

Going Global

**// An education resource
for Glasgow schools**

Education Pack

Culture United //

The Mercurian Welcome //

Favourite Things //

Documentary //

**Teaching all generations how to communicate,
work collectively & without prejudice.**

>>

// Introduction

Since April 2000, there have been increasing numbers of young asylum seekers and refugees educated in Glasgow City Council's schools – more than anywhere else in Scotland.

For Education Services, this experience has been both challenging and rewarding. We have had to challenge the myths and falsehoods about asylum seekers that are all around us. We have been rewarded by seeing how the vast majority of young asylum seekers and refugees have successfully integrated into schools, achieving academic, sporting and artistic successes.

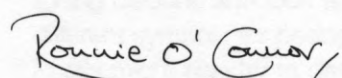
There have also been many social and cultural benefits for all the young people in our schools.

These three films are an excellent example of this in action. Each film is the culmination of young people from different backgrounds working together to learn new skills, to learn about and from each other and to produce an end product which I'm sure you will agree is professional, entertaining, at times moving and a credit to their efforts.

The accompanying education pack provides opportunities for other young people to share the experience of watching these films and discussing the underlying ideas in them.

Glasgow City Council Education Services is proud to have been involved in the development of this project and I am sure everyone who uses it will find it entertaining, thought provoking and valuable.

Ronnie O'Connor



Director of Education Services,
Glasgow City Council

Going Global

**An education resource
for Glasgow schools**

“

**Teaching all generations
how to communicate, work
collectively & without prejudice.**

”

CONTENTS

CULTURE UNITED	01.
THE MERCURIAN WELCOME	05.
FAVOURITE THINGS	08.
DOCUMENTARY	10.
THE ASYLUM SEEKER EXPERIENCE	11.
APPENDICES	
GLASGOW FILM THEATRE	14.
D f e f o e ANIMATION	14.
GLASGOW CITY COUNCIL EDUCATION SERVICES	15.

INTRODUCTION

How to use this pack

The Going Global Education Pack consists of a video containing three animated films and one documentary, a set of teacher's notes and a set of pupil worksheets. Together, they provide a number of activities that allow pupils to explore issues around culture, identity and migration.

A description of each activity is found in the teacher's notes. Some of the activities require a pupil worksheet. This is always clearly indicated in the description and a reference to a specific worksheet will be made. The worksheets are packaged separately so they can be easily photocopied.

The films are suitable for all ages, from primary to secondary and there are activities which are suitable for different age groups. Many of the activities can be undertaken by a wide range of age groups with differentiated outcomes depending on the stage of the children attempting it. Others are specifically aimed at particular stages. The suggested stage for each activity is indicated in the teacher's notes. Teachers should select the activities most appropriate for their own pupils from those that are available. It is not envisaged that any one class would do all activities.

There is one activity – "The Asylum Seeker Experience" - which does not relate to any particular film. It could be used flexibly – as an introductory activity, as a final activity or at any other point. It takes about one hour to do and can be used as a stand alone activity.

The activities in the pack relate to the following National Priorities:

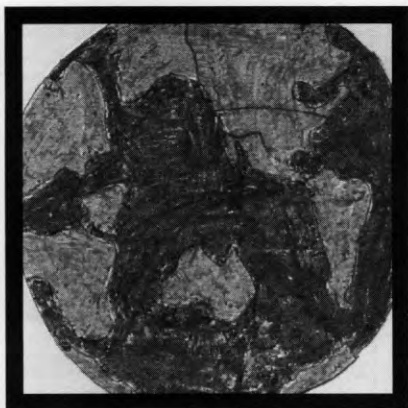
- // Inclusion and Equality
- // Values and Citizenship

They give pupils opportunities to consider issues of respect, interdependence and equality.

The pack also relates to the following Personal and Social Development outcomes:

- // Develop positive attitudes towards themselves and others and cope with emotions and a variety of experiences
 - // Identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions
 - // Develop tolerance and respect
- There are also activities which relate to other curricular areas like English language, Modern Studies and Citizenship.

Going Global may also be the inspiration for many other activities!



Culture United Synopsis

Culture United is a short film made by pupils at All Saints Secondary School in Barmulloch, Glasgow. The filmmakers were a combined group of indigenous Scottish pupils and bilingual students from many countries.

