Six ordinary Australians challenge their preconceptions about refugees and asylum seekers on an immersive journey to some of the most inhospitable and dangerous places on Earth.

As with Go Back series 1 and 2, series 3 is a comprehensive multiproject resource that includes complimentary teaching and learning material. This material can be accessed through various platforms:

- As a televised event on SBS,
- Via SBS On Demand online catch up viewing,
- On SBS’s website, Go Back To Where You Came From 3 website, and
- As a downloadable and printed ATOM Study Guide.

**BACKGROUND**

**Australia and Asylum Seekers**

From colonisation to federation and still today, Australia is a country built on migration. Apart from the Aboriginal community, the remaining vast majority of Australia’s population is of migrant background. This is contrast to nations that have been built out of war or purely by native people. Australia should appreciate the assimilation and work of migrants more than most nations. Despite this, the Australian government has gone to great lengths to deter refugee migration.

Operation Sovereign Borders is policy that directly aims to stop asylum seekers travelling by boat from Indonesia to Australia without a visa. Currently there are only about 15,000 refugees in Indonesia awaiting resettlement. This is a significantly smaller number than other countries in the Middle East or Europe are facing.

In the 2014/15 financial year, the Australian government spent $2.91billion on detaining asylum seekers and compliance related programs for those arriving by boat (such as support services or asylum seekers living in the community). Currently, there are 30,000 asylum seekers in Australia who are waiting to have their claims processed. Some of those have been waiting years to have their claims processed. Of those 30,000 only a fraction are detained. For example, on May 31 2015 there were:

- 2026 asylum seekers being held in closed facilities,
- 1598 asylum seekers in held in community detention across the country, and
- 1577 asylum seekers in offshore detention.

Despite the spending of the taxpayers’ money and the general humanitarian issues of refugee detention, there is secrecy and strict filming prohibitions in Australian detention centres.

Source: Go Back 3 script

**SERIES INTRODUCTION**

Six Australians, with a connection to the refugee issue, agree to challenge their strong views on asylum seekers by embarking on a dangerous journey on which they see the world as refugees. After living with resettled refugees in Australia, they experience life on board a people smuggling boat and meet asylum seekers turned back by the Australian navy.

Divided into two groups, the participants get a first hand look at human trafficking of asylum seekers and visit the world’s newest city – a desert refugee camp, home to more than 80,000. The series builds to a dramatic conclusion when participants visit two of the most dangerous places on Earth and come under fire from ISIS. At the end of their journey, the groups reunite to assess the impact of their experience. Have their views changed or been confirmed?

**CONTENTS** (click on arrow hyperlinks)

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The content of Go Back to Where You Came From 3 is appropriate for use as a learning resource for students in secondary year levels 9-10 and senior secondary Years 11-12. The series has specific relevance in three secondary subject areas: Civics and Citizenship, English and Geography. The following Australian Curriculum (ACARA) extracts for Years 9-10 demonstrate the specific subject relevance of Go Back to Where You Came From 3.

### Civics and Citizenship

**Year 9:** students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They analyse a range of factors that influence identities and attitudes to diversity.

**Year 10:** students compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. Students evaluate a range of factors that sustain democratic societies.

### English

**Year 9:** students analyse the ways that text structures can be manipulated for effect. They evaluate and integrate ideas and information from texts to form their own interpretations. They listen for ways texts position an audience.

**Year 10:** students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They listen for ways features within texts can be manipulated to achieve particular effects.

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### CIVICS AND CITIZENSHIP

<table>
<thead>
<tr>
<th>Content</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government and democracy</strong></td>
<td>The role of political parties and independent representatives in Australia’s system of government, including the formation of governments (ACHCK075)</td>
<td>Australia’s roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</td>
</tr>
<tr>
<td><strong>Citizenship, diversity and identity</strong></td>
<td>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</td>
<td>The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094)</td>
</tr>
<tr>
<td><strong>Problem solving and decision making</strong></td>
<td>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)</td>
<td>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS100)</td>
</tr>
<tr>
<td><strong>Questioning and research</strong></td>
<td>Develop, select and evaluate a range of questions to investigate Australia’s political and legal systems (ACHCS082)</td>
<td>Develop, select and evaluate a range of questions to investigate Australia’s political and legal systems (ACHCS085)</td>
</tr>
<tr>
<td><strong>Communication and reflection</strong></td>
<td>Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086)</td>
<td>Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS102)</td>
</tr>
</tbody>
</table>

