

NO RADIO SILENCE

Human Rights for New Scots Educational Resource



Activities based on the film No Radio Silence (10 mins, 2021)
Created and directed by Unity Sisters



**NO RADIO SILENCE - An educational resource produced
by Unity Sisters and Govanhill Baths Community Trust
as part of the 'Our Rights, Our Communities' project,
October 2021 - November 2022.
With support of Clare Harker, Head Teacher at
St Albert's Primary School, Glasgow.**

Based on the film 'No Radio Silence', 10 mins, 2021.



The project is part-funded through the European Union Asylum Migration Integration Fund. Making management of migration flows more efficient across the European Union.

NO RADIO SILENCE - Educational Resource
Human Rights for New Scots
Migrant, Refugee and Asylum Seeking Women

| | Page |
|---|-------------|
| 1. Introduction | 2 |
| 2. The film: summary, message, and why is it important | 4 |
| 3. Facts about refugees and asylum seekers in the UK | 7 |
| 4. Who are the Unity Sisters? What is their message? | 13 |
| 5. Suggested activities | |
| Activity 1 - Film Literacy Comprehension | 16 |
| Activity 2 - Leaving | 19 |
| Activity 3 - Travelling | 22 |
| Activity 4 - Arrival | 27 |
| Activity 5 - Survival | 29 |
| Activity 6 - Settling | 32 |
| Activity 7 - Rethinking Our Questions | 35 |
| 6. Further information | 36 |
| 7. Feedback | 37 |



Introduction

Dear Teacher,

Welcome to the Teachers' Pack for this project created by the [Unity Sisters!](#)
We are delighted to share this resource with you and your class.

The activities proposed form part of '[Our Rights, Our Communities](#)', a project that is looking into ways of developing peer-led advocacy amongst New Scots women, as well as engaging the wider community towards creating solidarity and allyship to Human Rights causes.

The Unity Sisters, with support from [Govanhill Baths Community Trust](#) and under the mentorship of filmmaker [Bircan Birol](#), created and directed the short film **No More Radio Silence**. This is part of the Sisters' process of reclaiming the narrative over what being a New Scot really means, with the intention of creating understanding, connection and integration.

In this educational resource we invite you to show a short film to your pupils as a way of initiating a group conversation around various topics, including the amazing community response against a dawn raid that happened in Kenmure Street on the 13th of May 2021.

As you can imagine, there are lots of topics within this resource that can be matched with the **Curriculum for Excellence**, and we have proposed a number of associated experiences and outcomes to support your planning.

There are hyperlinks throughout the text for further information provided by reliable sources, including the Scottish Government and prominent charities that work with New Scots issues.

Please bear in mind that there may be New Scots pupils in your class, or children of New Scots. Some elements of these conversations may be emotionally triggering for them, so it would be advisable to create a [safe container](#) for these activities, where ground rules based on respect, active listening and kindness are agreed in advance.

If you have any questions about the content and activities of this resource, you can contact the Unity Sisters by emailing unitysisters15@gmail.com, or the Govanhill Baths' Community Engagement and Capacity Building Officer, by emailing community@govanhillbaths.com.

We hope this resource is helpful to you. We would be very grateful if you could fill a short online feedback questionnaire about this resource pack, which you will find at the end of this e-book. **Thank you!**



No Radio Silence The film

You can access the film through [this link](#).

No Radio Silence follows an asylum seeker woman as she receives an eviction notice. In distress, the woman starts listening to the radio to take her mind off the situation. As she walks in the city centre, by the hotels where asylum seekers are kept, the radio broadcast gets interference - and she starts listening to the voices of women that are in a similar situation to hers. She then goes to [Kenmure Street, where the community came together to stop a dawn raid](#).

Message of the film:

The film discusses the integration of refugees and asylum seekers, particularly women, in Glasgow. It talks about the challenges they face in their everyday lives, even though most people think that they are happy to be here.

The voices in the film call for change and propose solutions, from individuals, communities, policy makers and ultimately the whole current system that does not allow full integration of refugees and asylum seekers in our society.

Why is this important?

First and foremost, refugees and asylum seekers are **human**. They have the right to be treated with dignity and be allowed to manifest their full potential.

