his situation. Abdullah's account gave an insight into the experiences of young asylum-seekers and refugees. Draw participants' attention to the displayed articles from the UNCRC.

2. Explain that we are now going to participate in a discussion and viewing activity to think about who refugees and asylum-seekers are. Participants may be aware of comments made in the media about asylum-seekers and refugees. Ask the participants to talk in pairs and come up with a definition of a refugee. Feed back and write some definitions on flip chart/board.

Viewing section 1 of the pack video: *I am Here – young people's video, part 1*

'Our stories'



ACTIVITY SHEET 4

INFORMATION SHEET 3

3. Explain that the video presents the testimonies of young refugees currently living in the north-east of England who arrived in the UK from two different countries. They are Gul and Temine from Turkey, and Julio and Abraham from Bolivia. Gul is 13 years old and the others are 16 years old. They talk about their experiences. If possible, show participants where these countries are on a map.

Give out Information sheet 3. Together with participants, read through the background information about the countries of origin of the young refugees who appear on the video.

Give out accompanying viewing chart, Activity sheet 4, to each person. One sample answer is given. The video lasts for 10 minutes. Once the testimony has begun you may wish to stop the video once or twice to give pointers to participants to help them fill in the grid, or, after showing, rewind and review some parts of the video.

After viewing



4. It is important to give students the opportunity to share their feelings about the video as it may trigger various emotions. If appropriate, acknowledge that some of them may have experienced similar events themselves, from leaving family and friends, to losing family members and friends, or even to being refugees themselves.

In pairs, participants can check the notes they have made on their viewing chart (Activity sheet 4). Refer to transcript if necessary.

Obtain feedback from participants to present to the whole class/group, discussing first their response to the whole video, and then some of their notes on the viewing grid.

5. Reflecting on Information sheet 3 and the young refugees' testimony, think about how they show us more of the real people behind the label 'refugee' and enable us to hear their own voices. This can challenge ideas we have about refugees that we obtained from sources that stereotype them.
6. Further discuss the definition of a refugee. Explain that, as in the case of the UNCRC, international law, through the 1951 UN Convention Relating to the Status of Refugees, recognises the right of refugees to protection. Participants should read through section 1 of Information sheet 4.
7. Finally, consider participants' understanding of the definition of an asylum-seeker. Refer to earlier brainstormed suggestions. Mention how the term 'asylum-seeker' is often used negatively in parts of the media. Then participants should read section 2 of Information sheet 4 and discuss the question.
8. Finish by stressing that, as a signatory to the UN Convention on Refugees, the UK has an obligation under international law to extend protection to refugees.
9. Extension activity 3 (page 43) builds on this lesson by providing further ways of increasing understanding and awareness of refugee experiences, with opportunities for in-depth study.

LESSON 4

Refugees and asylum-seekers in the UK

Aims

- To work collaboratively
- To further develop reading and comprehension skills
- To develop further empathy and understanding of refugees' experiences
- To identify how the rights of refugees and asylum-seekers can be infringed
- To identify some of the needs that refugees and asylum-seekers may have
- To think of ways to help others feel welcome and included
- To plan for responsible action.

Resources needed

- Access to appropriate room space for collaborative group activity and individual writing
- Coloured highlighter pens (2 different colours per pair of participants)
- A3 copies of Information sheets 5a–d (case studies; pages 71–74)
- A3 copies of Activity sheet 5 (page 56)
- Copies of Information sheet 1 (page 64)
- Activity sheet 6 (cut into cards – one pack per group; page 57)
- Board/flip chart for writing down information for whole group/class to see

Method

See 'Additional drama suggestions' below for drama activities that can further develop the use of the imagination to build empathy and understanding of refugee experiences.

Introduction



1. Recap on learning from last lesson:

- Recall refugee and asylum-seeker definition
- Who were the young people who spoke on the video?
- Does anyone remember what was said by any of them, and have they thought about it since?

Activity to further develop empathy and understanding



INFORMATION SHEET 1

INFORMATION SHEETS 5a–d

ACTIVITY SHEET 5

2. Give out Information sheet 1 for reference.

Let the group discuss their feelings about the experiences that the young people on the video described, and which of their rights may have been infringed. The chart opposite will assist the teacher/youth worker to gather participants' recollections.

Feelings	Name of young person in video	Rights infringed
As a refugee she feels people in the UK want her out of the country	Gul (Turkey)	You have the right to protection against discrimination
Scared and felt strange because he didn't know English	Abraham (Bolivia)	You have the right to an education
Gets depressed sometimes because he can't go out	Julio (Bolivia)	You have the right to be protected from being hurt or badly treated
Feels bad about money problems	Temine (Turkey)	You have the right to a good enough standard of living

3. Give out Information sheets 5a–d, one case study per pair. Make sure all four case studies are evenly distributed across the class/group. Have spare case studies to give to fast finishers.

Each pair of participants needs two highlighters, of different colours. In one colour they should highlight any **feelings** expressed by the case study. In the other colour they should highlight any of the young person's **rights** they think have been infringed. They should then note them down in their own words on an A3 copy of Activity sheet 5.

Fast finishers can be given another case study to complete in addition to the first.

Feed back.

Group sorting activity to consider the needs of refugees

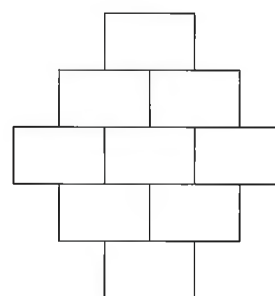


4. Ask participants to describe how the young people in the case studies felt about the UK (eg. Leyla: "...there's no trouble..."; Eric: "I prefer this country..."; Besa: "...the place where I found peace..."; Fardin: "...the hotel is a bad place...").

While encouraging participants to talk about their understanding of the resilience and coping

shown by the young people in the case studies above, ask them to think about what it is that refugees may need to help them recover from their experiences and participate in normal life again in the UK.

5. In groups, participants should look at the cards from Activity sheet 6. They need to sort the cards into what they feel is the order of importance, putting the most important need first, and so on. A 'diamond nine' shape could be used for this by the groups (the teacher/youth worker could draw this on the flip chart/board):



To help them to do this activity, participants should look at their completed Activity sheet 5 to get ideas about what needs each young person may have, and Information sheet 1 to remember some of the rights they have.

6. Feed back.

Can participants think of any more needs, in addition to those on the cards?

- Which of the above statements do they believe to be true?
- What might the impact of the media piece be on the subject(s) and their family?
- What impact does it have on the reader/viewer?
- Can we believe what we read or see in the media about people we've never met?
- Why do they think the media might be selective with the facts?
- What is the 'truth' of a given situation?
- How can facts be interpreted from different viewpoints and in different contexts?
- How important is the use of vocabulary and choice of words? For example, consider how some words may acquire levels of emotional significance:
 - asylum-seeker
 - economic migrant
 - refugee
 - victim of torture
 - widow of executed political prisoner.

See below under 'Variation' for an example activity, using a documentary on the *I am Here* video.

Variation



ACTIVITY SHEET 8

ACTIVITY SHEET 9

Are we to believe what we read?

1. Watch section 1, part 2 of *I am Here* – trainer's video, 'Fact or Fiction?' (BBC North East and

Cumbria), which lasts for eight minutes. Teachers and youth workers may find it useful to explain who Paul Gascoigne is before the viewing.

Conduct a general discussion about whether participants agree with the journalist's conclusion and any other comments on the issues that came up. How is this video relevant to the work being undertaken on refugees and asylum-seekers?

2. In small groups, participants should sort cards from Activity sheet 8 into the three columns provided in Activity sheet 9.

Feed back.

Why may we get biased or distorted stories in the media?

3. Participants should discuss, or write in response to, the following:
 - Using the results from the card sort, which of the statements came from the media rather than Jimmy's family or friends?
 - In which column did most of these media statements end up in?
 - What was the impact of the media statements on Jimmy's family and friends? Ask participants to identify one statement that talks about the consequences for the family.
 - Can we believe what we read in the media about people we've never met?
 - Why do you think the media would distort things and tell untruths?

LESSON 6

Beyond the headlines

Aims

- To think critically about information we receive from the media
- To further develop reading and listening skills
- To increase awareness of how refugees and asylum-seekers are marginalised and stereotyped
- To further consider the impact of media myths on asylum-seekers and refugees
- To challenge media distortion
- To develop presentational skills
- To evaluate the unit of work.

Resources needed

- Access to appropriate room space for collaborative group activity and individual writing
- Cards cut from Activity sheet 10 (page 61)
- A3 copies of Activity sheet 11 (page 62)
- Copies of Information sheet 6 (page 75) and Activity sheet 12 (page 63)
- Colour highlighter pens
- Copies of Information sheets 5a–d (pages 71–74) and Activity sheet 6 (page 57)
- Board/flip chart for writing down information for whole group/class to see.

Method

Introduction



1. Recap on the learning from last lesson:
 - Recall the media coverage pupils looked at.
 - Reflect on the answers they gave to the questions:
 - What did they think was the likely impact of the media statements on the subject(s) of the article and their family?
 - Why do you think the media would distort things and tell untruths?

Activity challenging asylum myths in the media



ACTIVITY SHEET 10

ACTIVITY SHEET 11

2. Explain that the media can create many myths and misunderstandings about asylum-seekers and refugees.

Together with the participants, draw up a list on the board/flip chart of some of the most common myths they are aware of, for example:

“The UK takes most of the world’s refugees.”
“Most asylum-seekers come here to live off benefits.”