### ENGLISH

<table>
<thead>
<tr>
<th>Content</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texts in Context</strong></td>
<td>Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</td>
<td>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</td>
</tr>
<tr>
<td><strong>Interacting with others</strong></td>
<td>Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)</td>
<td>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</td>
</tr>
<tr>
<td><strong>Responding to literature</strong></td>
<td>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</td>
<td>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</td>
</tr>
<tr>
<td><strong>Examining literature</strong></td>
<td>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (ACELT1636)</td>
<td>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</td>
</tr>
</tbody>
</table>
Geography

**Year 9:** students analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.

**Year 10:** students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.

(*Senior secondary Years 11-12, curriculum relevance is according to state based subject curricula.*)

Go Back to Where You Came From 3 also has cross-curricula application in subject areas such as:

- Political Studies,
- Studies of Society and Environment (SOSE),
- Studies of Culture and Community, and
- Values and Religious Education.

<table>
<thead>
<tr>
<th>Content</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomes and food security</td>
<td>The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</td>
</tr>
<tr>
<td>Geographies of interconnections</td>
<td>The perceptions people have of place, and how this influences their connections to different places (ACHGK065)</td>
</tr>
<tr>
<td>Communicating</td>
<td>Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)</td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td>Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographies of human wellbeing</td>
<td>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</td>
</tr>
<tr>
<td></td>
<td>The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)</td>
</tr>
<tr>
<td></td>
<td>The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)</td>
</tr>
<tr>
<td></td>
<td>The role of international and national government and non-government organisation’s initiatives in improving human wellbeing in Australia and other countries (ACHGK081)</td>
</tr>
<tr>
<td>Communicating</td>
<td>Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)</td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td>Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)</td>
</tr>
</tbody>
</table>
STUDENT OPINION EXERCISE

In its document Asylum Seekers: 13 Things You Should Know the Red Cross provides factual answers to frequently asked questions and misconceptions. Red Cross created this document ‘to help address some of the misconceptions that exist about the process of seeking asylum, and to help contribute to an informed public debate’. The document states:

Each year, millions of people are forced to flee their homes to seek protection from persecution because of their race, religion, nationality, social group or political opinions. Sadly, there is much misunderstanding in the community about why and how people seek protection, and what happens once they arrive here. Because of this, asylum seekers are not only one of the most vulnerable groups in Australia, but also one of the most marginalised.

As with the participants in the series, an effective way to monitor opinion is to create an opportunity for students to state their opinion before watching the series and then again after they have learned the facts. The following two questionnaires provide alternative surveys for monitoring student opinion. The first questionnaire is a quick appraisal tool. The second questionnaire is drawn from the Red Cross. (see this page)

Recommendation: Have students test their knowledge and express their views on how Australia should treat refugees and asylum seekers by completing a questionnaire BEFORE watching the series. Repeat the exercise AFTER students watch the series. Discuss. Have their opinions remained the same or have they changed their views?

PRODUCER’S NOTE

When the first two series of Go Back To Where You Came From went to air, there were few more contentious issues in Australian society than the treatment of asylum seekers and, specifically, ‘boat people’. Two years later, the issue is still polarizing but seen through the prism of a new government elected to ‘stop the boats’.

The Abbott government introduced Operation Sovereign Borders, set up a deal with Cambodia to resettle refugees from Australia’s offshore facilities and prevented refugees from Indonesia to be resettled in Australia. As producers we decided series three would investigate how those policies are playing out on the ground and affecting the lives of refugees and asylum seekers.

We are thrilled to be working on a project that puts one of the most pivotal debates in our society under the
spotlight so dramatically. We are pleased to give a voice to people who are rarely heard amongst the din of debate.

