

SEEKING REFUGE

Flucht hat viele Ursachen, die häufig in unserer Gesellschaft und in unserem Lebensstil begründet liegen. Klimawandel, Einflüsse globalen Wirtschaftens und Ausbeutung von Ressourcen stehen in direktem Zusammenhang mit den Entscheidungen vieler Menschen, zu emigrieren oder gar fliehen zu müssen. In diesem vorrangig für den Englischunterricht vorliegenden Unterrichtsbeispiel werden die Geschichten von fünf jungen Menschen, die Flucht bzw. Migration erlebt haben, porträtiert. Die Schülerinnen und Schüler (SuS) haben durch diese die Möglichkeit, die Hintergründe kennenzulernen und Grundlagen an die Hand zu bekommen, die zum Weiterfragen und Weiterforschen animieren.

ZIELE

Die SuS erhalten zum einen die Möglichkeit, ihre sprachlichen Fähigkeiten zu trainieren. Sie beherrschen zudem ein erweitertes Sprach- und Sachwissen zum Thema „Seeking refuge“. Sie können die Gründe von Migration und Flucht nachvollziehen und kennen manche Gefahren, denen diese Menschen ausgesetzt sind.

LEHRPLANANBINDUNG

GY, Klassenstufe 7/8, Englisch, Lernbereich 3: „Texte und Themenbereiche“

ZEITBEDARF

2 UE (90 min.)

MATERIAL UND PRAKTISCHE VORBEREITUNG

Auf <https://www.planet-schule.de/wissenspool/seeking-refuge/inhalt/sendungen/seeking-refuge.html> befinden sich fünf Filmporträts von Kindern aus Afghanistan, Iran, Zimbabwe, Eritrea und einem Mädchen aus einem muslimisch geprägten Land in Zentralasien, welches selbst Christin ist.

Dazu werden jeweils ein Arbeitsblatt und ein Fragebogen (Anlage 1) angeboten. Die Seite 6 der Anlage 1 wird entsprechend der Anzahl der SuS ausgedruckt. Die Seiten 1 – 5 werden bei Klassengrößen bis zu 20 Kindern jeweils 4-mal ausgedruckt. Bei größeren Klassen dementsprechend mehrfach.

Diese Filme werden ergänzend auch in deutscher Sprache

angeboten: [https://www.planet-schule.de/wissenspool/seeking-](https://www.planet-schule.de/wissenspool/seeking-refuge/inhalt/sendungen/zuflucht-gesucht.html)

[refuge/inhalt/sendungen/zuflucht-gesucht.html](https://www.planet-schule.de/wissenspool/seeking-refuge/inhalt/sendungen/zuflucht-gesucht.html): Ali (3:43), Hamid (4:20), Juliane (4:51),

Rachel (5:17), Navid (4:34) – Gesamt 21:33 min

- Beamer, Rechner, Weltkarte
- Anlage 1: 5 Seiten Arbeitsblätter zu den porträtierten Kindern und ein Fragebogen
- Anlage 2: Filmskript: je nach Klassengröße 4–6 x auszudrucken.

Quellen der Anlagen [https://www.planet-schule.de/wissenspool/seeking-](https://www.planet-schule.de/wissenspool/seeking-refuge/inhalt/sendungen/seeking-refuge.html)

[refuge/inhalt/sendungen/seeking-refuge.html](https://www.planet-schule.de/wissenspool/seeking-refuge/inhalt/sendungen/seeking-refuge.html), [zuletzt abgerufen am 28.10.2020]

INHALTLICHE VORBEREITUNG

Bei der Vorbereitung der Umsetzung des Unterrichtsbeispiels ist zu berücksichtigen, ob ein Kind mit Fluchthintergrund in der Klasse ist. Sollte sich das Herkunftsland mit dem eines der Beispielkinder aus den Filmporträts überschneiden, wird empfohlen, das betroffene Kind auf freiwilliger Basis mit in die Vorbereitung einzubeziehen, um ihm auch die Gelegenheit zu geben, sein Herkunftsland vorzustellen. Sollte das Herkunftsland nicht in den Filmen berücksichtigt werden ist die Lehrkraft ebenso dazu eingeladen, mit von Flucht betroffenen SuS vorher darüber zu sprechen, um sie als kompetente Vertretende ihres Herkunftslandes mit einzubinden. Diese Spezifika wirken sich selbstverständlich auf den zeitlichen Ablauf des Unterrichtsmoduls aus.

Das Thema der „erzwungenen Mobilität“ ist selbstverständlich nicht nur für den Englischunterricht interessant und könnte auch in anderen Fächern eingesetzt werden. Hierfür ist auch der Link zu den deutsch synchronisierten Fassungen der Trickfilme im Kapitel Material vorgesehen.

Zur Einführung sollten die Herkunftsländer der Geflüchteten auf der Weltkarte von Schülern gesucht und gefunden werden.