The film is made using the technique of drawn animation, (cartoons) where each frame of the film is a separate drawing, and each successive frame is slightly different.

The themes of the film are peace, understanding between cultures and most importantly, celebration. The music was also created and recorded by the pupils.



CULTURE UNITED

ACTIVITIES

ACTIVITY 01: Scottish Culture Discussion (Class) P5-S3

This discussion can be conducted with the whole class. Begin by asking "What does it mean to be Scottish?"

Pupils should be encouraged to complete the sentence

"Being Scottish means..."

Pupils should discuss aspects of Scottish culture that are relevant or important to them. Other factors to consider include:

"What makes you proud to be Scottish?"

"What would you change to make Scotland a better place?"

Further questions could include:

"Have you always lived in Scotland? If not, where else have you lived?"

"Do you know someone who has left Scotland to go and live in another country?"

"Where did they go? Why did they go to live there?"

Homework Research Activity

Ask pupils to find out if anyone in their family (grans, aunts, cousins, etc) used to live in another country or has gone to live in another country.

Pupils should also complete a Family Migration Worksheet to show the connections between their families and other countries using **Worksheet 01**.

ACTIVITY 02: Family Migration (Group) P5-S3

This activity follows on from the previous activity.

The Family Migration worksheets [**Worksheet 01**.] should be completed before starting this activity.

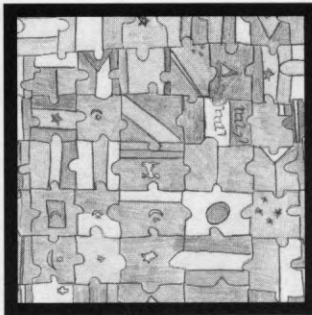
Children should work in small groups. Flags and symbols of the countries mentioned in The Family Migration Exercise should be researched.

Using "Family Migration" worksheet and a world map, pupils should make some miniature flags or cut out symbols and attach them to relevant countries on the places that pupils, or pupils' relatives came from, or went to. (eg. Scottish flag in Australia, Irish flag in Scotland).

The group or class will end up with a One World Map showing patterns of migration and global movement.

ACTIVITY 03: Extension Exercise Peace (Individual) P4-P7

Make a peace poem. Children should choose words that are harmonious and soft which would be good words to suggest peace. Or use harsher words which suggest war and conflict to help show the difference between war and peace. Make a peace picture. Use bright, simple and toning colours, and look at different symbols for peace. Pupils might also try to design their own symbols to represent peace.



ACTIVITY 04: Mind Maps (Individual/Group) P7-S4

A mind map is a diagram which can help pupils to understand how ideas and concepts relate to each other. A mind map can be used to make thoughts clearer or to explain a complex idea.

How To Mind Map

Use pictures or a few (key) words where possible.

Pupils should start in the middle with the word Scotland (or a picture representing it, or both) and then work outwards.

Pupils can link from the themes they write around Scotland, using each word as a starting point. Key words should be underlined.

Pupils could use colour to show themes or associations.

If pupils get stuck on one topic, move on to another.

Links should be shown using arrows or icons.

Add on more sheets of paper if the map reaches the edge of the paper.

Here is an example of what a mind map might look like.



Pupils should think about different aspects of Scottish life, and think about influences from other countries.

Here are some ideas to get started with:

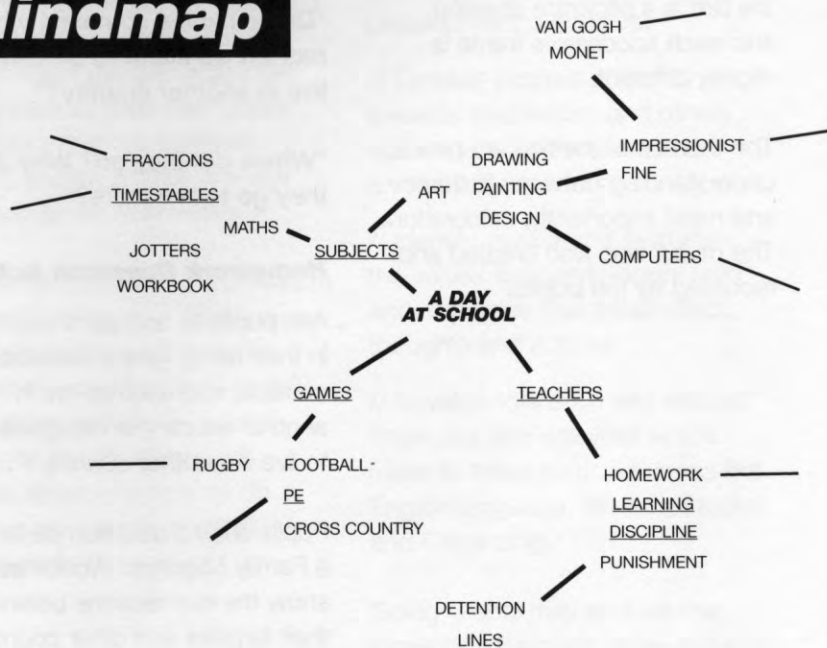
- >> Music
- >> Food
- >> Clothes
- >> Inventions

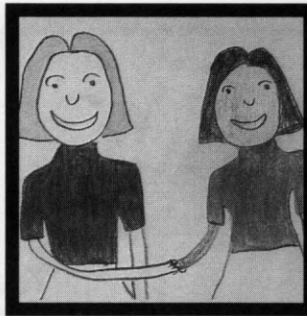
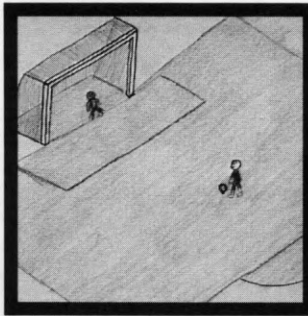
For more information on mind maps refer to the following websites.

<http://www.mind-map.com>

<http://www.peterussell.com/mindmap1.html>

Mindmap





ACTIVITY 05: Loanwords (Individual) P7-S4

Questions

Answers

Loanwords are words which are "borrowed" by one language from another. Many of the words used in English are actually borrowed from many different languages. Below are a list of loanwords which have had an influence on the English language.

Using **Worksheet 02** pupils should be encouraged to work out which languages or which part of the world these words come from.

Alcohol	Arabic
Algebra	Arabic
Armadillo	Spanish
Banjo	African
Bungalow	India/Pakistan
Caravan	Farsi (Persian)
Ceilidh	Gaelic
Cello	Italian
Chess	Farsi (Persian)
Divan	Turkish
Dungaree	India/Pakistan
Entrepreneur	French
Homosapien	Latin
Jazz	African
Judo	Japanese
Juggernaut	Tamil
Ketchup	Chinese
Kimono	Japanese
Mosquito	Spanish
Shawl	Farsi (Persian)
Soprano	Italian
Tea	Chinese
Tobacco	Native American
Yacht	Dutch
Yogurt	Turkish

The following websites contain further information about loanwords.

<http://eleaston.com/ety-lgs.html>

<http://www.infoplease.com/ipa/A0001619.html>

<http://www.wordorigins.org/loanword.htm>

<http://www.xrefer.com/>

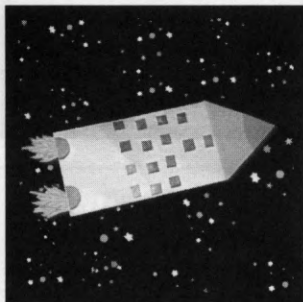
ACTIVITY 06:
Famous Refugees
(Individual/Group) S1-S6

Pupils can use the websites listed on **Worksheet 03** to complete the Famous Refugees table. Pupils should try to find out the person's profession, country of origin, which country they moved to, when they moved, and what reason forced them to leave their country of origin.

“
Teaching all generations
how to communicate, work
collectively & without prejudice.
”

Teachers Answers
to Worksheet **03**.