As an immersive, part-constructed documentary we were aware how powerful the first series of Go Back To Where You Came From proved to be which provided its own challenge for the second. Hence, we decided to raise the level of debate in the second series by casting profiled participants – some with wide knowledge of the issue. The third series looks at the impact of new policies introduced since the first two series were broadcast. We are proud of the achievements of the production team to set and achieve such an ambitious logistic and creative challenge.

Go Back To Where You Came From addresses the refugee issue in a provocative and challenging way by asking six Australians to re-trace the journey of asylum seekers who sought refuge in Australia. In this series, the participants have a connection to the issue - one is a former Vietnamese refugee.

This series, like the first, follows a refugee journey in reverse. After living with refugees in Australia, the participants go to Indonesia where they get first hand experience of the government’s ‘turn back’ policy. Then they stay with refugees who’ve been turned back by the Australian navy. The participants spend time in countries their refugee hosts fled to before the series comes to a dramatic conclusion in two of the most dangerous places on Earth.

The three-week experience is a deeply immersive journey into the circumstances, motivations and aspirations of fellow human beings seeking asylum. It will challenge stereotypes, ingrained prejudice and help inform what is a pivotal debate in Australian society.

Rick McPhee, Series Producer, Cordell Jigsaw Productions, March 2015

SYNOPSIS

With a government elected to ‘stop the boats’ and introduce new refugee and asylum seeker policies, the multi-award-winning documentary series Go Back To Where You Came From returns for the next stage of its unique social experiment - to challenge the strongly held beliefs of six Australians on a journey to see the world through the eyes of refugees.

To investigate the impact of those new policies on refugees and asylum seekers, the stakes have been raised.

The participants setting out for the most desperate and dangerous corners of the world, have a connection to the issue. They include a former refugee, two sisters with opposing opinions, a Nauru and Manus island whistleblower and a ‘Stop the Boats’ campaigner.

Australia’s foremost academic on refugees, Dr David Corlett, once again oversees the experiment and begins by confiscating the participants’ passports, wallets and phones.

They’re sent to live as guests of refugees living in Australia. One group stays with a Palestinian family resettled from Iraq; the other stays with a Burmese refugee on a bridging visa. Conflict arises almost immediately when one participant is left alone at the dinner table after the other participants and family members walk out in disgust.

And that’s just the beginning of three extraordinary twenty five day journey.

The participants get a first hand experience of Australia’s ‘turn back the boats’ policy when they’re transferred from a people smuggler’s boat to an orange lifeboat and turned back to Indonesia. Then they live with asylum seekers who have been turned back by the Australian navy.

One group treks through the Thai jungle to discover how asylum seekers are trafficked and sold into slavery. The other group visits the world’s newest city – a refugee camp built out of the Jordanian desert and home to more than 80,000.

Both groups visit the relatives of their hosts in Australia.

The series builds to a dramatic climax in two of the most dangerous places on Earth. In Syria, participants visit a town overrun by ISIS before being deserted. Further down the road they are shot at by ISIS insurgents less than two kilometres away.

At the end of the journey the two groups are reunited in Cambodia to assess the impact of their experience. Have their views changed or been confirmed?
Episode Descriptions

Episode 1

Tempers flare early when six Australians move in with refugees who were once ‘boat people’. Denied access, two of the participants get a bird’s-eye view of Wickham Point detention centre near Darwin before a fiery debate ensues outside its perimeter fence. Retracing their refugee hosts’ journeys, the participants travel to Indonesia where they board a fishing boat typically used by people smugglers and head for an unknown destination.

Classroom Discussion Ideas

There is no defined maximum period of detention for asylum seekers in Australia. The current average is 350 days but many asylum seekers have been detained for several years.

1. Discuss Australian detention centres and the general ethical implications of detaining asylum seekers.
2. Discuss the detention of children, both orphans and those with families.
3. Discuss the granting of Australian citizenships to asylum seekers.

Episode 2

The six Australians get a first hand experience of Australia’s ‘turn back the boats’ policy when they’re transferred from a people smuggler’s boat to an orange lifeboat and turned back to Indonesia. Then they live with asylum seekers who have been turned back by the Australian navy. One group treks through the Thai jungle to discover how asylum seekers are trafficked and sold in to slavery. The other group visits the world’s newest city – a refugee camp built out of the Jordanian desert and home to more than 80,000.