Es gibt in Folge mehrere Möglichkeiten in die Arbeit mit den Filmen einzusteigen. Hier wird empfohlen, zuerst die Arbeitsblätter in fünf Gruppen vorab auszuteilen. Damit erfahren die SuS etwas über die Hintergründe des jeweiligen Herkunftslandes.

In diesem Zusammenhang werden bereits Erwartungen aufgebaut, lassen sich zentrale Fachbegriffe wie z.B. escape, refuge, refugee, asylum seeker, border war, hunger and

starvation, slum clearance, orphanage, ethnic groups, outsider, refuge centre, detention centre, violence, mosque, church etc. einführen.

DURCHFÜHRUNG

- 1. Vorstellung von mindestens sechs Ländern/Regionen an Hand der Weltkarte (10 min):** Die Lehrkraft berücksichtigt hier zudem alle Herkunftsländer der SuS dieser Klasse. Die Lehrkraft nennt den jeweiligen Namen des Landes (englischer und evtl. auch deutscher Name) und die SuS sind dazu aufgerufen das Land/die Region zu finden. Ein*e Schüler*in tritt an die Karte heran und zeigt das Land. Die gesamte Klasse gibt Tipps dazu ab, wie die Hauptstadt heißt (möglicherweise hat die Hauptstadt auch mehrere Namen). Ergänzend kann noch der Kontinent genannt werden.

 - a) (Republic of) Afghanistan, Kabul
 - b) (State of) Eritrea, Asmara
 - c) (Republic of) Zimbabwe, Harare
 - d) Syria(n Arabic Republic), Damaskus
 - e) (Islamic Republic of) Iran, Tehran
 - f) (Federal Republic of) Germany, Berlin

- 2. Lesen in fünf Gruppen (10 min):** Die Lehrkraft teilt die Klasse in fünf Gruppen ein. Jede*r in Gruppe 1 erhält ein Arbeitsblatt zu Land a (aus Punkt 1), in Gruppe 2 zu Land b usw.

Die Lehrkraft fügt hinzu, welche Informationen aus dem Blatt vor dem Anschauen der Videos zu erheben sind. Es wird als wesentlich angesehen, dass die SuS vor dem Sehen der Filme über wichtige Hintergrundinformationen und die politische Lage vorinformiert sind. Vokabeln, bei denen die SuS nicht sicher sind, sollen unterstrichen werden. Die Lehrkraft erklärt, dass die porträtierten Kinder nach Großbritannien migriert /geflohen sind, und dass die Situation für Menschen, die nach Deutschland gekommen sind/ kommen, sehr ähnlich ist. Es folgen die Aufgabenstellungen, welche die Lehrkraft den einzelnen Gruppen vorgibt:

 - a) Gruppe 1 – Ali's journey from Afghanistan: Die SuS informieren sich über den Anteil der Religionen, die Bevölkerungszahlen und in Punkt 1 über den Krieg in Afghanistan und das gelbe Infokästchen.

- b) Gruppe 2 – Hamid’s journey from Eritrea: Die SuS informieren sich über den Anteil der Religionen, die Bevölkerungszahlen und in Punkt 2 über den Krieg zwischen Eritrea und Äthiopien und das gelbe Infokästchen.
- c) Gruppe 3 – Juliane’s journey from Zimbabwe: Die SuS informieren sich über den Zeitungsartikel in Punkt 1.
- d) Gruppe 4 – Rachel’s journey from a country in Eurasia : Die SuS informieren sich über den Zeitungsartikel in Punkt 1 und vergleichen den Anteil der Christ*innen an der Gesamtbevölkerung in Deutschland und dem Nahen Osten.
- e) Gruppe 5 – Navid’s journey from Iran: Die SuS lesen in Punkt 1 über die ethnische Volksgruppe Kurden. Sie sollen herausfinden, wie hoch der Anteil der Kurd*innen an der Gesamtbevölkerung im Iran ist.

3. Alle fünf Filme werden von allen Gruppen gesehen (30 min): Ali (3:43), Hamid (4:20), Juliane (4:51), Rachel (5:17), Navid (4:34) – die SuS werden dazu aufgefordert sich Notizen zum jeweiligen Film ihrer Gruppe in Englisch zu machen. Alle Filme sind jedoch mit derselben großen Aufmerksamkeit zu verfolgen. Die Lehrkraft lädt dazu ein, nach jedem Film eine kurze Pause zu machen, damit die Notizen vervollständigt werden können. Im Anschluss werden die Texte zum Film ausgeteilt, um Verständnislücken zu schließen.

4. Ergänzen der Arbeitsblätter (10 min): Jede*r versucht für sich die folgenden Aufgaben zu lösen. Bei Bedarf kann sich abschließend in der Gruppe ausgetauscht werden.

