

# Arrivals Project

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## Migrants, Refugees and Asylum Seekers

**Age group:** KS3/4 (Yr 9-10)

**Main curriculum / subject area:** PSHE, Citizenship

**Other curriculum links:** Geography

**Link to Fundamental British Values:** Mutual tolerance and Respect, Rule of Law

**Objectives:** To understand what an asylum seeker is and how they are different from other migrants  
To understand and empathise with the plight of asylum seekers

### Starter:

Hand out the profile sheet and get the students to compare the experiences of Magdalena and Victor. In pairs or in groups they discuss the differences in their experiences coming to the UK and why they are so different. There is some information on the slide notes to help explain the difference and deal with some questions that students may ask.

### Activity one:

Sort the students into group of four and give each group the migrants, refugees and asylum seeker profiles cut out into eight separate stories and the definitions sheet. They match the profiles to the definitions placing them on the end of the arrows. So, for example, Tareq Al-Khaleeli is an asylum seeker and should be placed at the end of that arrow. There are four asylum seekers and one of each of the others. Once they have finished matching the profiles they should then write down the definition along with the name of the person who fits the definition and a short description of their story.

### Activity one feedback:

Feed back by having the students name the people who fit into each category and then revealing the correct names on the PowerPoint. They should also be able to explain why they fit that category.

### **Activity two:**

Explain the difference between asylum seeker, refugee and illegal immigrant using the slide and consider who the asylum seeker definition leaves out.

Put the students back into groups. This time they will just use the profiles of the asylum seekers. Each student in the group takes one profile and reads it, thinking about the questions on the slide. They then feed back to their groups and together complete the group feedback sheet with their answers. Feedback can then be taken as a whole class or from groups at random.

### **Activity three:**

This task may need to be given as homework depending on the length and pace of the lesson. Students break down one of the profiles of one of the asylum seekers into 5 or 6 key events, which they number and write in their books. These events then need to be plotted on an emotion graph to explore how the person may have been feeling at the time and empathise with their situation, with each number corresponding to an event. With year 10 students a diary entry task may be more appropriate

### **Plenary:**

Read or have the students read the story. Have students signal whether they think Yaya is an asylum seeker or migrant. This can be done at their desk by holding up different coloured cards or in a more active way by having them move to one side of the room or the other. The purpose of this is to consolidate what they have learnt about the definitions in question but also to consider that there is a large grey area between the two and how we label people is a matter of choice.

### **Resources:**

- The migrant, refugees and asylum seekers PowerPoint
- The group feedback sheet
- The migrant, refugee and asylum seeker profiles
- The definitions and arrows sheet for groupwork

### **Learning Outcomes:**

- The students will be able to explain the difference between the ways people can legally enter this country
- The students will express empathy with the lives of the asylum seekers

### **Assessment:**

By work in the students' books and the attitudes and ideas displayed orally

## Migrants, Refugees and Asylum Seekers Profiles

<p><b>2006: Magdalena Garpiel</b>          My husband Adam and I were running a successful business with a partner in Bielsko-Biala when we decided to leave Poland. We wanted to learn another language and meet new people - a new adventure. Adam came first and got a job at The Druid's Inn in Birchover as the owner was looking for staff from Poland. I joined him six months later and after a spell in Rowsley in a shared house with other Poles we ended up both working at Thyme Cafe in Broomhill where Adam was Head Chef in 2006. Our daughter was born in 2012 and she loves to go to Forge Dam to feed the ducks and hurtle down the slide.</p>	<p><b>2004: Dale Le Fevre</b>          I was living in the woods in my dream house in Mendocino, California, where I thought I would spend the rest of my life. My wife, who was from Sheffield, wanted to return for valid reasons. Still, I was devastated at the prospect of starting over again. Being self-employed teaching cooperative New Games, it's hard to establish in a new place. However, I wanted the marriage and family so, reluctantly, I chose to cross the big pond. Ironically, we split up a year later, but by then I had made friends and found I liked living in Sheffield with its cultural advantages, such as SOSA XA!, the Southern African choir I sing in. You wouldn't find that in Mendocino! And with the Peak District only 20 minutes from my doorstep, I had the countryside too. So I stayed.</p>
<p><b>2015: Tareq Al-Khaleeli</b>          Before the war I felt at peace in Iraq. Everything changed after the war: danger from bombs and snipers was everywhere, there was no work, everyone was tense and anxious. In 2006 my family left for Damascus in Syria. I first wrote to the United Nations High Commissioner for Refugees in 2007 to ask to if we could become refugees in a safe country. We waited nine years for something to happen. During this time the civil war started in Syria, my Iraqi passport expired and as a result I had to walk to the authorities every day for 6 months.</p> <p>Finally, in 2015, I was interviewed online by British immigration officials and given a visa to come to the UK. The day before we were due to leave for England we were stopped at a checkpoint - but allowed to go when they saw our UK visas.</p> <p>Now we are happy and at peace. My children go to school, my wife is happy and we are all learning English. But I still think of my close friend who remains in Syria, even though his mother is very ill, and I am trying to get help to get them out.</p>	<p><b>2010: Victor Mujakachi</b>          I arrived in Sheffield under the Home Office dispersal policy following my asylum claim in 2010. On my first day as I walked through a park I was greeted by an elderly gentleman. This felt so different from London where I had lived for 7 years and obtained my degree at Middlesex University.</p> <p>I immediately embraced the Sheffield community by volunteering with various charities. This enabled me to interact with people from all walks of life, many of whom have given me support, and gave me a sense of belonging and being wanted. Life has not been easy though, as following the refusal of my asylum claim and the rejection of further evidence to re-open my case I became homeless and slept rough. I survived and still survive through the support of Assist Sheffield, a charity which helps destitute and homeless failed asylum seekers. Not being in control of one's destiny requires a deep reserve of resilience, faith and the optimistic belief that fortunes will change for the better!</p> <p>Nothing can ever be like home and I miss my family. But Sheffield makes me feel as if I'm home although away from my own home, the country of my birth, Zimbabwe.</p>