Classroom Discussion Ideas

The life of a refugee is desperate and unpredictable. Most Australians would have never experienced the strange situations that asylum seekers are put in.

1. Discuss your immediate issues and needs if you were forced to flee your home and country, suddenly, without anything and in only the clothes you are wearing.
2. Discuss your daily routine and plans for the future if you were living as a displaced person in a refugee camp indefinitely.
3. Discuss how you would feel and what plans you would make, after years of persecution and turmoil as a stateless person, if you were finally granted asylum in a foreign country.

Episode 3

Following a reverse refugee journey, one group visits an unofficial camp housing many of the 140,000 Rohingya ethnic minorities who fled their homes two years earlier. The series builds to a dramatic conclusion as the other group visits two of the most dangerous places on Earth and is fired at by ISIS insurgents. At the end of the journey the two groups are reunited in Cambodia to assess the impact of their experience.

Classroom Discussion Ideas

Currently the global refugee crisis accounts for 18 million asylum seekers registered worldwide. Australia accepts around 14 thousand asylum seekers per year.

1. Discuss Australia’s role and humanitarian responsibilities in the current global refugee crisis.
2. Discuss the ethical implications of turning around boats of asylum seekers.
3. Discuss the positives and negatives of assimilating refugees into the community.
TERMS AND DEFINITIONS

ASYLUM SEEKER: The Red Cross defines an asylum seeker as a person who is seeking protection because they have a well-founded fear of being persecuted for reasons of their race, religion, nationality, political opinion or membership of a particular social group. An asylum seeker could also be someone who is fleeing other serious human rights violations, including torture or cruel, inhumane or degrading treatment.

REFUGEE: The Red Cross defines a refugee as a person who has fled persecution, has sought protection and has been granted refugee status.

INTERNALLY DISPLACED PERSON (IDP): The UN defines an IDP as an asylum seeker who has fled their home but remains elsewhere in their native country.

STATELESS PERSON: The UN defines a stateless person as one who does not have a nationality, and therefore cannot have official identification. Without identification you cannot work, study or travel. Most stateless persons are the result of long-term discrimination.

HUMAN RIGHTS: The UN Declaration of Human Rights defines human rights as a set of moral and legal guidelines that protect identity, values and the ability to ensure an adequate standard of living. Articles of interest state that no one shall be subject to degrading treatment or arbitrary detention. The declaration also states that everyone has the right to seek and enjoy asylum.

UNIVERSAL DECLARATION OF HUMAN RIGHTS: The Declaration consists of twenty articles. The following summary is a summary of the Declaration Articles 1 to 10.

Article 1: All human beings are born free and equal in dignity and rights.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

FACTS AND RESOURCES

Current Global Refugee Situation

Around the world today 17,900,000 people are registered as refugees. (Red Cross)

Currently across the globe an estimated 33,300,000 IDPs and 10,000,000 people are regarded as stateless persons. (Red Cross)

The UNHCR does not have an operational queue in place for asylum seekers. The process is discretionary and there is no guarantee of resettlement. (Red Cross)

Just simply getting an interview with UNHCR to be registered as a refugee can take years. (Series Script)

Unregistered refugees are not eligible for assistance from aid agencies. (Series Script)

The average lifespan of a refugee camp is 12 years. (Series Script)

Zaartari Refugee Camp in Jordan is the world’s newest city. Home to 80,000 Syrian refugees, the site was nothing but desert just 4 years ago. (Series Script)

The current Syrian civil war is the biggest refugee crisis since WWII, already causing 4,000,000 Syrian refugees to flee to neighbouring countries Egypt, Iraq, Jordan, Lebanon and Turkey. An estimated 200,000 civilians have already died in Syria in the past 4 years. (CIA)

The majority of refugees and asylum seekers – particularly people fleeing conflict – prefer to stay close to home. (UNHCR)

The UNHCR reports that in 2013 developing countries hosted over 86% of the world’s refugees. Countries hosting the most refugees in 2013:

- Pakistan (1.6 million)
- Iran (857,400)
- Lebanon (856,500)
- Jordan (641,900)
- Turkey (609,900)
- Kenya (534,900)
- Chad (434,500)
- Ethiopia (433,900)
- China (301,000)
- USA (263,600)
Recent International Examples Of Refugee Aid