- a) Gruppe 1 – Ali’s journey from Afghanistan: löse Punkt 2/Zusammenfassung des Films. FINAL: Was fühlt Ali während der Flucht und bei seiner Ankunft in England? Was war neu für ihn? Was machte ihn traurig? Welche Unterschiede seht Ihr zwischen dem Leben in Afghanistan und dem Leben in England?
- b) Gruppe 2 – Hamid’s journey from Eritrea: löse Punkt 3/Fragen zum Film im Nachhinein. FINAL: Wie war Hamids Leben in Eritrea? Warum wollten viele Menschen in Eritrea ihr Land verlassen? Wie sieht Hamids Leben jetzt aus? Denkt ihr, er ist zufrieden?
- c) Gruppe 3 – Juliane’s journey from Zimbabwe: Löse Punkt 4/Bildergeschichte. Überlegt, was Juliane mit dem letzten Bild des Filmes ausdrücken wollte. FINAL:

Überlegt, welche Gefühle Juliane hat(te)! Welche Hoffnungen

hat sie für ihre Zukunft? Wie können Hilfsorganisationen Straßenkindern in Zimbabwe generell helfen?

- d) Gruppe 4 – Rachel´s journey from a country in Eurasia: Löse Punkt 3/Mind map und kurzer Bericht. FINAL: Versucht euren Bericht gemeinsam zu vervollständigen. Beschäftigt euch damit, in welchen Ländern Christ*innen weltweit verfolgt werden (Punkt 4). Verwendet dafür die Weltkarte. Sammelt in der Gruppe Argumente für oder gegen eine Flucht für einen fiktiven Dialog in Rachels Familie, ebenso mögliche Ziele für eine Flucht (siehe erster Teil der Aufgabe 6 auf Arbeitsblatt für Gruppe 4).
- e) Gruppe 5 – Navid´s journey from Iran: Ergänze die kurze Zusammenfassung in Aufgabe 2. Schau Dir im Anschluss die Schnappschüsse aus dem Film an und erfülle Aufgabe 4. FINAL: Findet gemeinsam auf der Karte die Fluchtroute von Navid und seiner Mutter. Besprecht die besonderen Gefahren auf der Flucht und überlegt, ob ihr diese Gefahren auf euch nehmen würdet, um ein Leben in einer Demokratie zu erlangen.

5. Erzählen und Austauschen (15 min): Die Lehrkraft stellt jeder Gruppe finale Fragen „FINAL“ (s. Auflistung Punkt 4) und lässt die SuS dazu in Austausch in englischer Sprache treten. Im Idealfall führt jede Gruppe ein Gespräch für sich. Die Lehrkraft wandert von Gruppe zu Gruppe und assistiert, falls es fehlendes Vokabular oder Verständnisprobleme gibt. Ein*e Schüler*in jeder Gruppe wird als Schriftführende*r ernannt und protokolliert das Gespräch in Stichworten. Gruppe 4 erarbeitet zudem gemeinsam das „Familiengespräch“ (siehe letzte Aufgabe auf dem Arbeitsblatt für diese Gruppe). Dabei sollten die zuvor gesammelten Argumente zu einem Dialog ausgebaut werden, in welchen auch positive oder negative Zukunftsaussichten im Zielland mit einfließen können. Der Dialog wird dabei so vorbereitet, dass er vor der Klasse nachgestellt werden kann.

6. Kurzpräsentation (15 min): Die schriftführende Person jeder Gruppe präsentiert in jeweils 3 Minuten die Essenz der Gruppengespräche. Gruppe 4 präsentiert stattdessen den vorbereiteten Dialog zwischen Rachels Familienmitgliedern.

KOMPETENZERWERB

ERKENNEN

Die SuS erhalten die Möglichkeit, ihre sprachlichen Fähigkeiten zu trainieren. Sie beherrschen ein erweitertes Sprach- und Sachwissen zum Thema „Seeking refuge“.

BEWERTEN

Sie können die Gründe von Migration und Flucht nachvollziehen und kennen manche Gefahren, denen diese Menschen ausgesetzt sind.

HANDELN

Die Schüler*innen können ein aktuelles, weltweites Thema aufbereiten, zusammenfassend darstellen und eine Debatte dazu führen.

WEITERBEARBEITUNG

Die SuS erhalten jede*r einen Fragebogen aus der Anlage 1. Dort wird auf weiterführende Projektideen verwiesen.

HINTERGRUNDINFORMATIONEN FÜR LEHRKRÄFTE

BNE-Unterrichtsbeispiel „Wo ist meine Heimat“ unter bne-sachsen.de/unterrichtsthemen

Aktuelle Hintergrundinformationen zu Flucht und Migration:

<https://www.bpb.de/gesellschaft/migration/flucht/>

QUELLE

Konzipiert von Birgit Benesch-Jenkner als Teil des sächsischen Umsetzungsprojektes zum Orientierungsrahmen für den Lernbereich globale Entwicklung.

Dieses Unterrichtsbeispiel kann kopiert und frei verwendet oder weitergegeben werden.