Refugee	Origin	Profession	Destination	Dates	Reason For Leaving
Albert Einstein	Germany	Scientist	USA	1879-1955	Persecution by Nazis
Alec Issigonis	Turkey	Car Designer	UK	1923-1988	
Marc Chagall	Russia	Artist	France/USA	1887-1985	Persecution
Sitting Bull	USA	Spiritual Leader	Canada	1831-1890	War
Wyclef Jean	Haiti	Musician	USA	1972-	To be with relatives
Andy Garcia	Cuba	Actor	USA	1956-	Politics
Dalai Lama	Tibet	Spiritual Leader	India	1935-	Persecution
Marlene Dietrich	Germany	Actress	USA	1901-1992	Career
Karl Marx	Prussia	Philosopher	UK	1818-1883	Persecution
Sigmund Freud	Austria	Psychoanalyst	UK	1856-1939	Nazis
Fritz Lang	Austria	Film Director	USA	1890-1976	Nazis
Michael Marks	Russia	Shop/Business	UK	1859-1907	
Victor Hugo	France	Writer	UK	1802-1885	Political persecution
Alek Wek	Sudan	Model	UK	1991-	War
Lomana Lua Lua	Congo	Sport	UK	1980-	Career



THE MERCURIAN WELCOME



The Mercurian Welcome is a short film made by pupils from Castlemilk High School in Glasgow. The filmmakers were a combined group of indigenous Scottish pupils and bilingual students from many countries.

In the film, computer animation is used to show a spaceship docking on Planet Mercury. Visitors from many other planets disembark and go before a panel of judges to ask permission to stay on Mercury. Some of the visitors have dark secrets, while others have tragic tales to tell. It is up to the judges to decide who can stay and who must go...

ACTIVITIES

ACTIVITY 01: Before Watching The Mercurian Welcome - Class Discussion P7-S4

The discussion could begin with the question:

"If you had to leave Scotland, what would you miss?"

Once this question has been fully discussed, continue with:

"Why do you think some people have to leave their countries?"

Discuss the terms "refugee" and "asylum seeker".

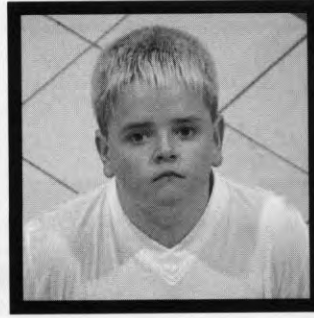
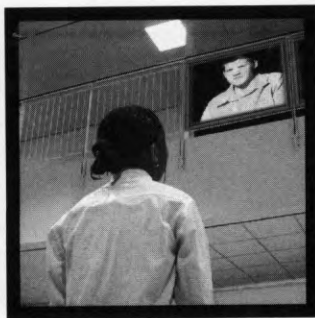
**Now watch the film
The Mercurian Welcome.**

ACTIVITY 02: After Watching The Mercurian Welcome - Class Discussion P7-S4

This discussion should invite pupils to reflect on the opinions they voiced before watching the film.

Has anyone's opinions changed? How have they changed? How do pupils now feel about the idea of leaving Scotland?





ACTIVITY 03:
Making Your Own
Application
(Individual/Group) P5-S5

Resources: Personal Profile
Forms - **Worksheet 04**, pencils.

Pupils are given the Personal
Profile Forms which sets the
following scenario:

"Imagine you have to leave
Planet Earth because of war,
famine or persecution. Your life
is in danger. Make up a fictional
identity for yourself. You will
use this information to help
you in your application to live
in peace and safety on the
Planet Mercury."

Pupils should fill out a fictional
information profile of themselves,
using the headings on the
worksheet, and use it in
the following activity.

Put children into groups of
four or five. Choose someone
to present their application to
a panel of three or four people
who will decide whether or not
to let the pupil onto their Planet
Mercury. The panel should think
of questions to ask the applicant.
The applicant must think of
good responses.

Role-play the situation.
Afterwards, discuss how it felt
to be in each position.

ACTIVITY 04:
Making A Welcome Pack
(Individual/Pairs/Group)
P5-S5

Resources: Paper, coloured
pens/pencils, word processor,
cameras (if available).

Pupils should be given the
following scenario to work on:

"Imagine you have come to
a new place and been accepted
to stay. You don't speak the
same language of the country
you are going to live in. You don't
know anyone where you live.
You have to go to a new school
where you don't know anyone."

Discuss how this feels. "What
would make you feel welcome?"
Make a welcome pack for new
children arriving at your school.

THINK ABOUT:

How welcoming is our school?
How welcoming is our class?
How welcoming am I?