- Jordan shelters 2,000,000 refugees in a country of 7,000,000. About half of these refugees are Syrian. (Series Script)
- Turkey gave 190,000 Syrian refugees asylum in just one month - from 19 September to 20 October 2014. (UNHCR)
- Lebanon has provided 198,000 Syrian refugee children with psychological support and primary healthcare services. (UNHCR)
- Egypt provides food vouchers to 65,000 Syrian refugees each month. (UNHCR)
- 213,000 Syrian refugees are living in Iraq, of which 7000 have been issued with residency documents. (UNHCR)
- Despite the civil war, Syria accepted 526,000 Palestinian refugees in 2014. (CIA)
- Australia’s new refugee policy (Operation Sovereign Borders) has dropped the annual refugee intake from 20,000 to less than 14,000. (Series Script)

Profiles of Countries Featured in the Series

<table>
<thead>
<tr>
<th>Feature</th>
<th>Australia</th>
<th>Iraq</th>
<th>Myanmar</th>
<th>Syria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>22,507,000</td>
<td>32,585,000</td>
<td>55,746,000</td>
<td>17,951,000</td>
</tr>
<tr>
<td>Population Density (per sq.km)</td>
<td>2.8</td>
<td>82.7</td>
<td>76</td>
<td>118.3</td>
</tr>
<tr>
<td>Capital City</td>
<td>Canberra</td>
<td>Baghdad</td>
<td>Naypyidaw</td>
<td>Damascus</td>
</tr>
<tr>
<td>Largest City</td>
<td>Sydney</td>
<td>Baghdad</td>
<td>Yangon</td>
<td>Aleppo</td>
</tr>
<tr>
<td>Gross Domestic Product (GDP per capita)</td>
<td>$46,600</td>
<td>$14,100</td>
<td>$4800</td>
<td>N/A</td>
</tr>
<tr>
<td>Workforce</td>
<td>12,370,000</td>
<td>8,900,000</td>
<td>35,230,000</td>
<td>4,020,000</td>
</tr>
<tr>
<td>Internally Displaced Persons (IDPs)</td>
<td>0</td>
<td>3,934,000</td>
<td>662,400</td>
<td>7,600,000</td>
</tr>
<tr>
<td>Stateless Persons</td>
<td>0</td>
<td>120,000</td>
<td>1,450,000</td>
<td>600,000</td>
</tr>
</tbody>
</table>

UNHCR Refugee Information On Countries Featured In The Series

Iraq
- The UNHCR is providing 346,000 IDPs with protection.
- The UNHCR has provided 10,000 IDP families with cash assistance.
- The UNHCR has provided 99,000 IDP families with non-food items or shelter.

Myanmar
- The UNHCR had distributed 25,000 non-food items to IDPs.
- The UNHCR had provided 530 beds to IDPs.
- Only 19% of the requested funds for the UNHCR refugee operation have been obtained.

Syria
- The UNHCR is supplying food to 1,800,000 Syrian refugees.
- The UNHCR is supplying drinking water to 1,200,000 Syrian refugees.
- The UNHCR has sheltered 795,000 Syrian refugees.

Source: UNHCR - The UN Refugee Agency 2015
http://www.unhcr.org/cgi-bin/texis/vtx/home

Facts About Stateless Minority Ethnicities Featured In The Series

Rohingya
- In Myanmar, Rohingya are denied the right to citizenship, prevented from owning land and need permission to marry. It is also illegal to have more than two children. (Amnesty)
- After nearly 50 years of military government, anti-Muslim sentiment has become more vocal under the democratic parliamentary government. (CIA)
- The Buddhists can beat, kill and violate the Muslim Rohingya without fear of prosecution or punishment. Despite this, and being 90% of the population, the Burmese Buddhists commonly protest against Islam. (Series Script)
- 80,000 Rohingya have fled from Myanmar in the past 3 years. (Series Script)
- In 2012, Burmese Buddhist civilians attacked the Rohingya population, killing over 200 and displacing 140,000. (Series Script)
- More than 1,000,000 Rohingya are still stuck in their native Myanmar, a country that doesn’t want them. (Amnesty)
- An estimated 140,000 Rohingya IDPs live in camps with little access to food and water. The Burmese government has expelled all the aid agencies. (Series Script)

