



## LESSON 6 RESOURCE SHEET 2

### Teacher script for role play

**Divide the class into groups of five or six. Read the story below to the class and tell them to imagine they are members of the family in the story.**

#### SETTING THE SCENE

Dad works as a journalist on the local newspaper. Mum is a mechanic. They have recently had a baby. They have a boy and a girl at school. Granny is in a wheelchair and housebound since her stroke. Uncle Ali, who is very religious, was a political prisoner for a number of years. He walks with difficulty and a limp since prison. Mum and Dad have an old car. Dad has been a leading figure in the local journalists' trade union. The situation in the country has been changing quite dramatically recently.

#### Two months ago

A military coup took place. There was a lot of gunfire on the streets. Tanks and armoured cars were everywhere. A lot of people were killed and others arrested. A curfew has been imposed and everyone must now stay indoors after dark. The military rulers have taken over the TV and radio. It is very hard to know what is really going on.

#### A month ago

Dad was told that the new military rulers had arrested a number of people. Others, including religious figures, politicians, writers and trade unionists, have simply 'gone missing'. Nobody knows where they are.

#### A fortnight ago

An article appeared in a local newspaper (which supported the military coup). Underneath a drawing of a skull and coffin was a long list of people in the town that it said were enemies of the state. Both Dad's name and Uncle Ali's appeared on this list. It was signed: 'Friends of the Motherland'.

#### Last week

Soldiers came to the school looking for the dinner lady's husband. He was not there. So

they took away the dinner lady and her children instead.

#### Four days ago

It was announced that several trade unions, including the journalists' union, had been banned.

#### Three days ago

A note (you can show the students the sample on PowerPoint slide 6) was pushed through the door of the family home. It was made of letters cut out of newspapers. It said Dad was 'a spy and an enemy agent' and that 'his days are numbered'. It was signed 'Friends of the Motherland'.

#### Two days ago

Someone rang up Uncle Ali and told him he'd better get out, as some people were planning to set the house on fire.

#### Yesterday

Some children at the school said that snatch squads of soldiers had been searching the streets in a nearby neighbourhood and arresting people, including some members of Dad's trade union.

#### Today

There has been the sound of gunfire in the main square and trucks full of military have been arriving in front of the Town Hall. There are roadblocks stopping all cars. All trains are being searched. The family meets together for a hurried discussion. What are they going to do? Dad says the family should flee, and seek political asylum abroad as refugees. It is less than an hour to the border by car, but that journey would be very risky. By foot would mean a whole week's journey through the desert and then the high forest across dangerous country to the frontier.

Now they hear the military are starting to search their street. They have 10 minutes to make their minds up, get organised and get out.





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#### DECISIONS

##### 1. Who is to go?

Each group must decide who should go, and who should be left behind or sent off to relatives, or hidden somewhere. Should they take Mum, Dad, the baby, Uncle Ali, Granny, the children? Ask each group to be ready to feed back their decision and discuss it.

##### 2. What should they take with them?

Each group must make a list of the 10 most important things to take with them to get across the border to claim asylum as refugees. When everyone is agreed, they write the list down or draw pictures of the chosen items on the sheet of paper.

#### DISCUSSION

Groups report back on who they decided should go and what was on their lists. Tell them to keep their lists safe.

#### ROLE PLAY (CONTINUED)

Tell the class that after a long, difficult and frightening journey, they arrive tired and hungry at the border. The teacher now takes on the role of an Immigration Officer at passport control.

##### Arriving at border control

Ask the students who they are and what they are doing here. When they say they are in danger and need a place of safety in your country, ask them to tell you what happened. Tell them their story sounds improbable and you suspect they are bogus. Do they have any proof for this story in their bags? Ask them to unpack their bags (read their items from their list). Evidence could include Dad's union card, the anonymous death threat and the newspaper article.

If any of them have listed a weapon among their 10 things, ask what they intend to do with it and ask if they are terrorists. Confiscate the weapons. If they have brought family photographs, confiscate them too, saying they may well prove useful in your investigations.

##### Jiberische questionnaire (optional)

Now hand out a copy of the Jiberische questionnaire to each group. Ask them to fill it out. Tell them that questions 9 and 10 are very important in their case and they should take care to answer them properly. Students may be able to work out some of the questions using code (eg some are written backwards) but some will just need guess work.

Receive back the Jiberische questionnaires and decide if the answers are satisfactory. If not and if the groups cannot provide any proof for their story, send them back as 'failed asylum seekers'.