Glasgow is one of the largest refugee dispersal centres in the UK. The voices of the women going through this process are largely unheard.

Those on the asylum system live in fear of the 'dawn raids' – where enforcement officers force their way into a house while the occupants are still sleeping to find and detain asylum seekers who had unsuccessful claims and exhausted their appeals.

[On the 13th of May 2021, the community came together to stop an immigration raid on Kenmure Street, Glasgow.](#)

On the morning of the 13th of May 2021, in the middle of Eid al-Fitr, two of our neighbours living on Kenmure Street in Pollokshields, Glasgow, were taken from their home and detained by the Home Office in a van on the street.

In response, the community organised a spontaneous sit-in protest, surrounded the van and occupied the street for eight hours, until the men were released.

This was a historic event - the people of Glasgow responded in true solidarity and the plight of refugees and asylum seekers finally made the news.

There are still many more stories and voices in Glasgow's streets waiting to be heard. This film and the activities we are proposing will help in the discussion of these important Human Rights issues and the integration of New Scots in our community.



Refugees and asylum seekers are not beggars. They are often highly educated people that are seeking a safe refuge.

[Facts about refugees and asylum seekers in the UK:](#)

What is a refugee?

The UN Refugee Convention defines a refugee as someone 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 nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country' (*Article 1, 1951 Convention Relating to the Status of Refugees*).

What is an asylum seeker?

An asylum-seeker is someone whose request for sanctuary has yet to be processed. Until they receive a decision as to whether or not they are a refugee, they are known as an asylum seeker. In the UK, this means they do not have the same rights as a refugee or a British citizen would. For example, people seeking asylum aren't allowed to work.

Are there many refugees and asylum seekers in the UK?

No. Four out of five refugees stay in their [region of displacement](#).

In 2020, there were around 6 asylum applications for every 10,000 people living in the UK. As of June 2021, the total 'work in progress' asylum caseload consisted of 125,000 cases. Of these, 57,000 cases were awaiting an initial decision at the end of 2020, 5,900 were awaiting the outcome of an appeal, and approximately 39,500 cases were subject to removal action.

That's less than one quarter of a percent (0.25%) of the UK's total population.

Is the number of people seeking asylum in the UK increasing?

Asylum applications to the UK are relatively low: the annual number of asylum applications to the UK peaked in 2002 at 84,132. After that, the number fell sharply to reach a twenty-year low point of 17,916 in 2010.

It rose steadily again throughout the 2010s. In 2021 there were 48,540 applications, which was the highest annual number since 2003.

When they arrive in the UK, asylum seekers are placed in crowded hotels and barracks. They are given food and basic toiletries (soap and toilet paper). They are not given financial support at that stage.

[Can people seeking asylum work or claim benefits?](#)

No. Asylum seekers are not allowed to claim benefits and cannot work in the UK. If they are destitute and have no other means of supporting themselves, they can apply to receive asylum support. When they are moved out of the accommodation they have been allocated when they arrived, they are entitled to receive cash support.

Cash support is currently set at £40.85 per person, per week, which makes it **£5.83 a day for food, transport, sanitation, clothing and any other costs of living.**

An asylum seeker may have to wait for many years for their process to be resolved.

The current system in the UK does not allow asylum seekers to integrate and contribute to society.

It does not take into consideration the wealth of skills and abilities that these individuals have to contribute to society.

Instead, they linger for many years in limbo until their status is resolved, without being able to work in their areas of expertise. When they are finally able to work, their skills are no longer valid. This, combined with the lack of experience of working in this country, makes them much less employable when their residence status is granted.

The right to work would allow people seeking asylum to support themselves, to use their talents and experience, and help them to feel part of their community.

The Scottish Government has created the [New Scots Refugee Integration Strategy](#), with its current edition running until 2022.

The Strategy aims to support refugees and asylum seekers in Scotland's communities, and envisages a welcoming Scotland where refugees and asylum seekers are able to rebuild their lives from the day they arrive.

The strategy is pursuing key partners' commitment to ensure that:

- Scotland is a place of safety for everyone, where people are able to live free from persecution as valued members of communities.
- Everyone is able to pursue their ambitions through education, employment, culture and leisure activities.
- Scotland has strong, inclusive and resilient communities where everyone is able to access the support and services they need and is able to exercise their rights.
- Scotland is a country that values diversity, where people are able to use and share their culture, skills and experiences, as they build strong relationships and connections.