Palestinians
- In their homeland, Palestinians are severely oppressed by the Israeli government, which promotes illegal Jewish settlement and allows the settlers to destroy Palestinian property with near total impunity. (Amnesty)
- In 2014, Israeli forces unlawfully killed 1500 Palestinian civilians, including 539 children, detained 468 Palestinians without trial, and created 110,000 Palestinian IDPs during a 50-day operation. (Amnesty)
- Palestinians living in Israel and Iraq are commonly subject to arbitrary arrest, detention, kidnapping, torture, and even murder. (Amnesty)
PARTICIPANTS

Davy Nguyen


Davy was born in Vietnam, the eldest of four sons. His father served in the South Vietnamese army and was afraid his family would be targeted. In 1980, when Davy was 7 or 8, his family put him on a boat for Australia in. His aunt and uncle were on the boat but the rest of his family stayed in Vietnam. He had never been on a boat before. He was below deck near the engine and was violently ill and almost asphyxiated with the diesel fumes. He reckons he was nearly thrown overboard because they thought he was dead. The trip was a traumatic experience that Davy has struggled to come to terms with.

Davy has become a proud Aussie and he’s critical of resettled refugees who do not embrace the Australian way of life or take advantage of the opportunities this country provides. He works in risk management, specializing in corporate fraud. He lives in Cabramatta with his partner and their three daughters aged 7, 11 and 13. He is president of the Cabramatta branch of the Liberal Party and VP of Vietnamese.org. He has been back to Vietnam twice since 1980 but the last time was in 2003.

Comments by Davy prior to embarking on the refugee journey:

*There are channels where if people want to come over to Australia, there’s paperwork they have to apply.*

*A genuine refugee is someone in Africa in a large camp, no home, nowhere to go. Their whole family is there. They’ve got no money. And they are waiting in the queue for the UN to access their application and waiting for other countries to accept them. That to me is a genuine refugee.*

*If I had a boat I’d send them back, tell them to stay there for a six months and see what life’s like before they come back to Australia and realize how good Australia is to you.*

*If I came to your house and didn’t like your bloody cooking would I start causing a riot? (re detention centres)*

STUDENT TASK

Davy is a big supporter of the government’s ‘turn back the boats’ policy. My issue is that they are not genuine refugees, they pay their way to get here and they are queue jumpers. I fled with thongs and a shirt.

Write a 300-word essay about what constitutes a genuine refugee. In the essay explain what Davy means when he says asylum seekers who come to Australia by boat are not genuine refugees. Include information about the different ways people can come to Australia and discuss why you believe Davy holds this view.
Renee Marner
Lives: Adelaide. Age: 30

Renee Marner is Jodi Charman’s younger sister. She grew up in Adelaide, the youngest of six daughters to English migrants. She disagrees with most members of her family on a variety of issues but particularly refugees and asylum seekers. After school, Renee did an exchange in Venezuela and Peru which exposed her to poverty and disadvantage. Renee decided she wanted to do something about it.

Renee works as a cultural support worker for a not for profit organization that supports, educates and houses refugees. She specializes in looking after unaccompanied minors who came to Australia by boat. She studies social work at the University of South Australia because she wants to help refugees in a greater capacity.

Renee is married and drives a 500cc motorbike. Even thought Renee and her sister socialize together they rarely agree on social issues and have had many arguments over refugees and asylum seekers.

‘We need to process people but leaving them in a detention centre for two years isn’t the solution’

‘I work with these kids and I’m the one helping them when they wake up with nightmares’

STUDENT TASK

Renee disagrees with most members of her family on a variety of issues but particularly refugees and asylum seekers. There are no proper channels. If their government is suppressing them, they can’t go to them and say ‘hey, I want out!’

Explain what Renee means by this comment with reference to one of the minority groups (Rohingya and Palestinians) featured in this series.