ANLAGE 1



Arbeitsblatt 1 zur Sendung „Seeking Refuge“

Stammnummer 4685298

SEEKING REFUGE

ALI'S JOURNEY FROM AFGHANISTAN



BASIC FACTS	AFGHANISTAN	GERMANY
Capital	Kabul	Berlin
Population	31,108,077	81,147,265
Area	652,230 sqkm	357,022 sqkm
Religion	Muslim 99%	Protestant 34%, Catholic 34%, Muslim 3.7%



- Before watching the film about Ali from Afghanistan find the country on the map and compare its basic facts to those of Germany.

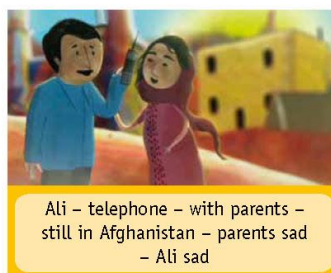
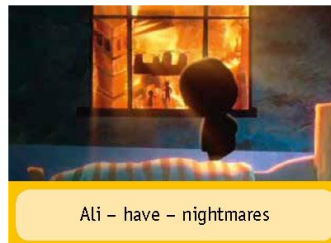
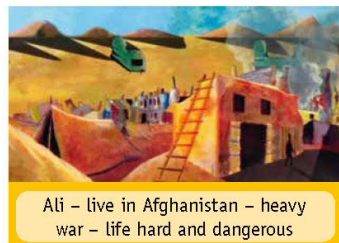
War in Afghanistan

During a war from 1978-1992 Afghanistan was under Soviet control. Since 1996 the Taliban, a radical Islamic group, gained control over most of the country. When in September 2001 nearly 3,000 people were killed in the 9/11 terrorist attacks in the USA, the Americans began bombing Afghanistan in October. Four weeks later, the Northern Alliance (NATO) controlled Kabul and the Taliban were driven out of the capital. The war is still going on with lots of people dying, civilians as well as soldiers. There are plans to stop the war by the end of 2014. But life will still be hard and dangerous.

Did you know that ...

nearly 3 million Afghans left their country in 2010, most went to Pakistan and Iran, about 30,000 came to Germany, nearly 25,000 arrived in the United Kingdom?

- After watching the film describe these snapshots and give a short summary of the film. You may use the help given.



- Describe Ali's feelings in his home country, during the escape, and when he arrived in England.
- What was new for Ali in England? What made him feel sad?
- Describe in what way Ali's life in England is different from what it was like back in Afghanistan. Do you think Ali was lucky? Give reasons for your answer.

SEEKING REFUGE

HAMID'S STORY – A JOURNEY FROM ERITREA



BASIC FACTS	AFGHANISTAN	GERMANY
Capital	Asmara	Berlin
Population	6,233,682	81,147,265
Area	121,320 sqkm	357,022 sqkm
Religion	Christians 63%, Muslim 37%	Protestant 34%, Catholic 34%, Muslim 3.7%

1. Before watching the film about Hamid from Eritrea find the country on the map and compare its basic facts to those of Germany.

2. Find reasons from the text why a lot of Eritreans have left their country for many years and are still leaving.

War between Eritrea and Ethiopia

Eritrea, a country in the Horn of Africa, an Italian colony since 1885, became part of Ethiopia in 1952. The Eritreans, however, wanted their own country. After fighting for freedom for about thirty years, Eritrea became independent in 1993. Five years later a border war between Ethiopia and Eritrea broke out, which cost over 70,000 lives until the year 2000. Many people left the country. But there has been no real peace since then. Today Eritrea is a very poor country with about \$ 430 annual per capita income in 2011 (Germany: around \$ 44,000 per capita), but spends 20.9 % of its income (GDP) on weapons a year compared to 1.4 % in Germany. Eritrea is a one party state ruled by only one party with little freedom for its people.

Did you know that ...

nearly five million refugees and asylum seekers from Eritrea live outside their country, most of them in South Sudan? Around 3,000 Eritrean refugees leave their country every month. The true migration figure is much higher as a lot of migrants leave illegally.

3. While watching the film answer these questions using 3-5 words.

1. What was life in Eritrea like for Hamid?

2. Why did many people try to leave their country?

3. Why was Hamid's father not allowed to leave Eritrea?

4. Where did Hamid and his mother arrive after a long journey?

5. How did Hamid feel at his new school?

6. Why was his mother crying when he came home one day?

7. How did Hamid react after his father's death?

8. What is Hamid's life like now?

4. Describe these two stills from the film in your own words.



© SWR (2); Daniel Dolez, d-maps.com (1)

SEEKING REFUGE

JULIANE'S STORY – A JOURNEY FROM ZIMBABWE

Zimbabwe's children, struggling to survive

Zimbabwe, once the breadbasket of Africa, is one of the poorest countries in the world. The average annual income per capita was about \$ 660 in 2011, compared to about \$ 44,000 in Germany. Around 1.7 million people (Zimbabwe's population is about 12.6 million) are suffering from acute hunger. This means that every seventh person doesn't get enough to eat. Every day about 200 people die of AIDS. Life expectancy of 52 years is among the lowest in southern Africa. In Germany it's more than 80 years. Over 1.3 million children are orphans because their parents died of AIDS. About 120,000 children are HIV positive. Many children cannot go to school because their parents have no money or are dead. A lot of children are now not only living on the streets, they are giving birth on the street. A second generation of street children is growing up. In 2005 the government started a campaign to clear slum areas across the country. At least 700,000 people lost their homes. In 2008 there were reports that men and women had to leave the capital of Harare and had to walk to work for about 28 km there and back because the bus fare cost nearly a week's wages. Because of the political crisis in Zimbabwe South Africa has three million refugees from Zimbabwe. More than 115,000 left their country in 2012.