Then remind participants of the refugee testimonies they have read and viewed, and how they challenge these myths.

3. In groups, participants should look at the cards from Activity sheet 10. Make sure these cards have been cut out already. Explain that there are things said about asylum-seekers and refugees in the media that are untrue, and explain also that the facts may be different. Groups need to use Activity sheet 11 to separate the myths from the facts, placing the myths in one column, opposite the facts that challenge them.

Further differentiation is possible by indicating which are media myths before the sorting activity.

Reading activity to consider the consequences of such misinformation



INFORMATION SHEET 6

4. Refer to the impact that the media myth of ‘Jimmy Five Bellies’ (see section 2, ‘Fact and Fiction’ of the video) had on his family and friends.

Ask participants to think what consequences media myths may have on asylum-seekers and

refugees. Brainstorm on the board/flip chart if necessary. For example:

- Jimmy's family felt unable to go out.
- Refugees may: feel afraid to go out, get bullied at school, be abused in the street, etc.

5. Give out copies of Information sheet 6. Ask participants to read in pairs.

They should:

- highlight the text that describes the consequences on the family of the racist violence and abuse
- consider any further consequences (comparing them to the list in section 4 above).

Emphasise that refugees and asylum-seekers are often welcomed and supported, and are frequently happy to be safe in the UK, but that the experience of the Antonio family is unfortunately not uncommon.

Preparing a presentation: taking the issue 'beyond the headlines'

20 mins

+ homework



INFORMATION SHEETS 5a-d

ACTIVITY SHEET 6

ACTIVITY SHEET 11

6. In groups, participants should refer to the refugee case studies in Information sheets 5a-d, the needs that newly arrived refugees may have, as shown in Activity sheet 6, and the media myths and facts activity they completed on Activity sheet 11.

Groups are to prepare and write up an awareness-raising presentation called 'Beyond the headlines'.

The presentation should include reference to some or all of the following:

- refugee or asylum-seeker testimony
- the myths and the facts
- what the consequences of misinformation may be
- what the school/youth group can do to promote the rights of and support newly arrived asylum-seekers in the community.

Use of OHTs, PowerPoint and other display technology is to be encouraged.

A further research and presentation activity could be devised that sets participants the task of collecting media headlines and investigating whether these give an accurate impression of the events they report.

Evaluation



ACTIVITY SHEET 12

7. Opportunities for making the presentations to each other need to be found. Feedback about the presentations can form part of an evaluation of the complete unit of work. Further opportunities to make their presentations to other classes/groups could also be sought.

Activity sheet 12 provides participants with a means to record their evaluation of their learning. This may be best completed individually after discussion in pairs. Elements of the evaluation can be changed to show different areas of learning/appreciation.

5 Extension work

Below are some suggested projects that can be used to extend participants' engagement and knowledge by translating what they have learned into responsible action.

These projects can be undertaken at classroom/ group or whole-school/community level.

Extension projects	Activities	Outcomes
1	Creating a welcoming environment: developing a buddy system	Raised awareness; young people actively promoting inclusion; effective support to new arrivals and refugees
2	Refugee Week activities	Positive messages promoted about refugees; awareness raised; myths that denigrate young refugees and their families are effectively challenged at whole-school/ community level
3	Joint initiatives – 'Escape to Safety'	Facilitating more detailed study of human rights and refugees; building empathy and understanding

EXTENSION PROJECT I

Creating a welcoming environment

The host children are central to the 'solution'... All children must be encouraged to contribute to the creation of a supportive and welcoming environment. The arrival of new children provides opportunities for children of all ages to learn about empathy, sharing and caring, respect and kindness.

(from Relearning to Learn: Advice to teachers new to teaching children from refugee and asylum-seeking families, National Union of Teachers, 2002)

Links to previous work

This project builds explicitly on the work carried out in Lesson 4, using Activity sheet 6. What needs may newly arriving refugees and asylum-seekers have?

Introduction

The participants need to discuss why a welcoming environment is so important to all new arrivals, including refugees and asylum-seekers. They should draw on previous work done in order to identify these reasons. Why is it important to welcome new people when they arrive at school or in the community?

Aims of the project

To create an environment where:

- everyone is aware of the experience of moving to a new environment, particularly the experiences of refugees and asylum-seekers
- the importance of everyone taking responsibility to welcome new arrivals is understood
- all new arrivals, including refugees and asylum-seekers, feel welcomed and included

- new arrivals are introduced to routines, rules and facilities they need
- young people befriend and support new arrivals.

Suggested activity: a buddying scheme

Awareness-raising

The young participants should deploy the learning they have already gained to raise the awareness of other adults and peers. Making a presentation to other groups, displaying their work, conducting a school assembly, or speaking to the school council are all ways of achieving this.

Consultation

To extend the initiative, others in the school/community need to be consulted to ensure participation.

A written questionnaire can be devised and given out to engage the whole community in proposing ways of welcoming new arrivals and volunteering involvement. Young people have valuable insights into the qualities and responsibilities needed for supporting new arrivals.

Developing resources

Participants can prepare the following resources to support the project:

- colourful posters with welcome messages in different languages
- other artwork and information displayed to celebrate diversity
- posters to advertise for young people to become 'buddies' to new arrivals
- guidance on 'what makes a good buddy'
- 'buddy booklets' with information about what a buddy can do to support a new arrival

- buddy badges and certificates that give credit to young people for befriending and supporting new arrivals.

Launching the buddy scheme

A whole-school assembly or community event could be an effective way to launch this project and gather support. Outside speakers, young refugees themselves and members of the adult/parental community could be involved.

Running the buddy scheme

Adult/teacher co-ordination is essential if the scheme is to be a success. Buddying needs to be integrated in a whole-school/youth group procedure of admission and support in order to ensure that the scheme is sustained and effective.

Monitoring and evaluation

It is important that the scheme is regularly monitored and evaluated.

Some useful resources

- *Stepping Forward – Working together through peer support*
Elizabeth Hartley-Brewer, NCB Publications, 2003
www.ncb.org.uk
ISBN: 1 900990 81 4
A summary of the publication is also available as a free download from:
www.ncb.org.uk/resources/psf_briefing_stepping.pdf
- *Peer Support Manual*
Jo Scherer-Thompson, Mental Health Foundation, 2002
ISBN: 1 903645 23 9
A guide to setting up a peer listening project in educational settings.
Available from the Mental Health Foundation publications department:
Tel: 020 7802 0304 or email: books@mhf.org.uk
- CHIPS – ChildLine in Partnership with Schools
www.childline.org.uk
CHIPS helps schools with setting up schemes that encourage pupils to support one another. It gives young people the opportunity to develop practical skills such as communication, listening, understanding and administration. CHIPS has published a 12-page guide, *Setting Up a Peer Support Scheme*, for teachers and other professionals who wish to set up and assist with peer support schemes. This is available as a download from:
www.childline.org.uk/pdfs/peersupportscheme.pdf
- The Peer Support Forum
www.mentalhealth.org.uk/peer/forum.htm
The Peer Support Forum represents over two dozen national voluntary and local organisations that are involved in promoting peer support projects in schools.

EXTENSION PROJECT 2

Refugee Week activities

Links to previous work

This project builds explicitly on the work carried out in Lessons 3 to 6. How can young people raise awareness of the experiences of refugees, celebrate their historic contribution to the UK, and challenge the myths that denigrate them?

Introduction

Refugee Week is a nationwide programme of arts, cultural and educational events every year during the month of June, which celebrates cultural diversity and promotes understanding about the reasons why people seek sanctuary. It is a chance to deliver positive educational messages that counter fear, ignorance and the negative stereotyping of refugees, and an opportunity to tell people about the great economic and cultural contribution that refugees have made to UK society.

Information about Refugee Week and curriculum activities can be downloaded from the following website: www.refugeeweek.org.uk

Aims of the project

To support a welcoming and inclusive community environment by:

- recognising diversity
- raising awareness about refugees and asylum-seekers
- celebrating the presence of refugees
- challenging media myths.

Suggested activities

- Researching further about refugee and human rights issues (see the resources and websites on pages 45–50) and displaying or presenting information
- Preparing a multiple-choice quiz for other young people that raises awareness about refugees
- Displaying press myths contrasted with real stories
- Displaying information about websites that carry information and classroom activities that raise awareness about refugees
- Researching and compiling a list of useful story books to ask the library to purchase
- Finding out about famous refugees and displaying that information
- Preparing a performance for assembly that raises awareness of the experiences of young refugees
- Inviting refugees in to talk to the school/youth group about their experiences and what can be done to promote their rights
- Preparing food and holding arts events that celebrate cultures from around the world, and facilitate the involvement of local refugee groups.

EXTENSION PROJECT 3

Joint initiatives – ‘Escape to Safety’

Links to previous work

This project builds explicitly on the work done in Lessons 3 and 4. How can young people increase their understanding of refugees and human rights through joint initiatives with outside education projects? Particularly relevant to citizenship education are: enhanced awareness and understanding of the global causes of political and economic migration, in particular to the UK; an appreciation of the racial and cultural diversity within our own society; better understanding of the role of the media in society; and an increased understanding of global interdependence, such as in the way that international events have local consequences.

Introduction

A joint initiative, for example with an outside education project, can offer a unique opportunity for young people to engage more safely and creatively with a range of issues, outside the usual more routine and traditional learning environments.

The drama activities and teaching strategies in this pack were partly informed by work with the David Glass Ensemble. This partnership has enabled teachers, youth workers and young people in predominantly white communities to begin to develop empathy towards refugees and a greater awareness of their own place in global society through the use of drama.