You can find more information about the strategy on the [Scottish Refugee Council's website](#).

The Strategy states that everyone can contribute to New Scots by showing support for refugees and asylum seekers. Simple ways to show support include:

- Being welcoming to refugees, asylum seekers and indeed anyone, who is new in the local community.
- Finding out more about refugees and asylum seekers, for example, by attending events like Refugee Festival Scotland, which is held in June each year.
- Volunteering. There are a number of organisations across Scotland, which welcome volunteers. Even if local opportunities do not directly engage with refugees and asylum seekers, it is still possible to contribute to the wider community. Opportunities can be found through [Volunteer Scotland](#).

We invite everyone to learn more about New Scots, and use this knowledge to act in solidarity and support change in the current legislation, for a more just society for all.



We are teachers, accountants, business women, nurses, beauticians, mothers, project managers, police officers, administrators, students, daughters ... knowledgeable, experienced, ambitious and hard-working women.

Who are the [Unity Sisters](#)?

We are a self-organised community group for women going through the asylum seeking and refugee system in Glasgow. Currently we have 67 participants, from 17 different nationalities and varied backgrounds.

We meet bi-weekly in a peer-support system of activities and discussions aimed at providing emotional and practical support and signposting to the women and the 180 children associated with them as we navigate the UK's refugee and asylum-seeking system.

We want to tell our own story: taking back the narrative around refugees and asylum-seeking women's issues.



We are Unity Sisters and we stand in solidarity in the fight against discrimination, racism, abuse of power and profit over people. We call for change and propose solutions from individuals, communities, policymakers and ultimately the whole current system that does not allow full integration of refugees and asylum seekers in society.

We say NO to barracks and hotels, because it takes away our dignity.

It makes us feel isolated, rejected. It makes us live in fear, anxiety and depression. As time passes by, the conditions worsen for most of those who are put in such situations. Individuals become isolated, disconnected from any community. They become disillusioned, apathetic - they are living in limbo.

We are put **'on mute'** for years. No work, no travel, nothing. Just because we are refugees or asylum seekers, it doesn't **mean we stop being human.**

If only the legislation could change: imagine if we were allowed to work, the benefits we could bring to the economy? Wouldn't integration be so much easier? Wouldn't the Government be able to focus on more pressing issues such as the devastating impact of the climate crisis?

So please hear us out and help us make the necessary changes.



Suggested activities

In this section we propose some classroom activities that can be delivered in a range of settings, scaling them according to the appropriate age groups.

Activity 1 - FILM LITERACY COMPREHENSION

These questions could be used for individual text comprehension or to stimulate discussion in group activities.

1. The opening title sequence includes the phrase 'the voices of the women going through this process are largely unheard.' What is the process? Why are the voices unheard?
2. What is an eviction notice?
3. Why do you think the writer has used the phrase 'Let me hear your story' during the radio announcer's opening?
4. Why does the filmmaker use radio interference?

5. The first woman says people described the United Kingdom as ' a country of milk and honey'. What do you think this means? Do you think the woman believes this is true?
6. Why do you think that people who are seeking asylum are not allowed to work in the United Kingdom?
7. When you listen to the stories, what differences do you think there is between their lives before and after coming to the United Kingdom?
8. In one of the stories, why do you think the woman is scared of fireworks?
9. What does the phrase 'the mind plays tricks on you' mean? Can you give an example of this?
10. Why do you think the woman talks about the 'cold weather' in the United Kingdom?
11. When the younger woman is telling her story why does she feel 'left out' from all the other children?
12. Who is the main character in the film and what do you think her story is?
13. Near the end of the film the main character is upset then becomes calmer at Kenmure St. Why do you think this is?