1. Read this newspaper article and pick out the main facts about hunger, illness, orphans, living on the streets, leaving the country.
2. Which of the facts about the lives of children in Zimbabwe do you find most shocking?
3. Describe this photo from the film and say what Juliane's life was like before she was left by her mother one day. Don't forget to describe her feelings and hopes for her future.



4. Watch the film and put these photos in the right order. Then find a good caption for each photo.



a)



b)



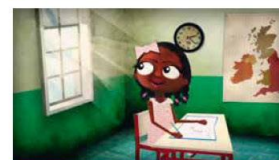
c)



d)



e)



f)

5. What does Juliane want to express with her drawing at the end of the film?
6. After watching the film discuss how relief organizations could help better the situation of children living on the streets in Zimbabwe. Find organizations in your area that help people in Zimbabwe.

SEEKING REFUGE

RACHEL'S STORY – A JOURNEY FROM A COUNTRY IN EURASIA

1. Before watching the film about Rachel, read the extract from a newspaper article and compare the figures about the numbers of religious groups in Germany and the Middle East.

Some 100,000 Christians killed per year over faith, Vatican says

A staggering 100,000 Christians are killed annually because of their faith, according to the Vatican – and several human rights

groups claim such anti-Christian violence (displacement, destruction of churches, rape, etc.) is on the rise in countries like Pakistan, Nigeria and Egypt. „Two hundred million Christians currently live under persecution. It's absolutely on the rise,“ Jeff King, the group's

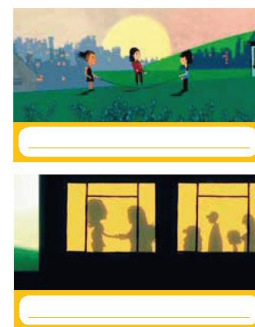
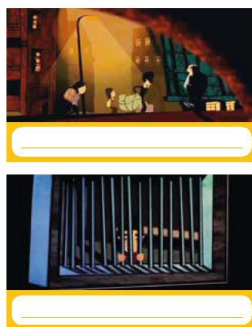
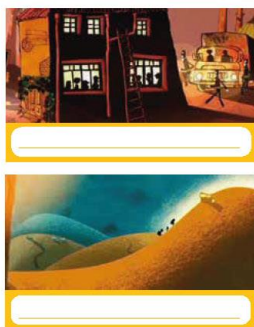
president, told FoxNews.com. „Anti-Christian violence is on the increase throughout the world, especially throughout North Africa and the Middle East.“ (adapted from FOXNews.com, June 2nd, 2013)

Christians in Germany and the Middle East

REGION	TOTAL POPULATION	CHRISTIAN	% CHRISTIAN
Germany	81,147,265	48,092,817	58.8
Middle East	365,305,000	17,354,00	4.75

2. Why, do you think, Christians are persecuted in the Middle East and other countries?

3. After watching the film look at this mind map and put the captions under the corresponding picture taken from the film. Then give an oral or written report about Rachel and her family. Add as much information from Rachel's report as possible.



- Escaping to the United Kingdom for the first time
- Religious persecution of Rachel's Christian family in her home country
- Escaping to the United Kingdom for the second time
- Rachel's childhood dreams come true
- Rachel is dreaming of becoming a lawyer of international law to help persecuted people all over the world
- Rachel and her family in a British detention centre

4. Find the worst ten countries for persecution of Christians on a world map.

1. North Korea | 2. Saudi Arabia | 3. Afghanistan | 4. Iraq | 5. Somalia | 6. Maldives | 7. Mali | 8. Iran | 9. Yemen | 10. Eritrea

5. Find out about the religious groups and their share of the total population. What kind of countries are these in terms of religion?

6. Imagine a discussion of Rachel's family about whether they should leave their home country or not. Write a dialogue in which the family members talk about why and if they should leave, where they could go, how they could escape, what problems they might face in a new country and what they hope their future will bring. You can act out this dialogue in class.

SEEKING REFUGE

NAVID'S STORY – A JOURNEY FROM IRAN



- Before watching the film about Navid's journey from Iran to the United Kingdom find out about the situation of the Kurdish people. Collect more information on the Kurds on the Internet.