Joint initiatives need careful planning if they are to be successful. Below is some guidance, together with a description of one outside education project suitable for young people. This project has particular relevance to young people who are

studying secondary RE, Citizenship, History, KS3 Geography, Art, English (media studies) and PSHE.

Planning a joint initiative

Schools and youth groups need to be aware of organisations and projects in the region that have a focus on refugees and human rights. An approach in person can help identify what is available, whether there is a shared ethos and whether partnerships are possible.

Both parties will then need to negotiate the practicalities of working together. Key questions will include:

- How will activities be paid for?
- How will they be organised?
- How many young people can be included?
- How can we raise awareness about the project and inform parents?
- Will lunches and transport need to be organised?
- Which staff from each organisation will undertake which responsibility?
- What is the situation regarding insurance?

‘Escape to Safety’

Global Link's (www.globallink.org.uk) 'Escape to Safety' exhibition is a development from their 'Fortress Europe' mobile exhibition, which challenged discrimination against refugees within the media and UK legislation. The project 'Escape to Safety' is a multi-media, multi-sensory, interactive artistic exhibition within a 40-foot trailer which

takes participants on a journey through different rooms that represent stages on a refugee's journey to seek asylum in the UK. A refugee education worker is employed to deliver teacher-training and pupil workshops to accompany the exhibition, and ensure ongoing work in participating schools.

Aims of the project

- For refugees and asylum-seekers to feel more welcome
- Greater awareness and understanding in schools of refugees' and asylum-seekers' experiences
- Young people gain knowledge and understanding of issues relating to refugees and asylum-seekers

as well as developing personal, social and communication skills

- Greater teacher confidence about teaching on refugee issues through the National Curriculum.

Evaluation of the pilot exhibition has shown that this kind of experiential arts-based learning, particularly when delivered by a refugee, has changed attitudes among a majority of the young people involved. When it has been used with asylum-seeker children it has boosted their self-esteem through them having their experiences publicly validated.

Working in partnership with outside organisations: Some tips from the David Glass Ensemble and partner schools

- There needs to be clarity from the school/youth group as to which member of their staff will be co-ordinating and supporting the project.
- Education project workers may find it helpful to shadow teachers/youth workers before the start of the project, to develop understanding of the learning culture, routines and daily pressures on staff and young people.
- Teachers/youth workers need to engage with the activities of the project and not 'hand over' to the education project worker so they can 'get on with other work'.
- Young people need to have their voices heard.
- If appropriate to the work in schools, it is sometimes best if young people are drawn from a variety of tutor groups, to give the work the feeling of something new and outside of entrenched classroom relationships.

For more information about the David Glass Ensemble see:
www.davidglassensemble.com

5 Further resources and useful links

Classroom and youth work resources

Activate!

Nelson Thornes, 2001

www.nelsonthornes.com/secondary/citizenship/books_activate.htm

An innovative and practical approach to Citizenship at Key Stage 3. It has been developed to provide effective material in this field for teachers and to provide a comprehensive resource package for schools facing the challenge of teaching this new subject.

The course has been written by the Institute for Citizenship (www.citizen.org.uk) and has also been extensively researched and tested nationwide. With its flexible and clearly laid-out structure it is also an extremely usable resource. It assumes no prior knowledge of the subject and as such is ideal for classes of any ability.

The Refugee Case Study (teachers' notes and lesson materials) is also available at *Activate!* at: www.nelsonthornes.com/secondary/citizenship/activate/intro.html

Common Ground: A resource for youth workers

Aik Saath, a Slough-based youth group which was formed to reduce conflict between Asian youths, has produced a 24-page booklet and eight-minute video which aims to train young people in resolving disputes in a non-violent way.

The video resource *Common Ground* can be used by youth workers based in any community. The video presents the story of Tee and Bucz who fight over a park where they both hang out. In the video, Tee ends up in custody but the video and booklet aim to show, through role-playing activities and awareness about how conflicts arise, how the dispute might have been resolved in a peaceful and constructive way.

Common Ground costs £23.50 excluding postage.

To order, contact Aik Saath on 01753 574780 or email info@aiksaath.com

A Fight to Belong

Save the Children, 2000

This story book and teachers' pack explores the issue of deportation from a child's perspective. *A Fight to Belong* tells the powerful and moving story of the well-publicised Okolo family anti-deportation campaign in the UK.

Through the eyes of eight-year-old Anwuli, one of the two children involved, we hear how friends, teachers and parents wrote letters, signed petitions, sang and marched in support of the family.

The accompanying teacher's pack provides Key Stages 2 and 3 National Curriculum links to Citizenship, Equal Opportunities, Personal/Moral/ Social Education and extended writing for literacy.

Get Global! A skills-based approach to active global citizenship at Key Stages 3 and 4

Save the Children, Oxfam, ActionAid, Christian Aid and CAFOD, 2002

Get Global! is a teacher's guide on how to facilitate and assess active global citizenship.

A range of innovative and participatory activities promote a skills-based approach rather than a content-based approach, so they can be used within different subject areas and with all ages.

Available as a free download from:

www.actionaid.org/schoolsand youth/getglobal/index.htm

www.christianaid.org.uk/learn/schools/getglobal/intro.htm

www.cafod.org.uk/schools/

ID Citizenship

BBC Schools, 2001

www.bbcschoolshop.com

This teacher's resource takes a case-study approach to look at the individual, the issues, the action and the outcome. Supporting the Citizenship requirements at Key Stages 3 and 4, it contains 21 photocopy originals, additional activities and extension ideas. The accompanying videos contains four drama documentaries including:

Blind Eye – racism in a school leads to a victim being asked to leave.

Some things I don't know – experiences of a refugee once she has arrived in the UK.

Making a Difference

Refugee Council/Refugee Week, 2003

Published for Refugee Week 2003, *Making a Difference* contains a selection of children's testimonies, information and activities.

Available as a free download from: www.refugeeweek.org.uk

Colour Blind

Department for Education and Skills, 2003

The *Colour Blind* training pack includes a video and comprehensive training notes, lesson plans and worksheets. The video explores three key themes: identity and being British, citizenship and racism. The materials can be used to support teachers, youth workers and young people themselves to start discussion on these topics. Available from DfES Publications, tel: 0845 60 22 260

Come Unity – Video and Teacher's Resource Pack

Greenwich and Lewisham Young People's Theatre, 2003

The Somali Women's Training Organisation has been working in association with Greenwich and Lewisham Young People's Theatre and Partners on a new citizenship project, which incorporates a video, *COME UNITY*, and a teacher's pack. The video and pack (which come as a unit) explore the difficult issues of refuge and asylum from the point of view of Somali women who have been through the experiences of being forced to flee their own countries, arrive in a new place and meet the challenges of settling into a new British community.

COME UNITY covers a wide range of Citizenship/Social Education topics such as human rights as related to refugees and asylum-seekers, what community really means, and the difficulties and joys experienced. The pack also covers religious festivals, practice and customs of the Somali people and includes stories and testimonies from those featured on the video.

Available from GYPT, Building 18, Royal Arsenal West, London, SE18 6ST. Tel: 020 8855 4911. Email: admin@gypt.co.uk

My England

ARC Theatre Ensemble and Carel Press

Available from www.carelpres.com

A football drama-based video pack where one black and one white character discuss their version of 'my England'.

Partners in Rights: Creative activities exploring rights and citizenship for 7 to 14-year-olds

Save the Children, 2000

Partners in Rights uses a range of engaging and creative approaches to explore rights and citizenship issues with children aged 7 to 14. Using the creative and expressive arts, it draws on the experiences and insights of children in Latin America, the Caribbean, and the UK.

It contains a wide range of activities and photocopiable activity sheets, 18 full-colour A4 photo cards and a wealth of material that captures the individual voices and experiences of young people in Latin America and the Caribbean. It is an ideal resource for the PSHE/PSD and Citizenship curriculum.

In addition, detailed guidance is given showing how the pack can be used across the curriculum and with mixed-ability groups.

The RAP Pack (Refugee Activity Pack)

Save the Children, 2002

An educational activity pack for use with groups of young people, mainly in the age range of 14 to 18. The pack is designed to be flexible in helping young people to explore issues relating to refugees, asylum-seekers and sanctuary. Includes activities on challenging media myths on asylum.

Available free from Save the Children
www.savethechildren.org.uk/education

Also available as a free download from:
www.refugeeweek.org.uk

Refuge: Learning about refugees with refugees – a citizenship education project

The Aegis Institute, 2003

www.refugeproject.com

The *Refuge* teacher's resource pack is the result of a schools project in the UK which paired nine refugees with nine schools for a six-month period. The project was based in schools, in areas where pupils were able to meet people from their community who came to the UK as refugees. Using audio-visual history techniques, refugees were interviewed about their experiences, and edited versions of their stories were published.

The pack covers the key skills in Key Stages 3 and 4 Citizenship curriculum, and the Key Stage 4 Respect For All curriculum: Migration in Britain. It also includes many opportunities for cross-curricular links. It can be used as a modular programme or separate individual units. The

video/DVD resources are suitable for Year 9 upwards, while the written materials are targeted for Year 10 students.

Refugees: We left because we had to

Refugee Council, 2003
www.refugeecouncil.org.uk

The third edition of this best-selling text for 14 to 18-year-olds complements the National Curriculum Key Stages 3 and 4 Citizenship and History courses, Key Stage 5 Citizenship and General Studies and non-statutory Religious Education. It contains photographs, drawings, maps and games to bring the subject alive in the classroom.