Here are further topics that can bring more depth to the discussion:

- What does 'no radio silence' mean?
- Who are the New Scots?
- What is the difference between migrants, asylum seekers and refugees?
- Are there indeed too many New Scots around?
- What is the economic impact of supporting New Scots?
- What can New Scots contribute to our communities?
- What is integration? What is racism? What is discrimination? Does this happen in our communities? What is the impact of these beliefs and behaviours to those around us, and to ourselves?
- Should asylum seekers be allowed to work? What happens to them whilst they wait for their process to be resolved?
- Would your family be able to survive on an asylum seeker's allowance?
- What are the dawn raids? Why do they happen?
- What happened on Kenmure Street on the 13th of May, 2021? Do you agree with how the community responded to the situation?
- How can you, as an individual, support New Scots? How can your community support New Scots?

Activity 2 - LEAVING (Watch [this video](#) on Push and Pull Factors)

Theme: To explore the process of leaving and all the decision that are made and risks that are taken when leaving.

Curricular areas: Social Studies, Digital Literacy, Literacy.

*I can explain how the needs of a group in my local community can be supported. **SOC 2-16a***

- Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.
- Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration.

Activity

Under each of the 4 headings, sort the PUSH and PULL factors (use the information on the next page, one set for each group).

| ECONOMICAL | | POLITICAL | | SOCIAL | | ENVIRONMENTAL | |
|-------------------|------|------------------|------|---------------|------|----------------------|------|
| Push | Pull | Push | Pull | Push | Pull | Push | Pull |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | |
|-----------------------|-------------------------------|
| Wealth | Family and Friends |
| High Income | Tension Between Groups |
| Poverty | Clean Environment |
| High Taxes | Beautiful Environment |
| Freedom | Drought Flooding |
| Safe Democracy | Climate Change |
| War | Persecution |
| Corruption | Torture |
| Discrimination | Peace |

Discussion: Are the pull factors stronger than the push factors? How would you feel if you were impacted by these factors? What decisions would you have to make? What would the consequences of your decision mean? (eg. Leaving behind friends, family home).

Activity 3 - TRAVELLING

Theme: To research the ways in which people arrive in the United Kingdom and understand some of the costs and risks that people take to travel.

Curricular Areas: Digital Literacy, Social Subjects

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.

SOC 2-09a

- Identifies at least four ways in which journeys can be made.
- Describes at least one advantage and disadvantage for each form of transport.
- Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing.

Activity

Think/Pair/Share 1

- Think about the longest journey you have made. How did you travel? How long did it take? How did you feel?
- Draw a picture of your journey and label it with facts and opinions about your journey.
- Look at the following photographs. These children are also completing long journeys. How are they travelling? How long do you think they have been travelling for?

Think/Pair/Share 2

- What risks have these people taken to travel?
- What risks did you take when you made your journey? (risk of missing a flight, being homesick, missing some school).
- How do these risks compare?



[Photo by Alkis Konstantinidis/Reuters](#)



[Photo by Massimo Sestini/POLARIS](#)



[Photo by Ajdin Kamber/Shutterstock](#)

Activity 4 - ARRIVAL

Theme: To consider how people arrive in the United Kingdom. How are they treated and what do they need?

Curricular Area: Literacy, Social Studies

*I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a***

When writing to persuade, evaluate, explore issues or express an opinion:

- Presents relevant ideas and information, including supporting detail, to convey viewpoint.
- Organises ideas in a logical way.
- Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.
- Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.

Activity

Look at the photographs again.

Try to choose one person and really study them:

- How do you think they feel?
- What do you think they are thinking?
- Where do you think they have come from?

Use this information to write a diary entry. Imagine you have just arrived in the UK and you are writing about your experience.

Activity 5 - SURVIVAL

Theme: To explore how to live in the conditions within which people seeking Asylum are placed. Looking at budget, health, schools and other essentials for new families.

Curricular Area: Numeracy, Literacy, Digital Technology.

*I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a***

- Carries out money calculations involving the four operations.
- Compares costs and determines affordability within a given budget.

Activity

You have just arrived in Scotland and you have been granted refugee status. The Government give you a weekly allowance of £40.85 for all your food, clothes and toiletries.

Use the internet to research the cost of goods and use the budgeting chart in the next page to work out the best way to use your £40.85 each week. You will need to buy one change of clothes, toiletries and enough food for the week.

Discussion:

- Do you think this is enough money?
- What would you need that you can't afford?
- How would you feel if you only had this much money to live on?
- Why do you think people claiming refugee status get so little?
- What could we do to help change this?