Have a discussion about these
questions, and write down the
responses.

A welcome pack is something the
whole class can work on putting
together. In groups, brainstorm
the kind of information which
should be included.

For example: class and school
rules, names and photos of
people who work in the school,
names and photos of children in
the class, opening and closing
times, lunchtimes, what pupils do
at playtime, drawings, captions,
photos, after school clubs,
school uniform, gym times, local
community activities and so on.

Older children could also
make a "Welcome to Glasgow"
pack or even a "Welcome to
Scotland" pack.



**ACTIVITY 05:
Slogans - Discussion
(Whole Class, Group, Pairs
and Individual) P5-S5**

Think of the captions and slogans that are in use in Scotland at the moment:

"Glasgow - The Friendly City"
"One Scotland, Many Cultures"

How do they apply to pupils?

What do these slogans mean?

Do pupils feel these slogans are accurate?

**ACTIVITY 06: Welcome Poster
(Individual/Group) P5-S5**

A complementary activity to the welcome pack is to make a welcome poster, taking the above slogans as a theme, or starting point. This could involve painting, collage, handprints, images of Scottish/other cultures, photos, "welcome" painted/typed in different languages, and so on.

A useful internet site is the language feature on Google Search (www.google.com) for translations in different languages.

**ACTIVITY 08:
What Happened Next?
(Individual/Group) P5-S5**

Using **Worksheet 06**, each pupil or group of pupils should complete the activity in the following order.

01. Read the Profile Cards on **Worksheet 05**.
02. Complete sections **01** and **02**.
03. Watch the film again and complete section **03**.

**ACTIVITY 07: Balloon Debate
(Group) P5-S5**

Which of the characters in the film *The Mercurian Welcome* should be allowed to stay on Planet Mercury, and why?

Form a small panel of judges to make the decisions. Pupils should use the Profile Cards in **Worksheet 05** to help their panel discuss who should stay and who should go. Encourage pupils to think about the effects their decisions will have on the person and their families, as well as any problems that could occur.



FAVOURITE THINGS



Favourite Things is a short film made by primary pupils aged 10-12 from St Paul's Primary School, Whiteinch, Glasgow. The children were made up of six indigenous Scottish children and six children from bilingual backgrounds, hailing from countries such as Turkey, Iran, Afghanistan and Somalia.

The film looks at each child's favourite thing, which is represented in animated form and described by the child. The object animation technique involves making card models which are moved slightly for each frame.

The film is a good catalyst for talking and listening activities and demonstrates some useful art and design techniques and ideas.

ACTIVITIES

Start with a short discussion about favourite things. The following games and activities are a good introduction to the subject of favourite things, and facilitate interaction between lots of different children.

ACTIVITY 01: Find Someone Who... (Class/Pairs) P1-P7

Children should form a circle.

Begin by saying "Find someone who..." and children find a partner who fits the description and then sits down or stands beside them. For example: "Find someone who likes reading/writing/swimming/who is older than you/gets the bus to school".

The children engage and interact with each other, asking relevant questions and listening to the answers.

To ensure that the children don't repeatedly choose their friends, the children should find a different partner each time.

ACTIVITY 02: Any Questions? (Class) P1-P7

A circle time activity. Start by throwing the bean bag to someone else in the circle and asking them a question.

For example: "What is your favourite colour? Where were you born? What is your favourite TV programme?"

ACTIVITY 03: Watch Video (Class) All Ages

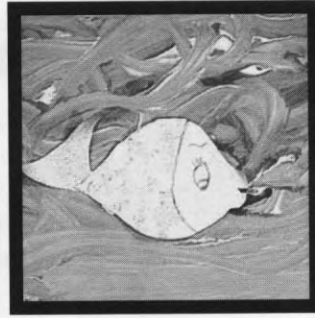
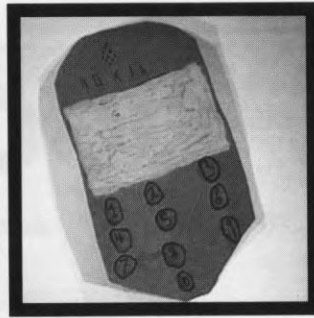
Follow the video with a brief discussion.