Refugee Voices

A video from Channel 4 Learning in the *Off Limits* series that tries to convey something of the reality of being a refugee through interviews with four young people who had to leave their country of origin and ended up in the UK. The young people speak of the dangers which meant they had to leave their own countries (and in some cases their families), give a glimpse of the difficulties that faced them on their journey, and speak of their reception in the UK, with particular emphasis on their experiences in UK schools.

Teaching activities are available from:
www.channel4.com/learning/main/netnotes/sectionid100663953.htm

Refugee Week

www.refugeecouncil.org.uk

The Refugee Week website provides information and advice on organizing Refugee Week activities. Free educational resources are also available for download, including the *RAP – Refugee Activity Pack* and *Making a Difference*.

'Safe' – a short film about living in London

Greenwich and Lewisham's Young People's Theatre, 2002

Safe is a LWT award-winning video by young refugees and a unique window on the experiences and concerns of young refugees living in London. The project was led by Greenwich and Lewisham's Young People's Theatre with young refugees from Malory School. A teacher's resource pack accompanies the video.

Safe is about the problems the teenagers face in London. Street crime, mobile phone theft, racism and violence are all covered from the perspective of newly arrived young people. All the teenagers have fled highly dangerous situations in their own countries, but say that while they

are safer in London they also have to face new threats, which were often unknown in the communities they left behind.

Available from GYPT, Building 18, Royal Arsenal West, London, SE18 6ST. Tel: 020 8855 4911. Email: admin@gypt.co.uk

Show Racism the Red Card

Available from www.srtrc.org

This video features many famous footballers and managers who talk about their experiences of racism and encourage people to report racist bullying at school. The resource pack contains many discussion-based exercises. A CD Rom is also available and features over 20 minutes of footage from the *Show Racism the Red Card* video, including interviews with top players and football action as well as research notes, quiz, notes for teachers and much more.

Time for Rights: Activities for citizenship and PSHE for 9 to 13-year-olds

Save the Children and Unicef, 2002

This teaching pack explores citizenship and rights in relation to the UN Convention on the Rights of the Child. Through role-play, cartoons, stories, poems and a wide variety of activities, *Time for Rights* looks at what rights mean to an individual child, in the family and in the community.

Trial and Error: Learning about racism through citizenship education

Front Line Training and Consultancy Ltd, 2003
www.front-line-training.co.uk

Trial and Error is a resource for classroom teachers who want to develop young people's awareness, key skills and knowledge of racism, identity and diversity issues at Key Stages 3 and 4. Written and compiled by Stella Dadzie, the author of *Racetracks* and the *Toolkit for Tackling Racism in Schools*, the *Trial and Error* CD Rom takes an approach to anti-racist education which encourages students to find their own answers through thinking, communicating and working with others. Pupils are encouraged to think of their class as a sort of 'tribunal' whose task is to investigate issues of racism, identity and migration and then form a considered verdict on key questions.

The *Trial and Error* CD Rom has been made available free to secondary schools by the Department for Education and Skills. To order *Trial and Error*, telephone 0845 602 2260 or email dfes@prolog.uk.com quoting reference: DfES/0723/2003.

Global Eye

www.globaleye.org.uk

The Global Eye website is an online resource based on *Global Eye*, the magazine for schools about world development written by Worldaware for the Department for International Development (DFID).

To accompany the web pages for students, the teacher's notes provide suggestions for supplementary resources and websites, as well as information about how it can fit into the school curriculum.

Global Link

www.globalink.org.uk

Global Link has two major projects which help people empathise with the plight of refugees and asylum-seekers.

Escape to Safety: a multi-media, multi-sensory, interactive artistic exhibition within a 40-foot trailer which takes participants on a journey through different rooms that represent stages on a refugee's journey to seek asylum in the UK.

Fortress Europe: an installation where participants walk through a 'labyrinth' of eight stations as if they were a refugee seeking asylum in the UK. On a Walkman they are accompanied by refugee voices interacting with border guards, immigration officials and tabloid media.

Teaching resources are available to support work with both exhibitions.

HomeBeats: Struggles for racial justice

Institute of Race Relations, 1998

www.irr.org.uk

HomeBeats is a multi-media journey through time, from Africa, the Caribbean and Asia, to the making of modern-day UK. The first CD Rom on racism and the black presence in the UK, it fuses music, graphics, video, text and animation into a stunning voyage of personal and historical discovery for every user.

HomeBeats is suitable for ages 13 and upwards, for use in schools, colleges and youth centres or at home. It meets requirements for Key Stages 3 and 4 of the National Curriculum, as well as for post-16 education.

Resources and websites for young people

Britkid

www.britkid.org

A website about race, racism and life – as seen through the eyes of the Britkids. Would you like to... hang out with a Britkid, or go into town?

BBC Schools Citizen X

www.bbc.co.uk/schools/citizenx/

What does it mean to be a citizen? This website helps to explain exactly what that means for you! Watch the animations, do the activities... plus have the chance to talk to experts and each other on the message board.

BBC Schools Get Involved

www.bbc.co.uk/schools/getinvolved/

Be an active citizen – in your school, in your community and globally.

CBBC Newsround

<http://news.bbc.co.uk/cbbcnews/>

You can search the CBBC Newsround archive for stories and information about refugees and asylum-seekers.

Children's Express

www.childrens-express.org

News and comment by young people for everyone. Search the Children's Express site for stories about refugees written by young people.

Citizen Power

www.channel4.com/learning/microsites/C/citizenpower/index2.htm

Each month during term-time there is a new Live Topic on Citizen Power. Recent topics include: Your Rights, War and Peace, and Your Voice Counts.

CoastKid

www.coastkid.org

An anti-bullying website. You get to hang out with one of the Coastkids and learn about their lives and some of the hassles they experience.

ID Citizenship

www.bbc.co.uk/education/id/citizen.html

If you're wondering what citizenship is, here's the place to find out by following an interactive story and making some

decisions along the way. You'll find out about communities, recycling, helping others, making decisions and being responsible.

Cool Planet

www.oxfam.org.uk/coolplanet/kidsweb/index.htm

Explore the lives of children from different countries around the world through exciting photo stories!

Eye to Eye

www.savethechildren.org.uk/eyetoeye

'Eye to Eye' is an interactive site that lets you find out what it is really like to be a refugee living in the Palestinian Occupied Territories.

You can use the site to visit the camps and find out about the children who live there. Discover what the children's homes are like, what games they play and what kind of food they eat.

There is information on the history of the region for those who want to learn more, and maps as well.

Try out the quiz and visit the news section. You can also communicate with Palestinian children via the site and read their personal stories.

Football Unites, Racism Divides

www.furd.org

Football Unites aims to ensure that everyone who plays or watches football can do so without fear of racial abuse and harassment, in either a verbal or a physical form, and to increase the participation of people from ethnic minorities in football. On the website you can view the biographies of some pioneering black football players.

Justdosomething

www.justdosomething.net/home/teen-zone.vdf

For young people who want to be heard! Real-life stories of young people who have improved their communities, plus games and video clips. Find out how to rule your school, start your own thing and more...

Moving Here: 200 years of migration to England

www.movinghere.org.uk

Moving Here is the largest database of digitised photographs, maps, objects, documents and audio items from 30 local and national archives, museums and libraries which record migration experiences of the last 200 years.

Rightonline

www.savethechildren.org.uk/rightonline

Rightonline is for young people. It contains a lot of information on children's rights and how Save the Children is working to make those a reality in communities in the UK and around the world.

You will find some useful Wise Up! guides on issues of interest to young people. For example, Education, Staying healthy, Bullying, Work, Having your say, Sexual health and Equality.

Rightonline contains the magazine *Rightangle*. *Rightangle* aims to inspire adults and the young people they work with to learn about and actively promote children's rights, locally and globally. Published three times a year, each edition features articles, activities and links around a theme linked to the United Nations Convention on the Rights of the Child 1989 (UNCRC), the international law that outlines the minimum standards that everyone under 18 is entitled to.

Schools Against Deportations

www.irr.org.uk/sad

A multi-media web resource produced by the Institute of Race Relations that tells the stories of four schools that have had successful school-based campaigns against deportations.

STAR – Student Action for Refugees

www.star-network.org.uk

STAR is a unique organisation giving university students and young people the opportunity to:

- learn about and raise awareness of refugee issues in innovative ways
- support refugees in a practical way in their local communities through volunteering
- campaign with refugees and for the rights of refugees everywhere.

STAR's youth network is for all 16 to 18-year-olds who care about the rights of refugees and asylum-seekers and want to take action.

STAR's youth network is national – its members live all over the UK. The network has British members, members who are refugees and asylum-seekers – plus anyone else aged 16 to 18 who would like to sign up.

Further reading for teachers and youth workers

Children are Service Users Too: A guide for consulting children and young people

Save the Children, 2001

A practical guide aimed at all organisations that are looking for ways to consult children and young people.

Children as Partners in Planning: A training resource to support consultation with children

Save the Children, 2000

A practical training manual aimed at childcare workers in a range of settings.

Education for Citizenship, Diversity and Race Equality: A practical guide (for teachers and youth workers)

National Youth Agency, Citizenship Foundation and me too, 2003

www.metoo.org.uk

This guidance supports Citizenship teachers addressing diversity and race equality issues in the curriculum. It is also aimed at youth workers and others working more informally with young people in a variety of settings.