Activity 6 - SETTLING

Theme: How can we as a whole community create the conditions that support people seeking refuge?

Curricular Area: Social Subjects, Digital Literacy, Numeracy.

*I can explain how the needs of a group in my local community are supported.***SOC 2-16a**

*I can use and interpret electronic and paper based timetables and schedules to plan events and activities, and make time calculations as part of my planning.***MNU 2-10a**

- SOC - Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.
- MNU - Uses and interprets a range of electronic and paper-based timetables and calendars to plan events or activities and solve real life problems.

Activity

1. Using the internet, investigate your local area. Find out what activities are available for families of all ages in the community, i.e. a football team, fitness classes or parent and toddler groups. Are there any community events planned for example, a Community Fun Day? Are there classes available for people to learn English or basic IT skills?

Discussion:

Do you think your community does enough for people seeking refuge? What Events are missing in our community that would help welcome people who have just arrived? What things could we do to help make people feel welcome? Which places in the local community do you think people will need the most?

2. Imagine you oversee the local community centre. Use the table proposed to make a weekly timetable of events available for local residents that you think would help them to settle easily into the community. Remember to include activities/classes for all ages.

Discussion:

What barriers do you think people who have just arrived in Glasgow will have when accessing these events? What would need to be in place to help them overcome these barriers? How can we get involved to help welcome people to our community?

| Community Centre – Weekly Timetable | | | | | | |
|--|------------|-------------|------------|--------------|------------|------------|
| | Mon | Tues | Wed | Thurs | Fri | Sat |
| 7-8am | | | | | | |
| 8-9am | | | | | | |
| 9-10am | | | | | | |
| 10-11am | | | | | | |
| 11-12pm | | | | | | |
| 12-1pm | | | | | | |
| 1-2pm | | | | | | |
| 2-3pm | | | | | | |
| 3-4pm | | | | | | |
| 4-5pm | | | | | | |
| 5-6pm | | | | | | |
| 6-7pm | | | | | | |
| 7-8pm | | | | | | |

Activity 7 - RETHINKING OUR QUESTIONS

Normally the questions people make to refugee and asylum seeking women are:

- Why are you here?
- Do you have a better life now that you are in the UK?
- Why don't you go back to where you came from?
- Did you live in a house where you came from? Did you have access to education, doctors, etc?
- ... How would you feel if someone asked you these things?

Questions that refugee and asylum seeking women want to hear, instead:

- Can you tell me about your culture?
- Could you teach me how to say something in your language?
- How do you raise your children? (feeding, discipline, playing, etc)
- How could we work together to make the community better?
- How can we support organisations/groups led by people with experiences of the immigration system?
- ... How would you feel if someone asked you these things?

Discussion: Are these kinds of questions different from the first ones? Why is that?



Links to further information

[Will I ever be safe? Asylum-seeking women made destitute in the UK](#)

[Refugees and asylum seekers: New Scots - gov.scot](#)

[Third Sector: Kenmure Street: A 'small victory' in a hostile environment](#)

[The Right to Remain Toolkit: A guide to the UK immigration and asylum system](#)

[Refugee Council: The truth about asylum](#)

[UK Government: Asylum support](#)

[Citizens Advice Scotland: After you get refugee status](#)

[Thousands seeking asylum face cruel wait of years for asylum decision - fresh research shows - Refugee Council](#)

[Asylum seekers: are they living on easy street?](#)



Feedback

Thank you for using this educational resource!

We would like to find out if this resource has supported you in delivering meaningful class activities around understanding issues involving refugees and asylum seekers.

We would be very grateful if you could complete [this quick survey](#) and let us know your thoughts.

This will assist us in developing and improving this resource further so that it can be a truly helpful tool for teachers and community groups to discuss issues around New Scots integration.

Your answers will be anonymous.

If you would prefer a phone call rather than to fill in a form, please email community@govanhillbaths.com and we can arrange this.



OUR RIGHTS, OUR COMMUNITIES

Unity Sisters and Milk Cafe, in partnership with Govanhill Baths, are running the 'Our Rights, Our Communities' project, empowering New Scots Women.



This project has been part funded by the European Union Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union.