Basic facts

The Kurds are an ethnic group living in Iran, Iraq, Syria, and Turkey. They are Muslim, but not Arabs. Although there are between 30 to 38 million Kurdish people, they have never had their own country. That is why there has long been a strong wish for self-rule, a situation that is causing political trouble. Kurds have suffered a long history of discrimination in most of these countries. Between 11 – 18.6 million Kurds live in Turkey (15.7-25 %), between 6.5-7.9 million live in Iran (7-10 %) and between 6.2-6.5 million live in Iraq (15-23 %)



- Watch the film, then copy and expand this very short summary about Navid's life in Iran and the United Kingdom.

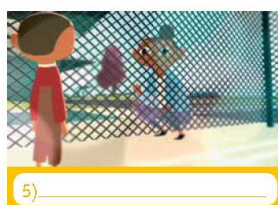
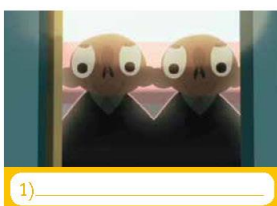
When Navid's father's life was in danger, he ... Iran and came to Some years later, Navid and his mother also ... England, mostly overland. Navid describes why he and his family ... He found the journey ... When he arrived in the United Kingdom, he Now at the age of 16 Navid describes what it was like when he and his mother ... when he was five. During the first three months in school he remembers ... He felt good at the refugee centre at school because ...

- Find the route of Navid's escape from Iran to England on a map. Tell how he and his mother got to England and explain why their escape was very dangerous.

- Look at these snapshots from the film and ...

- Describe what you can see.
- Explain what these situations were like for Navid and his family.
- Describe Navid's feelings in these situations. You may use the adjectives and expressions to help you.

friendly, happy, hard, lucky, relieved, sad, scared, scary, uncomfortable, upset to be an outsider, to miss s.o., to feel scared, to be in danger, to feel like being in prison, to get support, to be of great help



SEEKING REFUGE

You have already learned a lot from the cartoons about the kids seeking refuge in the United Kingdom. Work in pairs and compare the kids' fates. What do they have in common? In what way are they different? Compare your results in class and present them.

Name	From?	Why did they escape?	How they got to the UK?	Who went with them?	Feelings in the new home?	Situation in the new school?	Future?



Useful phrases to talk about the films.

He/she left the country because of their religion / hunger / war, political struggles / problems / nationality/ ...
 They arrived in / came to the UK / in England by air / plane / car / lorry / overland / ...
 They felt scared / like an outsider / a stranger / in danger / like in prison / sad / ...
 They feared they would have to leave / would be evicted / sent home / ...
 They felt happy / relieved / safe / understood / ...

Projects

1. Collect information on students in your own school that come from abroad. Find out where they are from, when and why they left their home country, how they feel in their new home and your school. Prepare a poster exhibition about some of your classmates from troubled countries.
2. Find students in your school that have found refuge and start a learning partnership so that you help them with the German language, with their new situation.
3. Find an organization that helps people in danger in countries like Afghanistan, Syria, Eritrea, etc. and see how you can support their work.

ANLAGE 2

Filmskript zur Sendung „Seeking refuge“
DVD-Signatur Medienzentren: 4685298



Ali's Story: A Journey from Afghanistan

I came from Afghanistan. I was quite happy there with my family all together. I still remember when I was a kid there; there were mountains, a lot of dust, and the houses aren't that rich like England. They've got, like, tents.

There was fighting and war, and it was starting to build up. They were sort of like, taking the good areas; they started to bomb there. Sometimes, when I looked out the window, I felt quite sad.

So then my grandma had decided all of us go to a safer place in Europe. By the time we got to the airport, I remember they let my grandma in, then me, but not my family. They said they didn't have passports, and then they had to go back. We thought that they were on another plane, but when we got in England they weren't there. We thought, you know, something must have happened, they might be alive, you never know.

I had nightmares of my mum picking me up in school and then when my eyes opened up I realised that it was just a dream. It wasn't real. And then every night I was crying, I was always dreaming about them. It's like my bones were broken because I could feel really angry and really sad.

I went to school. I learnt new things there. It was, like, really frustrating that I can't speak English. The only word I know is 'yes'. Sometimes I get embarrassed that I don't know the word. The thing I was doing, like, sitting in the corner doing nothing, watching other people play. Sometimes people came with me to play with me, and then I started to play with them. I found new friends; I started to practice football with them.

Everyone was amazed by my pictures because I was a really good drawer. I had something special to show them every day – pictures of my family, of my mum and dad, me, Spiderman, because I like Spiderman.

Sometimes I was drawing pictures of football because I like football. That made me happy, but then when I, when I keep on, like, imagining my family, I want them to come here.

Four and a half years passed and then we had a phone call. My cousin said that they saw my dad in the mosque praying. And then they handed the phone to my dad, and then I started with talk my dad, my mum and dad, and then I was more happier that time.

My first wish would be my mum and dad coming to this country, because, it feels like its actually going to happen. But I get upset, I wish they could come right now. I can't wait for that day.