Did you enjoy the film?

Why did you enjoy it?

If you didn't like it, why?





ACTIVITY 04: My Favourite Object. (Class) P1-S4

Everyone brings a favourite object into the class without showing it to anyone - this should be emphasised strongly when instructing pupils about the activity. Put all the objects into a box. Choose a child one at a time to come and choose an object. Guess who the object belongs to (it can be a photo of an object or person or thing).

ACTIVITY 05: Favourite Things (Individual) P1-P7

Pupils should individually complete **Worksheet 07**. A further extension of the activity could include a guessing game where the class listen to pupils reading the description of their favourite thing and trying to guess what it is.

ACTIVITY 06: Definitions (Individual or Group) P4-S2

Ask pupils to find out the meaning of these words from a dictionary, and write them down.

Asylum
Seek
Refuge

When they have these definitions, ask them to write down what they think the following definitions mean.

Asylum Seeker
Refugee

Asylum seeker >>

Someone who has arrived in this country and is awaiting a decision from the Home Office on their asylum claim.

Refugee >>

Someone who has crossed a border and left their own country due to a well founded fear of persecution. The legal definition of Refugee is:

'A person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable, or owing to such fear, is unwilling to avail himself or herself of the protection of that country; or who, not having a nationality and being outside the country of his or her habitual residence, is unable or, owing to such fear, is unwilling to return to it.'

(UN Convention on Refugees 1951)

Favourite Things



DOCUMENTARY



DOCUMENTARY

During the process of working on Culture United, The Mercurian Welcome, and Favourite Things, D fie foe filmmakers Jonathan Charles and Simone Bloomfield collected documentary footage of pupils at work and short interviews.

The resulting documentary gives a feel for the working process, the creative and co-operative atmosphere in all of the schools, and a touching insight into the pupils thoughts and feelings about working together on the films.

ACTIVITY 01: Sequencing Worksheet 08 The Claims – The Facts

Using **Worksheet 08** pupils should work in pairs/groups to match each Claim with the appropriate Facts.

Pupils should write the number in the claims panel that they think match the fact.

Teachers Answers

A:02
B:04
C:08
D:06
E:03
F:01
G:05
H:07

ACTIVITY 02: Children's Testimonies

A number of the young filmmakers talk about the experiences they had which made them seek asylum. Compare what they say with the claims made by the media.

“

**Teaching all generations
how to communicate,
work collectively
& without prejudice.**

”

Documentary



ASYLUM SEEKER EXPERIENCE

**THE ASYLUM SEEKER
EXPERIENCE - PART ONE -
THE GAME •••••
(Class) P5-S5**

by Brendan and Scilla Berry

The teacher issues **Worksheet 09**, pencils and scissors.

Before The Activity

The children have five minutes to decide what items they will take on their journey, and write them each into one of the five spaces on **Worksheet 09**.

Then they cut out four 'lives' and each of the five items. The scissors are collected.

Paper is distributed for the children to record their five journey decisions.

Children number 1-5 down the left hand side of their paper.

During The Activity

As each part of the journey is read to the class by the teacher, the children record their decisions.

If a life is lost, a slip is held up in the air for the teacher to collect.

The teacher moves around the class, removing 'lives' or 'items' according to the children's decisions.

Each player has four lives. No weapons may be taken, or hidden.

The teacher reads out the story.

You have been given only five minutes to leave your home as enemy forces are occupying your town. You have no money, as the bank was blown up. Your parents have gone out and you are alone in the house.

01. Choose five items to take with you.

A lorry arrives to take you and other people away from your town to the border of the neighbouring country. The driver and guard are from the enemy forces. They demand one item from you as fare for the journey.

02. Do you
a) give them one item and take the ride?
Or
b) not trust them and slip away on foot yourself?

If you took the ride, you don't get further than the edge of town where you are told to get out.

One life down.

You start walking away from the gunfire in the direction of the neighbouring country, keeping off the road to avoid being seen. It is raining. As night falls you are tired, wet and hungry. You come to a house which is deserted.

03. Do you
a) seek shelter in the house?
Or
b) stay out of the house and get wet?

If you enter the house you are blown up. Your own troops had mined the house.

One life down.