Available as a free download from:
www.citizenshipfoundation.org.uk/teaching_support/downloads.php4

Home from Home: A guidance and resource pack for the welcome and inclusion of refugee children and families in school

Salisbury WORLD and Save the Children, 2003

Home from Home is a resource pack that provides guidance for the successful inclusion of refugee children and families into school. The materials have come from the experience of staff at Salisbury WORLD, an innovative refugee project based in a London primary school.

Available from Save the Children:
www.savethechildren.org.uk

Inclusive Schools, Inclusive Society: Race and identity on the agenda

Produced by Race on the Agenda in partnership with Association of London Government and Save the Children.

Published by Trentham Books, 1999

www.trentham-books.co.uk

This publication sets out the practical steps schools can take to make themselves more inclusive. It discusses key ideas and principles relating to identity, 'race' and racism, and

outlines ways of improving curriculum content, teaching methodology, and ethos and relationships.

NUT Anti-racist curriculum guidelines

The National Union of Teachers has revised its anti-racist curriculum guidelines to help schools promote race equality. Available from www.teachers.org.uk

Out of Exile: Developing youth work with young refugees

by Ros Norton and Brian Cohen

Published by the National Youth Agency in partnership with The Barbara Melunsky Fund

www.nya.org.uk

Young refugees in the UK face immense problems of racism, unemployment and alienation. Many want to integrate with dignity into UK culture and society while retaining their own culture and identity; all too often, however, language difficulties and the lack of appropriate training and services hamper their progress. This book reveals the costs of ignoring the potential of young refugees and challenges local and national policy-makers to undertake a comprehensive policy review.

Participation – Spice it Up! Practical tools for engaging children and young people in planning and consultations

Save the Children, 2002

A booklet full of practical tools and ideas for engaging children and young people.

Supporting Refugee Children in 21st Century Britain

J Rutter, Trentham Books, 2003

www.trentham-books.co.uk

An authoritative information source for all those working with the children of refugees and asylum-seekers. Provides information on the backgrounds of 35 of the major refugee groups in the UK including Albanians, eastern European Roma, and people fleeing the former Soviet Union, Afghanistan, Iraq and Iraqi Kurdistan.

Websites

Citizenship education: The global dimension

www.citizenship-global.org.uk

A portal site for teachers and educators keen to explore the global dimension of citizenship education.

DfES Citizenship website

www.dfes.gov.uk/citizenship

Part 3

Photocopiable resources

Activity sheets, information sheets and training OHTs

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Please complete the following sentences, if they apply to you.

You do not have to write anything you want to keep private. If you want to write more than space allows, please continue on an extra piece of paper.

1. The following people make up my family _____

2. Some of the things we share as a family or do together are _____

3. The friends I had four years ago were _____

4. The friends I have now are _____

5. The things I do with my friends include _____

6. Changes that have happened to my family are _____

7. Changes that have happened to my friends are _____

8. Changes that have happened to me are _____

9. Changes I like are _____

10. Changes I don't like are _____

11. The way I deal with change is _____

Why I feel I belong

✓ or X

I have fun.

It makes me feel safe. There are clear rules.

There is love and care and support.

I can join in and my opinion is respected.

I get the food, shelter and care I need.

I am accepted for who I am.

I learn important things.

I know who I am when I am there/with them.

We share activities.

It's different from what most people do, but it's our tradition.

Some questions

With your group, look at your Information sheets 2a, 2b, 2c, or 2d. Each sheet presents the experiences of a child or young person in circumstances that may make them feel excluded.

Together, discuss the following and fill in your agreed answers:

1. Name of child/young person: _____

His/her situation: _____

2. List the difficulties he/she faces:

3. What does he/she miss, or cannot have that he/she may want?

4. Do you feel the child/young person is being strong?

YES/NO

Give an example of how she/he copes:

5. Could you meet someone in his/her situation around where you live?

YES/NO

Explain: _____

Video viewing chart

	Gul	Abraham	Julio	Temine
One thing they miss about their country				
One thing they think about life in the UK				
One thing they say about school		X		X
One thing they say about being a refugee	Being a refugee makes Gul feel she is different and singled out		X	X
Other things about them				

X means no relevant comment was made



What feelings did she/he say they had?	Name of young person	What rights have been denied her/him?
	Leyla	
	Eric	
	Besa	
	Fardin	

<p>Welcome and safety</p>	<p>To know they belong</p>	<p>To feel part of normal life</p>
<p>To be listened to and have their opinions taken into account</p>	<p>To be seen as people before being seen as refugees</p>	<p>To have their language, culture and knowledge valued</p>
<p>To have friends and fun</p>	<p>Have a place to live and go to school</p>	<p>Help to cope with the changes in their lives</p>



In your group, suggest up to three groups of people who can, in your experience, be singled out.

Then suggest ways they are sometimes picked on.

There is an example to help you come up with ideas.

Group	Ways they are sometimes picked on
The elderly	Teased and intimidated
1.	
2.	
3.	

Read the following statements taken from the video, 'Fact or Fiction?'.
Then sort them into the three categories **True**, **Untrue**, **Not sure**,
placing them in the columns provided on Activity sheet 9.

"Jimmy's a hard-drinking boozier
who led Paul astray."

"Jimmy's very close to his family
and they see Jimmy as a big softy."

"Those who know Jimmy say
he's a gentle bloke."

"Jimmy seems to live on favours
that he does for others and
gets in return."

"Jimmy's a warm fella with a
dry sense of humour."

"Jimmy can be very kind to children.
He played Father Christmas and
gave away lots of presents."

"Jimmy was only a mate to Paul
because he was a millionaire."

"When they named him
Jimmy Five Bellies it broke his
Mum's heart. His family became
prisoners in their own house."

"Jimmy's an alcoholic.
He's drunk nearly all the time."

"Jimmy scrounges off others.
He doesn't hold down a job."

"Paul burned Jimmy's nose
with a cigarette for a £1,000 bet."

"Jimmy's got a cheekiness
that makes people laugh."

"Jimmy's a good mate
loved by lots of people."

"Paul put cat poo into
Jimmy's custard pie."

"Jimmy's lost weight."

"Jimmy and Paul were mates
because they played together
since they were small."

Place the statements drawn from the video in the appropriate column below.

True	Untrue	Not sure

Cut out the cards for participants to sort into appropriate columns on an A3 copy of Activity sheet 11.

Media myths

Facts

Most asylum-seekers come from countries where they are safe.

Under the 1951 Refugee Convention people have the right to apply for asylum – the UK is obliged to examine their case.

Some asylum-seekers repay our generosity by thieving in town and city centres.

Most asylum-seekers coming to the UK are fleeing countries where there is war and human rights abuses.

Asylum-seekers take our housing.

Asylum-seekers commit no more crime than anyone else does... though violence and crime is often directed at them.

Asylum-seekers are here illegally.

Between 2000 and 2002, the UK received 1.9 asylum applications per 1,000 inhabitants.*

*source: United Nations High Commissioner for Refugees


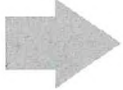
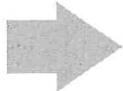
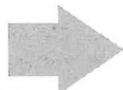
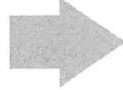
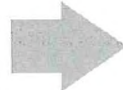
The influx of refugees is threatening to swamp the UK.

Asylum-seekers are not usually allowed to claim benefits. If supported, a single adult has to survive on £37.77 a week.

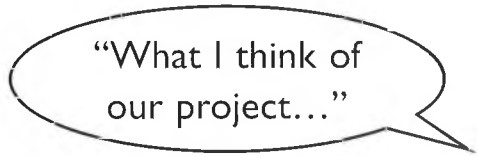
Asylum-seekers get huge state handouts.

Asylum-seekers have no right to permanent housing. They are usually housed in temporary, sub-standard accommodation.

Place the media myth cards and fact cards in the appropriate columns below, making sure the fact card is opposite the appropriate myth. There is an example to help you.

Media myth		Fact
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> Most asylum-seekers come from countries where they are safe. </div>		<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> Most asylum-seekers coming to the UK are fleeing countries where there is war and human rights abuses. </div>
		
		
		
		
		

Evaluation form

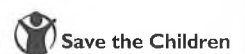


Sessions we've had

1. Creating a safe space – issues of identity and belonging (groups we belong to)
2. Our identity, rights and responsibilities (feeling left out)
3. Learning about asylum-seekers and refugees (young refugees video)
4. Refugees and asylum-seekers in the UK (case studies and what refugees need)
5. Are we to believe what we read? (media analysis)
6. Beyond the headlines (press myths and preparing presentations)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I learned a lot					
I worked well with others					
I expressed my own opinion					
I listened to other people's opinions					
I enjoyed the work					
I'm going to take action as a result of the work					

THANK YOU FOR YOUR CO-OPERATION



Our rights

<p>You have the right to play and relax by doing things such as sport, music and drama.</p>	
<p>You have the right to be protected from being hurt or badly treated.</p>	
<p>All adults should always do what is best for you.</p>	
<p>You have the right to an opinion and for it to be listened to and taken seriously.</p>	
<p>You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p>	
<p>You have the right to protection against discrimination. Nobody can treat you badly because of your colour, sex, religion, if you have another language, if you are poor or have a disability.</p>	
<p>You have the right to an education.</p>	
<p>You have the right to an identity.</p>	
<p>You have the right to be with friends, and join or set up clubs, unless this breaks the rights of others.</p>	
<p>If you are part of a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.</p>	
<p>If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.</p>	

'The bullied girl'

Jessica O'Connell, aged nine, suffered two years of bullying by a girl at school. This led her to self-harm and suicidal thoughts. A year later she has moved schools and is helping other bullied children cope with their experiences.