**2011: Pierre Ngunda Kabaya**

In May 2004 I called MONUSCO, the United Nations Mission in the Democratic Republic of the Congo, and they escorted me over the border to Rwanda. My brother had been killed by the government in a conflict with rebels in our region of South Kivu, and I was scared that I would be next. I spent 3 months in a transit camp then seven years in Kibwye refugee camp where I met my wife. In October 2010 the UK Border Agency came to the camp and selected 72 out of 20,000 people to come to the UK. In January 2011 we arrived in the UK and were helped to resettle by the Refugee Council's Gateway programme.

In the Congo and the camp I didn't know my future - will I live for tomorrow? Here in the UK I feel free, I can sleep easy and my children go to school. Next year I will be a British citizen and I will be able to get a student loan and return to University. I had the grace to come from the refugee camp to England and I must grasp the opportunity.

**1999: Seiko Kinoshita**

After my BA, I worked as a textile designer and CAD operator in Japan, but I always wanted to be an artist. A scholarship from the Japanese Rotary club enabled me to do an MA in Textile Design at Nottingham Trent University, along with help from my Rotarian host in Derby. I chose to come to the UK because I preferred British textile artists' works compared to other countries. On completing my MA I applied for, and was selected, for the Starter Studio Programme at Yorkshire Artspace, Sheffield. I have my studio at Yorkshire Artspace ever since and have had many art commissions including the 'Blue Bird' installation at Sheffield Central Library.

**1987: Aroose Uppal**

When I was a child in Uganda my father owned a bike business and the family lived a comfortable life. Until Idi Amin came to power. All Ugandan Asians were given three months to leave the country. We left on the last plane to Pakistan and became stateless as we did not have passports. A year later my grandmother, who lived in the UK, became ill and my father tried to bring us to the UK. We travelled through Afghanistan, Iran, Iraq, Turkey, Yugoslavia, Bulgaria and finally Austria, where we were accepted as refugees. We lived in a refugee camp for two years. My father applied to live in England but was rejected; Sweden agreed to take us. Every summer we came to England to visit family and I eventually settled here.

My experiences led me into working to help others. I started as an advice and advocacy worker for the Asian Welfare Association and for the last twenty years I have worked for St. Mary's Church and Community Centre. I can't leave Sheffield, it's always been good to me.

**1991: Maya Moudnani**

I grew up in a family that travelled constantly between France and West/North Africa for work reasons. I left home at 16, running away from family, and worked as a volunteer in various Western African countries, some at war, some not.

Wanting to take a break from the harsh reality of war's devastation, I accepted an invitation from the British Consulate to teach in Northern Ireland where I lived for a few years but then came to Cambridge to further my work experience. In Cambridge, I fell and followed love all the way to Sheffield!

My decision to stay in Sheffield was primarily because of its multi-ethnic communities where tolerance and acceptance of each other is the main focus. I personally felt accepted despite my visual difference and other physical challenges, because people were helpful, warm, funny, very welcoming and I was made to feel at home very quickly.

## **Group feedback sheet**

Why do people become asylum seekers?

What are the difficulties and dangers of leaving your country to try and find sanctuary somewhere else?

How have these asylum seekers benefitted the UK?

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How have these asylum seekers benefitted the UK?

<p><b>Asylum Seeker</b>          These people have fled their home countries often because they feel their life is in danger. They wish to stay in another safer country.</p>	<p><b>EU Migrant</b>          Currently anyone from an EU country can come and work here and we can move to live and work in any EU country.</p>	<p><b>Family Migrant</b>          A person who has come to the UK to join a member of their family. You now must earn £18,600 to bring your partner to the UK and even more for children</p>	<p><b>Skilled migrant workers</b>          Workers may come to the UK from outside the EU if they have skills that the UK wants.</p>	<p><b>International Students</b>          Who may then work as skilled migrant workers</p>
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