You are now very cold. You have not slept, but decided to keep on walking. You come to an occupied house. A woman from the enemy side lives there, but she offers to shelter you and give you food. She has a child of your age. You wonder if you can trust her.

04. Do you
a) accept her generous offer?
Or
b) refuse politely and go on?

If you chose to go on walking, instead of staying the night, you become very weak. Your body temperature plummets in the cold night air, you die of hypothermia.

One life down

If you chose to accept, when you awake in the morning the woman's son offers to lead you to safety. He takes you to the crossing point. The enemy troops take away all your goods, except one, which you have hidden. They let you pass through but you are stopped on the other side.

The guards from the neighbouring country have been instructed to limit the number of refugees they admit. Their local food supplies are already low and there is an outbreak of cholera in the camp, a deadly illness, unless quickly attended to.

05. Do you

a) try to persuade them to let you enter, by offering them your last item?

Or

b) tell them a lie, that your father is an important person and they would be rewarded if you were let in?

Or

c) try to cross at another point?

If you tried to cross some where else, you are dead, as the border was mined.

One life down

If you tell them a lie, they let you enter, but when the lie is found out they hand you back to the enemy guards.

One life down

If you chose to offer the guards the last item, you get into the camp.

You now have nothing to sell and you feel very lonely. You see a family drinking some water. They offer you a drink. You are very thirsty.

06. Do you

a) accept their offer?

Or

b) avoid drinking at all?

If you choose to avoid drinking, you suffer dehydration and fall seriously ill.

If you accept the water, you contract cholera.

In either case the family takes you to the camp hospital, where the doctor manages to cure you.

A United Nations convoy arrives and takes you and others to a far off country.

You neither speak nor read the language, you have no relatives here. As your bus goes past a shop, a newspaper bill-board reads,

'50% more immigrants get into Britain this year. Close the Door!'

As your bus arrives at where you will be staying, a sign above the door reads,

'Welcome to Scotland'.

In the reception centre you are shown a list of people who have come safely to Scotland, but you are too upset to read all the names.

You are sat down at a desk with an interviewer and you are asked you name and for your passport or evidence of your identity.

The person looks at you, then picks up the phone and speaks in a language you don't understand. You are worried. Suddenly a door opens and your mum and dad come in. You all hug and kiss. You are terribly relieved and delighted to be together again.

Teaching all generations how to communicate, work collectively & without prejudice.

Class Game

**THE ASYLUM SEEKER
EXPERIENCE Part Two -
DISCUSSION**

Pupils should be encouraged to discuss the following scenario:

"A United Nations convoy arrives and takes you and others to a far off country.

You neither speak nor read the language, you have no relatives here. As your bus goes past a shop, a newspaper bill-board reads,

*"50% more immigrants get into Britain this year.
Close the Door!"*

As your bus arrives at where you will be staying, a sign above the door reads,

"Welcome to Scotland".

“ ”

Now that the journey is complete, pupils may wish to consider the following questions:

What was the worst thing that happened to you, since you left your home?

What was the most surprising thing that happened to you?

If you could have read the bill board, how would you have felt?

Now that you are safe, what are some of your thoughts and feelings?

How would you prove who you were?

How would you feel if someone asked you for your passport?

What would you most need from the people in this new country?

What would you hope for from the children in your school?

How could these children help to make your life easier?

How could the teachers help you?"

**General Websites
About Refugees**

www.childreninscotland.org.uk

www.savethechildren.org.uk

www.refugeecouncil.org.uk

www.cre.gov.uk

www.asylumscotland.org

www.amnesty.org

www.education.ed.ac.uk/ceres

www.svtc.org.uk

www.scotland.gov.uk

www.eis.org.uk

www.homeoffice.gov.uk

www.unhcr.ch

<http://www.asylumsupport.info>

**Going
Global** “ ”

GFT

Built in 1939 and lovingly restored in the 1990's, Glasgow Film Theatre (GFT) is a fusion of classical architecture with the comfort and technical standards of a modern cinema. GFT's cinema programme of new cultural film releases, classic movies, festivals, short films, and digital films provides cinemagoers in Glasgow with an extraordinary breadth of choice and greatly extends the range of films shown within the city.