It was a girl. She was a year older than me. She was picking on just me. She admitted it was because I was small and she could do what she liked.

She came to our school and I thought she was nice. On the first day I said, "Do you want to play with me?" and she said, "No, I have got other people I can play with", and she started being mean.

The next day she started hitting and kicking me and it went on like that for two years. She would kick me, punch me, she scratched me, she nipped, and she pushed me over. She tried to strangle me.

It was always when there was no teacher around outside at playtime or when the teacher wasn't looking. The others in my class stuck up for her. I think they were scared, too.

I didn't tell anyone at the start. I just put up with it because I was scared if I told my mum and she did something about it the girl would come and get me again. About three months after she started she said, "After I have got you I am going to get your sister." My sister was just five and it made me worry a lot. One day she had kicked me in the stomach again and scratched me to death. I had marks and my back was bleeding. It hurt.

After that me and my mum started talking about moving school. None of the teachers

had helped me. I think it was because they didn't think it was a big problem.

From when she started I began picking my skin and making it bleed and I started hurting myself and cutting myself. It just made me feel better. My mum didn't know what I was doing at the time. I don't do that any more.

At my new school I have got lots of friends and it is nice. My sister has also moved and we are at the same school. I have started to talk to other children who have had a similar experience and try and help them... because it helps them to talk to people who understand. I tell them to be brave and not to worry. It is good to tell someone about it instead of trying to put up with it.

What I really wanted was for my school to expel the bully and then I could have stayed. I felt upset that they didn't.

I have talked a lot to my mum about what happened and I know the girl had lots of problems herself and it wasn't my fault that I was bullied.

Adapted from the *Guardian Special Report*,
Thursday 9 October 2003.
[www.guardian.co.uk/uk_news/story/
0,3604,1058857,00.html](http://www.guardian.co.uk/uk_news/story/0,3604,1058857,00.html)

'The asylum-seeker'

Abdullah Shakil, aged seven, came to the UK when his mother fled her abusive husband in Kuwait. Abdullah, his six-year-old brother Talal, Bassam, 14 months old, and their mother were later put in a detention centre.

There were 15 policemen and they didn't help us pack our things so we left them in Bradford. We left all our clothes and toys. And then after that I was scared.

We went in a van. It was a long way. There was only one window at the back and you couldn't see out of it. I was sick. I was very scared and my mum was crying.

When we got there I thought it was a prison and it was. I asked my mum what she had done wrong. I did not understand. The first night I was very scared. There was shouting, shouting. My mum was crying and I tried to help her. I didn't know what to do.

We had school but it was too small. There was only one room and there were ten people. In Bradford I liked school but I didn't like it in there. I just wanted to sit up in my room. There were four of us in my room.

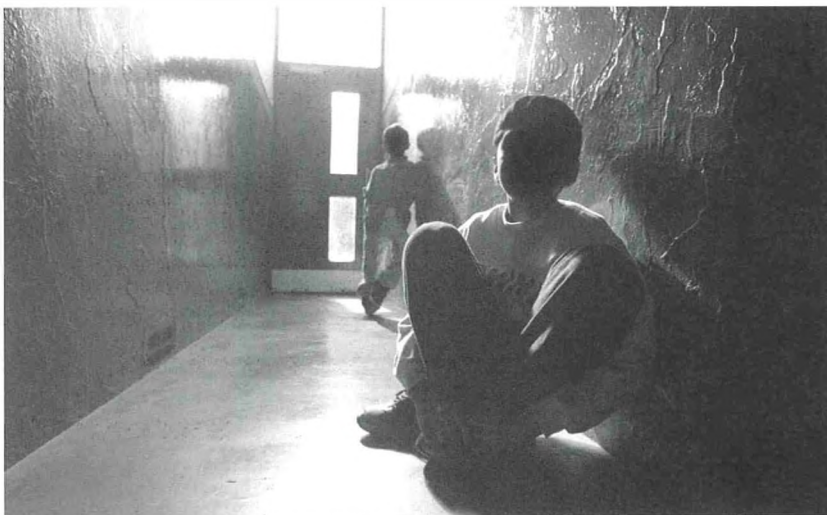
We went to gym and it was good. But if we went outside we needed the parent. That was the worst bit. There were yellow lines outside and we were not allowed to go

past them because then the officers would shout at us.

Always we wanted to play but couldn't go outside. I wanted to go back to Bradford. I like Bradford. We can't even go to sleep at night because everybody shouts. And the cleaners would come in at night to see if we had any food. We weren't allowed any in our rooms.

I missed going out to play with my friends. I missed my school and TV. I helped my mum. I helped with her baby and I was quiet because my mum wanted to sleep. And she wanted us to be quiet. She didn't want to get into trouble. We tried to be good, but sometimes it was hard. Sometimes we were sad and cried.

There was no good dinner. It didn't taste nice like when my mum makes it. Sometimes we wanted crisps and sometimes Pepsi. But my mum said she didn't have enough money. She only had £3.50 for the week. She needed money to buy a phonecard so she had to save for that.



Adapted from the *Guardian Special Report*, Thursday 9 October 2003.

www.guardian.co.uk/uk_news/story/0,3604,1058847,00.html

'The carer'

Michael Torresin's life was changed three years ago when his father was diagnosed with bipolar disorder. The 11-year-old, who speaks three languages and is a talented pianist, now juggles everything with his role as a carer.

At home my dad doesn't want to do anything. He always stays in bed. He doesn't want to get out or eat. My mum forces him a lot and she helps me a lot with homework. I would say it is quite hard for her to have all this weight on her shoulders.

My headteacher helps me. If I say I don't do my homework because of difficulties at home he gives me a bit more time to do it. Every day when I bump into him he says, is everything OK? He says, if you have a problem, just let me know.

My dad has this disease called bipolar disorder, otherwise known as manic depression. But it is not really nice, that word, so I call it bipolar disorder:

I remember I wanted to go to Italy but he had some problems and the police came and took him away and it got worse but now he is gradually getting better.

Sometimes I tell him hard to get out more and not stay in bed. I think in his mind he is feeling as though he thinks he is nothing, he can't do nothing, he thinks he is the only one with this. But he needs to get out. It's like a cage he is in. He is the only one who has the key. He just has to try a bit more. When it gets critical at home I do get

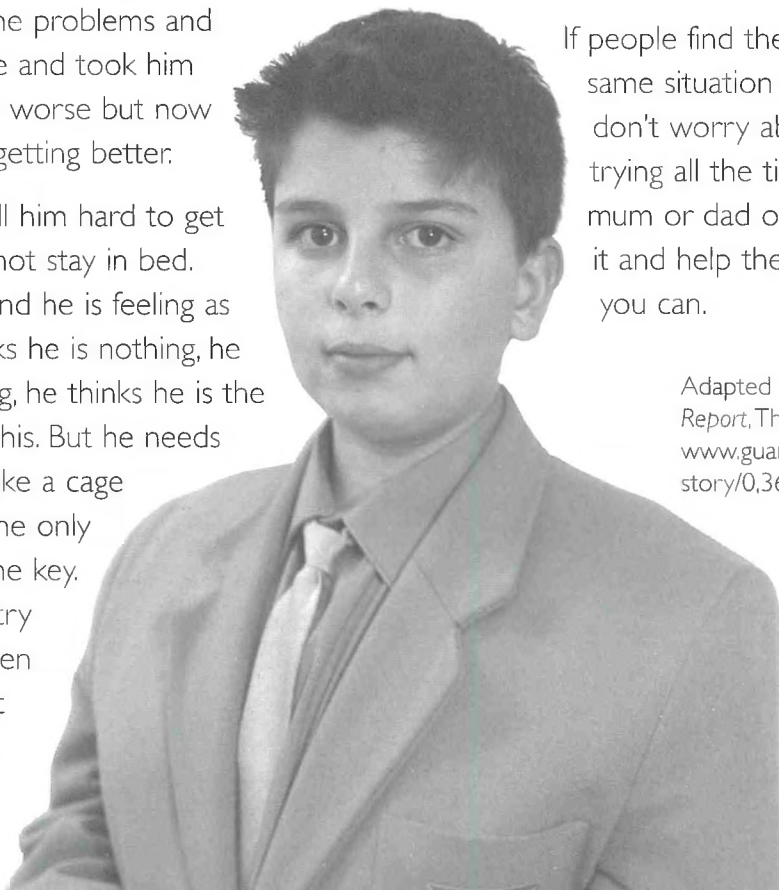
involved because sometimes my dad won't listen to my mum.

I never go out really. I love going on my bike and doing tricks and it would be nice for him to come out. I look at all the other young people and their dads and say to myself, why can't I have that?

I think I help my mum. I help her by doing my homework quick. I do my piano. I do everything. Sometimes I don't do it because I get a little cross with all the shouting and everything.

At first I did not tell anyone about what was going on at home. Then one day I decided it was OK. I think it helps when people know. If you think about it a different way it helps. You shouldn't worry about being teased.

If people find themselves in the same situation as me I would say, don't worry about it. Keep on trying all the time. Urge your mum or dad or brother to fight it and help them how you feel you can.



Adapted from the *Guardian Special Report*, Thursday 9 October 2003.
www.guardian.co.uk/uk_news/story/0,3604,105879,00.html

'The teenage mum'

Sam Critcher, aged 14, became pregnant after having unprotected sex with her 16-year-old boyfriend. She gave birth to her daughter, Paris, in September.