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Hamid's Story: A Journey from Eritrea

The streets would be full of people selling food, and the food, like, will have, like, if you're selling fruit on the street, it would have, like, flies on it. And on the buses, because it's a really small country and there's lots of people stuffed in it, there's no place to sit. And if you're sat, even if you're a baby, you have to get off the seat for a bigger person. And then the streets had dust in so if the wind blew it would go in your eyes.

I know why the war started. Eritrea, a long time ago, used to be just a big country and then they split it with Ethiopia. But then since we split it from Ethiopia, we got the Red Sea. The war started because they wanted the Red Sea. So then all this war happened, lots of people had to get away and we didn't have lots of airplanes because everybody was just moving and moving.

I remember that... that we had to leave when I was a young age. My dad couldn't come because he knew secrets. Because the guy that's leading us right now is very, very bad and my dad wanted to escape but he couldn't. They said to him, if you tell people of our secrets, we will kill your wife and me so then he told us we had to run.

I remember that we just got on a plane and I slept but I really knew that it was a really long, long journey. And sometimes we took buses and I really fell asleep a lot of times.

And then at the end, we arrived in England it was kind of very hard to fit in with hardly any English.

I started school, and I was like very scared because I didn't have no friends because everybody was, like, had groups. One day this boy, he fell out with a group, so then me and him we said 'why don't we be friends'. Then we joined other peoples groups, so, we were, so we had, made lots of friends.

A few weeks later, I came back from school and there were lots of ladies in my house. And my mum was on the bed and I asked her 'why was everybody crying yesterday?' And then she said: 'Oh, I have something to confess to you. Your dad he died there.' Then I stared crying, and then she started crying, and then I told her stop crying, then she said I'll stop crying if you stop crying, so we both ended up stop crying.

For a few days I stopped eating, I only drank a little bit and I couldn't finish my dinner at school. My mum came to me and she says 'you don't have to be very upset because at the end that's why we left home, because it was dangerous'.

I started feeling OK and that it's, it's right that we should have came here. It got really better. I made a lot of friends. We don't talk about how our lives at home. We don't, like, talk about this

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stuff. We don't talk about sad things. We talk about good things. We don't mention the sad things, we act like the never happened.

My friend always, when I'm feeling sad, he always comes up with a joke and cheers me up, and when he's feeling sad I come up with a joke and cheer him up.

Juliane's Story: A Journey from Zimbabwe

I was very young when my mum left me. I was three and a half. I don't know why she left me, people trying to kill her or something. People from the church that we used to go to, took care of me and they brought me up. I just learnt to be my own mother, my own father. I thought that I had no father or a mother. But I knew that she was out there somewhere for me.

Like, you'd have, like, about 30 children eating from one plate and, like, it's like a really big plate but you only have, like, a small amount of food, enough to feed, like, one person. And I didn't have anything to eat for a week, the only thing I survived was water and that water wasn't very clean. It had, like, snails and, like, all those dirty stuff right inside it but you had no choice but to drink it. You would watch other kids yeah, walk past you, they'd laugh at you. And they're like saying, "oh yeah you're dumb". Like, when other people are playing I'd just be sitting there by myself so that I'd be reading my book or I'd be just sitting there crying and looking at others.

I left the orphanage, and then I got put in this big massive dark lorry with like about 200 other people. And they started driving me away but because I was the little one I was like right at the, like, end, like close to the door. And then I saw this lady, she had no shoes, all she was wearing was a pair of jogging bottoms and, like, a t-shirt, and she was running and she was screaming my name. So I looked at her and I thought I remember that face. That was my mum. I started crying, and I know it must sound, like, really strange, but I didn't know how or where I got the power but I jumped from the back of the lorry onto her. And then me and her started holding each other, screaming. I could not believe it was surreal, like. And from that point on everything turned around in my life.

My mum, she went to the British embassy. And then the people at the end ended up giving me a visa and we boarded the plane and we arrived in Heathrow.

My first day at school, it was really tough. I mumbled, like, a lot because I was afraid to speak to people and, like, I often got anxious and get panic attacks. There comes a time where I'm just sitting there in class, right, I don't even understand what's going on. There's this, like, click in the back of my mind that says what if I get home and my mama's not there. And, like, that's the

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moment where, like, my heart starts pumping really fast, like, I start breathing really fast and then before you know it I just pass out.

In school they have created this special group, like, whenever, like, I'm feeling angry, sad or anxious, I just go there and there'll like always be, someone I could talk to, like, who I could tell what's going on. And they would try and fix it like as much as possible.

And I'm really improving on my socialising skills, but you know what, I'm a fighter and I'm a survivor. No matter how much you go through and no matter how much you suffer, you're always going to be accepted for who you are. One day you're going... you are going to be this, like, shining star, and at the end of every dark tunnel there's always a rainbow.

Rachel's Story: A Journey from a Country in Eurasia

Life in my country was quite distressing. I didn't attend school because my mother was of a particular religion that my country doesn't favour. I could see other children around me experiencing a normal childhood going to school, playing outside with their friends. I just felt very different.