GFT EDUCATION

Education professionals know that the lives of young people are informed by the moving image. We live in a world saturated by audio-visual texts through which children acquire an enormous amount of knowledge. In schools which encourage moving image work, teachers in many subject areas have seen its value. Film and television interpretations of literary texts or historical events entice further reading and study. Pupils can document and communicate their learning in moving images: assembling and selecting evidence, and using digital technology to present an argument or construct a hypothesis. The moving image can often be more appropriate than written texts or still images as a way of presenting ideas or processes, and for some children it offers new ways of succeeding.

GFT Education provides a range of services and resources for schools:

- // education screenings
- // workshops
- // cinema tours
- // INSET
- // summer schools
- // out-of-school-hours activities

GFT
12 Rose Street
Glasgow
G3 6RB
T: 0141 332 6535
e: info@gft.org.uk

D fie foe ANIMATION

Renowned in the industry for their award-winning & innovative filmmaking projects with young people, D fie foe have created cutting edge films with the education departments of organisations such as the English National Opera, Scottish Ballet, The Royal Festival Hall, and the macRobert, Stirling, as well as other exciting films for the GFT

D fie foe works in both formal and informal educative settings and on commercial films. Committed to increasing the understanding of moving image education for students and their teachers, D fie foe's team of animators design and lead participative animation and live action film projects. D fie foe facilitate their filmmaking workshops as hands on collective activities where each young person is actively involved in all stages of the process, encouraging students to understand, experiment with and develop links between the moving image and their own lives

www.dfiefoe.co.uk

gft

d fie foe

GLASGOW CITY COUNCIL EDUCATION SERVICES

is the largest education authority in Scotland and is responsible for the education of around 80 000 young people in primary and secondary schools and pre-five and SEN establishments. A substantial number of these pupils (9%) are bilingual.

In April 2000, Glasgow City Council signed a five year contract with the National Asylum Support Service (NASS) to provide accommodation and support for asylum seekers and their families. Glasgow City Council was the first local authority in Britain to contract with NASS. Glasgow City Council Education Services has developed existing services for bilingual pupils to meet the needs of this new group.

Bilingual bases have been established in 26 primary schools and seven secondary schools in the city. These have provided support for asylum-seekers entering Glasgow's education system. The bilingual bases consist of one or more classrooms staffed by English as an Additional Language (EAL) Teachers. When an asylum-seeker pupil arrives in a school they will initially attend the bilingual base. The EAL teachers will build up a profile of the pupil's linguistic and educational needs, provide specific support with English language development and prepare pupils for transfer to mainstream classes. Pupils will join mainstream peers for intervals and lunchtimes from the very beginning. They will then join in with less language-intensive curriculum areas such as PE and art and then gradually move into areas that require greater English language competence.

The transfer into mainstream takes place at a pace appropriate to the individual pupil's needs. Some pupils will transfer to mainstream very quickly, others will take much longer and many will spend some time in a combination of the two settings. EAL teachers provide support at all stages in this process.

At time of writing there are around 1600 young asylum seekers in Glasgow - 1100 of them in primary schools and 500 in secondary schools.

Welcoming asylum seekers to the city demonstrates one of the aims of Glasgow City Council - to enable Glasgow to flourish as a multi-cultural, international city where people choose to live, learn, work and play and are valued equally.

**Glasgow Asylum Seeker Support Project
Education Team**

Tel: 0141 222 7367

Fax: 0141 222 7376

Email: maria.walker@education.glasgow.gov.uk



**Going
Global**

Acknowledgements

Thanks to all those who helped
create the film projects; particularly
the young people who made the films
and helped raise these issues for
a wider audience

Headteachers and staff at:
Castlemilk High School
All Saints Secondary School
St Paul's (Whiteinch) Primary School

Those assisting in the creation
of this education pack:

Steff Johnston and Jane Fellowes
for designing the activities
Brendan Berry and Scilla Berry for
the Asylum Seeker Experience

Bill Bolloten,
London Borough of Lewisham –
for the idea
for Famous Refugees

The Refugee Council for
The Claims The Facts

Pack compiled by GFT
Edited by D fie foe and
Maria Walker, GASSP

Design by >BellGraphic
Printing by Kallkwik

 Castlemilk High School
All Saints Secondary School
St Paul's (Whiteinch) Primary School