Before I got pregnant I used to do what normal 14-year-olds would do. I'd go out and hang about in the streets with my friends.

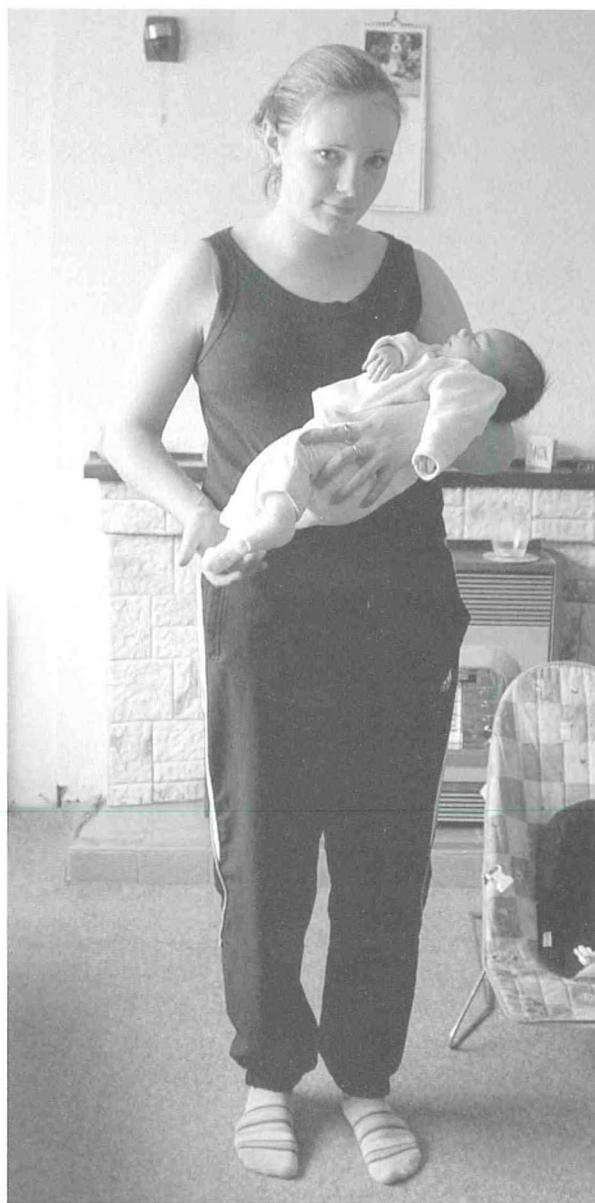
I didn't know I was pregnant for a while. When I did a pregnancy test and it was positive, I went away and was thinking for a few weeks.

The doctor was a woman. She gave me the abortion clinic number and information about where it was and then said I had to decide what I wanted to do. I don't think she should have suggested about the abortion straight away on that day when I found out.

I just kept on thinking it couldn't happen to me. Other people found out at my school and then a teacher rang up my mum and said there was a rumour going round and to ask me what it was. So I had to tell her. That was the hardest thing – telling my mum. She just cried and hugged me and that was about it. She took me back to the doctor's to consider all the options, and went to the abortion clinic and saw a counsellor there. I decided I didn't want an abortion.

Me and my boyfriend had been going out for about a year. He was the first person I ever slept with. After I decided to have the baby he was there for me.

When I saw her I just cried. I feel about her how every mother feels about her child. But I have mixed feelings about it – because of my age it has stopped me doing stuff that I could have done.



I still see my friends but they don't really know what it's like. They see a cute baby but there's other stuff that comes with that like feeding and getting up at night.

I was starting my GCSEs this year. I am going back in January and doing a part-time timetable. The school weren't really that supportive. At first they said I'd have to go back full-time but there is no way you can do that with a baby.

Adapted from the *Guardian Special Report*,
Thursday 9 October 2003.
[www.guardian.co.uk/uk_news/story/
0,3604,1058907,00.html](http://www.guardian.co.uk/uk_news/story/0,3604,1058907,00.html)

The following young people feature in the video.

Below is background information on their countries of origin.

Country of origin: Turkey

Names of young people: Gul and Temine

Ages: 13 and 16

Ethnic origin: Kurdish

Background information

About 19 per cent of the population in Turkey are Kurds. They live mostly in Eastern Turkey. The Kurds have lived in the region for thousands of years. Many Kurds want to live in an independent Kurdish state.

Kurds have their own language, Kurdish. However, most Kurds in Turkey also speak Turkish. State schools do not teach Kurdish and the curriculum ignores Kurdish identity and culture. Up to recently Kurds were not allowed to speak Kurdish in school and other public places.

Kurds have been persecuted by the Turkish authorities. Large numbers of soldiers are stationed in Kurdistan. About 4,000 Kurdish civilians have been killed every year since 1980. Altogether, some 250,000 Kurdish men and women have been detained and tortured in prisons.

Country of origin: Bolivia

Names of young people: Julio and Abraham

Ages: both 16

Ethnic origin: Bolivian

Background information

A small number of asylum-seekers have arrived in the UK from Bolivia. There are well-documented cases of human rights abuses against some people who are critical of the Bolivian Government. In recent years people have been arrested for their legitimate trade union and social activities.

During unrest in 2000, at least 22 trade unionists were detained. Members of their families were also subjected to beatings. Reportedly, some children have also been tortured to make them incriminate community leaders, union leaders or themselves. Torture involved prisoners being doused with water and given electric shocks, with hoods placed over their heads while they were being badly beaten. Death threats were made to journalists who filmed army atrocities. Some refugees also flee violence caused by the drugs trade.

Sources: Amnesty International reports; *Supporting Refugee Children in the 21st Century* by J Rutter, Trentham, 2003

Section 1 **Who is a refugee?**

A refugee is seeking **refuge**. For thousands of years people have given shelter and protection to people fleeing danger.

Because there were so many refugees after the Second World War, many countries signed a **convention** to make sure that people who would be seriously harmed if they had to return to their own country were protected.

The convention stated that a refugee is someone who has had to leave his or her country and who is afraid to return there "...owing to a **well-founded fear** of being **persecuted** for reasons of race, religion, nationality, membership of a particular social group or political opinion..." (1951 UN Convention Relating to the Status of Refugees).

In 2002, there were 13 million refugees in the world. While Africa and the Middle East hosted 64 per cent of them, Europe hosted only 7 per cent.

Source: World Refugee Survey, US Committee for Refugees, 2003, www.refugees.org

Section 2 **Who is an asylum-seeker?**

An 'asylum-seeker' seeks **asylum**. An asylum-seeker has crossed an **international border** and is seeking protection in another country.

In the UK they are awaiting a decision by the Home Office as to whether they can remain in the country and whether they qualify for protection under the UN Convention refugee definition. They are fully **entitled** to be here while they await a decision.

In March 2003* there were:

- 5,865 asylum-seekers across the whole of the North-East of England
- 10,165 asylum-seekers across the whole of the North-West of England
- about 24,000 asylum-seekers across the rest of the North and the Midlands
- 1,870 asylum-seekers across the whole of Wales
- 1,005 asylum-seekers across the whole of the South-West of England
- 190 asylum-seekers in Northern Ireland.

Question

Look at the words in bold type in sections 1 and 2 above. Discuss with your partner what they might mean, looking them up in a dictionary if necessary.

* Figures from *The Refugee Project: Learning about refugees with refugees*, The Aegis Institute, 2003.

Ten-year-old Leyla fled Iraq because her family was being persecuted

“We were forced to leave Kurdistan because Saddam Hussein hated my dad. He told my dad that we had to leave the country immediately or else he would kill him. My dad had already been hit two times before which is why he is poorly. I didn’t want to leave, my life was good but we had to go. My friends were crying and saying don’t go.”

We walked across the mountains

“We needed money so we sold my mum’s jewellery, she wasn’t happy about it but we had no choice. Then we started walking, first of all to Iran, then to Turkey. It was a really long walk. We would sleep outside at night, avoiding police. My dad would give me a tablet to sleep and be quiet. We then rode in the back of a lorry for eight days. We weren’t allowed to take much with us, one or two bags only. It was freezing, my sisters were crying and they were sick all the time. I was scared, too. Along the way we changed to another lorry. I remember being taken downstairs and we were told to keep quiet and not talk and then we were taken to another lorry.”

There’s no fighting here

“When we did finally get out of the lorry we were picked up by the police. My dad asked where we were and the police said in London – my dad was pleased that we had finished our journey. My first day at school was hard but good – the teachers would talk slowly to me. I didn’t understand English. But the best bit about being here is there’s no trouble, no fighting and no hitting my dad – that’s why it’s so brilliant.”

Name:	Leyla
Age:	10
Country of origin:	Iraq

Background information

The Kurds are a people with their own language and culture who live in Iraq, Turkey, Iran, Syria and states from the former Soviet Union. Since the early 1970s, human rights violations, including detention and torture, have been documented as being widely used by the Iraqi government against political opposition and the Kurds. Up to 150,000 Kurdish people have disappeared. Saddam Hussein, president from 1979 until 2003, deported hundreds of thousands of Kurds and seized their property. In 1988 the Iraqi regime used chemical weapons against Kurdish civilians, killing 6,000 people in one attack on the village of Halabja.

Eric, 16, came to England from the Congo after his father was killed

“They came to my house with seven men, I think it was three o’clock in the morning. They were looking for my father and my mother. They came to my bedroom, then went to my father’s bedroom, and one man was fighting my father.

“I saw my father killed”

“When they killed my father I was very scared. I had never seen anything like that before in my life. I ran away.