Because in the UK, being a Christian isn't a problem but in my country, which is a predominantly Muslim country, it wasn't a favoured religion or tradition. But my mum kept on going secretly to church on Sundays, and when the police invaded the secret services that they were having, the whole atmosphere was full of, kind of, flames.

It felt like everything was going to burst out and my mum was treated very bad from the local citizens and she felt like she wanted to escape somewhere.

We secretly decided to leave. We didn't let anyone know. I think my father found someone to take us at the back of a lorry I think it was. We were clutched together, we slept and slept and slept, and it was very dark so we couldn't really see whether daylight had come. We lost track of time, it was a kind of journey that we didn't know where it would lead to.

We got to the UK. I had began to experience the childhood I'd been dreaming about. I had friends, I played outside very comfortably and safe. I had a kind of normal family life but then the decision letter came that we'd been rejected leave to remain in this country.

It was the letter that changed everything. This one piece of paper just changed my whole life once again. At 6 o'clock in the morning, these huge men, like huge monsters, they came to our house and they put us in a van and took us to a detention centre. So there's a lot of closed doors banging all the time, huge walls that you can't see from. I always used to look up at the wall and think I wish I could fly and just escape.

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I can remember once I held the bars in my hands and I couldn't believe that I was just stuck in a prison in, in the UK for doing nothing, for being a child, for escaping to safety.

We had received good news that we would be let out. And I started living normally once again but with fear that this would happen again, and it did happen again. They had taken us straight to the airport and then we were sent back to our country. They didn't welcome us at all. They looked at us with real hostility and hatred. They just thought, 'Ok why did you go to the UK?' And then my mum fainted because they had hit her across the head.

And then we travelled from place to place searching out some help, but it was obvious that we wouldn't get any help, so it was then that my mum had decided we had to leave once again. And then she found an agent, and then we were brought back to the UK.

We were taken to our new home. The people were very, very kind to us, very welcoming. I felt very safe. I just lived normally but there was also that fear within me that it could happen once again, it could happen anytime.

We had just received a phone call, I thought it was bad news, but when she said I have good news for you, you've been granted leave to remain. I just thought 'yes, finally!'

That was the decision that saved my whole life. Now I'm living a normal life. I've learnt from my experiences of course. And I want to become a lawyer so I can help people who also experience the same thing because I know this problem will never end. People are still suffering everywhere in the world. So hopefully I want to become an international lawyer to save everyone.

Navid's Story: A Journey from Iran

I am 16 years old, I'm a Kurdish Iranian. The reason that we left Iran was my dad disagreed with how things were going, he disagreed with the system, and then I remember my father had to leave the country. Of course his life was in danger when he left.

It was kind of the story of many people against the Iranian government. I suppose my father was lucky that he got away because members of my mum's family, because they were Kurdish, a lot of them were executed. And in the years that followed my mum kept getting questioned about where my father had gone.

I remember the night that we were leaving, everyone was really, kind of, sad. I didn't really understand why they were sad but then eventually when we got to the airport it was that moment that I realised that I'm leaving and then, um, I was upset nearly the whole journey.

In Italy, we had to jump over a fence, which seemed rather scary to me. We got stopped by the police and I was scared of the police dog. It was at night and I think we were going through a little

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forest or something, not sure. But I remember the dogs barking that scared me. I remember staying one night inside a cottage. I think maybe it was around Slovenia, I'm not sure. I remember the night that we were leaving outside the cottage. I felt scared because it was at that point I could see the concern on my mum's face.

To get into England, we got into a lorry from France. The lorry was full of iron bars. It was the first time throughout the journey where I was really, really uncomfortable and scared. I really wanted to get off and then when we finally got over to the UK, I remember someone cutting open the back of the lorry, kind of like one of these movies where the sunlight comes in. So then we came out and I remember the British border agency. They were really friendly and then of course it was around that day that I saw my dad after like 2 or 3 years.

And it was the weirdest thing because it wasn't what you'd expect, run to your dad, hug him. At first I didn't recognize who it was. And then after a while he told me how he's my dad and how he's missed me so much. And then I remember sitting in the back and my mum was sitting in the front and I remember it was at night, the whole journey I just kept looking at him trying to figure out what's going on, who he is. And then slowly I got more and more comfortable towards him.

The first few days at school were really hard on me not because of the other students or teachers but not knowing anything, it was just literally being an outsider, that was really scary for me. A memory I have was, school had started and they'd closed the fences and then at break time my mum came to say 'hello' and then when she did come I talked to her and then once the bell rang to start lessons again I remember holding onto the fence as if it was some sort of prison.

You could feel literally not knowing what someone around you is saying. Even though they're being friendly, you could tell with the smiles and facial expressions that they're being friendly, not knowing what they're meaning, it was quite scary for me.

There was a mixed variety of backgrounds and the fact that there were refugee kids at that school and this centre where you'd go to after school to be with other kids, was a great support, so, even though the first few months were really uncomfortable, having that sense of atmosphere was a great help.