“The church helped me and brought me to London from my home in the Congo. The man from the church dropped me in London. I didn’t know what to do, I was feeling sick at the time.

“I prefer it here”

“I got help from a special centre for refugees – and I’m now studying English at school. I prefer this country, I can do more, have a good life. Sometimes I meet up with English people. We talk, go out, play football, and go to the cinema.

“I’ve applied to stay here but I don’t know if I can yet.”

Name: Eric

Age: 16

Country of origin:

Democratic Republic of Congo

Background information

The country had a Belgian colonial government in the nineteenth and twentieth centuries, and became independent in 1960. But the democratic government was removed by an army coup. Thousands of political opponents were arrested, tortured and killed during the next 30 years. In 1997, rebels took over the government. From then on the region erupted into war, with neighbouring countries supporting opposing armed groups or invading and occupying parts of the country. The region is rich in minerals and the country could become a rich country; but the wealth gives little to the majority of the people: at least 80 per cent live below the poverty line.

Source: *Supporting Refugee Children in the 21st Century* by Jill Rutter, Trentham, 2003

From a BBC Newsround case study, <http://news.bbc.co.uk/cbbcnews>

Twelve-year-old Besa fled Kosovo because her family was persecuted

“It is painful remembering the terrible things of the past.

I saw my brother killed, he was just 14 years old. He was going to school when he suddenly got shot. I could do nothing, just scream and cry until the rest of the family came over. That moment was the worst moment in my life and has stuck in my mind forever.

“The Serbs treated us in brutal ways. I had very difficult times.

I was afraid of losing all my family and being alone but I couldn't tell that to anyone. Now I still remember what I have gone through.

“I can't remember much about my journey because I wasn't feeling good. I had a headache and I was hungry so I was sleeping most of the time.

“I want to try to leave the bad things behind. I want to get out of the darkness and start a new life. I can recover if I am allowed to stay away from where my heart was wounded.

“I love peace and I want everyone to be free. My school in England has so far been the place where I have found peace and met caring people. When I see them playing laughing and being free it gives me hope for happiness and a good life. I hope one day I can be same as them.”

From a Newham school case study.

Name: Besa

Age: 12

Country of origin:
Kosovo (former Yugoslavia)

Background information

A region in former Yugoslavia populated mainly by Albanian-speaking people who were persecuted by the Serb-dominated government and army. Serbian nationalists took away the region's limited self-rule in 1987 and sacked thousands of Albanian teachers and doctors. Schools using Albanian were closed and political opponents arrested and beaten. In 1998 civil war broke out.

Source: *Supporting Refugee Children in the 21st Century* by Jill Rutter, Trentham, 2003

Fourteen-year-old Fardin fled Afghanistan because his family was persecuted

“I lived in Kabul with my parents. A group arrested my uncle, who was only 17 years old. The whereabouts of my uncle is still unknown. Our house was looted.

“My father decided we must leave Kabul. We moved to Mazar-e-Sharif. My father was employed as a teacher. He was travelling when a group of Taliban stopped him because of his appearance. My father was dressed in a suit. They detained him. He was held for nearly two years. He was beaten with sticks and bats. They would force him to drink large quantities of water and not allow him to urinate. This resulted in his having problems with his kidneys and his stomach. Finally my father escaped. He stayed one night in the mountains and then he was able to make contact with me and my mother.

“We joined him over the border in Pakistan. When I saw my father I was so happy. We found an agent and left Pakistan, travelling by car, lorry and ship. In the UK we applied for asylum. We didn’t even know what country we were in. We were just glad we were safe. The Home Office let us stay in accommodation in East London. We were living there about eight months. We had vouchers of about £88 a week to live on.

“It is very difficult for us all to live in one room. We do not know how long we are going to stay in this dirty hotel.”

From a Newham school case study.

Name: Fardin

Age: 14

Country of origin:
Afghanistan

Background information

Afghanistan is a place where rival cultures and empires have met; the region has been conquered by many empires over the last 2,000 years. Central control has never been strong. In 1979, the president was killed and Soviet troops entered from Russia to support the government. Rebels were supported by the USA and the UK, which supplied them with training and arms. By 1982, over three million refugees had fled the war into neighbouring countries. The Soviet army was eventually forced to leave and the Taliban government rose to power, controlling much of the country by 1998. They brought some stability and law and order, but their strict interpretation of Islamic law caused great hardship. Widespread detention and human rights abuses persisted. The USA and allies removed the Taliban, who were linked to al-Qaida, and in 2002 supported an interim government, which continues to rule with support from NATO.

“Persecuted by racists”

(from the local paper *Sunderland Now*, 3 September 2003)

A family of asylum-seekers today spoke about their persecution by racist bigots on Wearside.

The Antonio family, from Bolivia, in South America, say they have been spat at and had beer thrown in their faces since arriving a few months ago.

Marco Antonio, 35, said: “My wife was shopping in Pennywell when four women came over and threw beer in her face and in the face of our one-year-old baby. Only this week our four-year-old daughter was hit in the stomach with a block of wood when she went outside to play.”

Mr Antonio and his wife Lidia settled on Ford Estate after fleeing political persecution. They say the level of racism and hostility which they have encountered has left them sad.

Mrs Antonio, 39, said: “People assume you are from Iraq or Iran. We have had people tip their rubbish bins in front of our houses and shout terrible things at us in the street. If you are not white, white, white, then they just don’t want to know you.”

Now the family has joined 50 other members of CHAPS, a Latin American Association set up to help families living in Sunderland and the North East. Members meet at Pennywell Neighbourhood Centre.

Interpreter Sylvia Clark, who helps break down any language barriers, said: “This group gives them a chance to get together and discuss their problems.”

Mr Antonio added: “Our daughter Daniella would like to be able to play in the street, but it makes you scared for them when children as young as eight hit them in the stomach. What are you supposed to tell them?”

See: www.sunderlandtoday.co.uk

Who is a refugee?

Refugee

A **refugee** is someone who has had to leave his or her country and who is afraid to return there,

“...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion”.

(1951 UN Convention Relating to the Status of Refugees)

The UK is a signatory to the Refugee Convention together with 130 other countries.

Asylum-seeker

An **asylum-seeker** is a person who has crossed an international border and is seeking safety or protection in another country, and recognition of their refugee status.

In the UK, an asylum-seeker is someone waiting for their application for recognition as a refugee to be considered by the Government.

Refugees in the world

There are:

- 13 million refugees in the world
- 22 million internally displaced people
- Global total of 35 million people uprooted
- One in every 115 people in the world is a refugee or someone forced into flight or exile
- Two-thirds of all the world's refugees are found in two regions: the Middle East has nearly 7 million refugees; Africa has more than 3 million refugees
- The least developed countries host the overwhelming majority of the world's refugees – almost 85 per cent live in Africa, Asia and the Middle East
- Within the EU the UK ranks eighth in terms of asylum applications in relation to overall population
- In 2002 the UN High Commissioner for Refugees (UNHCR) ranked the UK 32nd in the world on the basis of its size/GDP/population and number of refugees.

Further information from:

www.unhcr.ch

www.refugees.org

Refugees and asylum-seekers in the UK

- People in the UK tend to overestimate the numbers of asylum-seekers and refugees in the UK. In fact, less than 2 per cent of the world's refugees are in the UK.
- 86,000 applications for asylum were made in 2002.
- Applications were made from 42 countries.
- Half of all asylum-seekers came from five countries: Iraq, Zimbabwe, Afghanistan, Somalia and China.

Each of these countries has seen major conflicts and/or widespread human rights violations.

- 38,500 applications for asylum were made in the first nine months of 2003.
- Contrary to popular belief, more than one in every three asylum-seekers were found to be in need of protection under the UN Refugee Convention or allowed to stay on humanitarian grounds. In addition, more than one in five appeals were successful.

Further information from:

www.refugeecouncil.org.uk

Refugee children in the UK and in UK schools

- About one in twenty-five asylum-seekers are unaccompanied children, the majority of whom are from African countries
- It is estimated that there are over 120,000 refugee and asylum-seeker children in the UK
- There were over 80,000 refugee and asylum-seeker children in UK schools in January 2002
- 63,000 are in Greater London schools and nurseries – 6 per cent of roll
- In seven London LEAs, refugee children make up more than 10 per cent of the school roll
- In schools outside London the proportion of refugee children on roll ranges from 2 to 26 per cent (Ofsted 2003)
- The largest groups of refugee children in schools are:
 - Somalis (21 per cent of all refugee children in the UK)
 - Sri Lankan Tamils
 - Congolese (DR Congo)
 - Turkish Kurds
 - Afghans
 - Kosovars
 - Eastern Europeans from the former Soviet Union

Planning sheet

Aim

Priority concerns/issues

Curriculum/youth work links

Key people to meet/plan with

How young people will participate/be involved

Resources

Start/end

Success criteria

Review date



I am Here consists of a programme of six one-hour lessons that promote young people's understanding of refugee issues. This pack provides:

- a clear and detailed approach to teaching about the controversial subject of refugees
- opportunities to explore links between young people's own sense of belonging and inclusion of people from diverse backgrounds
- a variety of active learning techniques, including drama, case studies and refugee children's testimonies
- opportunities for young people to develop key skills within the framework of the Citizenship curriculum
- support for the development of inclusive schools.

Photocopiable activity and information sheets are included, plus a video showing young refugees talking about their experiences. There are three extension projects for schools that want to continue work on refugees.

The pack also contains materials for a short training session for fellow teachers or youth workers, including video footage of pilot projects in schools that have used drama to tackle issues of diversity.

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