Jodi Charman
Lives: Adelaide. Age: 34

Jodi Charman is Renee Marner’s older sister. Jodi is the fourth eldest of the six Charman sisters. Like Renee, Jodi grew up in Adelaide as the daughter of English migrant parents. Like
most of her siblings, Jodi is a strong supporter of the government’s border protection policies. Renee is the odd one out.

Jodi admits Renee is better informed about refugee and asylum seeker issues but believes Renee’s expectations for a generous response to refugees are unrealistic and unaffordable.

Jodi is a single mother of 16 years old twin daughters. Jodi works as a remedial massage therapist in a physiotherapy practice.

“I’m Australian and I want to live in a country with Australians. I want my children and my children’s children to have the experience that I had and not be overrun with refugees.”

‘Why are we being Mother Theresa and helping everyone?’

‘If they just stayed where they were and applied to become Australian citizens, the right way, then they wouldn’t be in a detention centre, they’d be back home. They shouldn’t even be able to leave the country they are fleeing before processing’

‘I don’t like being bombarded by people from other countries. They need to learn the language and adopt our culture. If they are in our country, why can’t they live by our rules?’

**STUDENT TASK**

Jodi is a strong supporter of the government’s border protection policies. We can’t say yes to everybody. There won’t be enough room for us. You’ll be in Australia and there won’t be Australian people. You’ll walk down the street and everyone will be wearing a burqa.

Examine racism, ignorance and toleration in Australia. Define these topics and provide evidence from the media of recent examples where these attitudes has been demonstrated in our society.

**Kim Vuga**

Lives: Townsville. Age: 47

Kim was born in Bankstown in western Sydney but when she was 7, her family relocated to Foster/Tuncurry. At 30, as a single mother of four struggling to find work, Kim relocated to Darwin where she met Bruno – the son of Italian...
immigrants who came to Australia by boat. Kim and Bruno were married in 2006 and a year later moved to Townsville. They have no children together but they live with Kim’s eight year old grand daughter.

Kim has worked in various fields. She’s been an aerobics instructor and held several clerical roles in government organizations. She worked as a personal assistant to commanding officers at defence force bases in Darwin and Townsville where she had classified clearance to deal with sensitive information. Kim worked for the Northern Territory Police within the Internal Investigation Branch investigating complaints against police.

Kim is currently studying psychology while working as mental health rehabilitation assistant. She works one on one with clients with schizophrenia and mood disorders.

Believing the Rudd and Gillard governments to be ‘disastrous’ for Australia, Kim became politically engaged. She is a very strong supporter of the government’s border protection policies and spends a lot of her spare time administering a ‘stop the boats’ Facebook page. Tony Abbott and Scott Morrison are amongst her Twitter followers. Kim was approached by Pauline Hanson’s One Nation party to run as a candidate but declined because it meant giving up her job.

“We need to be sending a clear message to the rest of the world that we’re not taking asylum seekers that come by boat.’

‘Real refugees don’t have money to get on a boat. They’re stuck in camps. They’re climbing mountains like we’ve seen the Yazidis in the Middle East.’

‘We have homeless people. We have people that don’t get medical treatment. We have people struggling in Australia. We don’t want any more refugees here.’

‘Multiculturalism used to be a great thing. Now it’s different. They don’t want to assimilate into society. They don’t want to take on our laws and cultures’.

STUDENT TASK:

She is a very strong supporter of the government’s border protection policies and spends a lot of her spare time administering a ‘stop the boats’ Facebook page.

Describe what Australian ‘culture’ means in terms of multiculturalism with reference to the possible positives/negatives that refugees might bring to our society.
Andrew Jackson

Lives: Melbourne. Age: 42

Andrew Jackson lives in Footscray with his third wife Siobhan and Siobhan’s children. He has 9 year old twins who live with their mother in Tasmania. Andrew was adopted but did not find out until later in life. He has not met his biological mother.

Andrew and Siobhan disagree on the issue of refugees and asylum seekers. Andrew supports the Abbott government’s tougher policies while Siobhan does not.

Siobhan and Andrew looked after an Aboriginal child from 8 days to 16 months while the child’s mother sought drug and alcohol rehabilitation.

Andrew has an accounting degree but has worked in supermarkets for most of his life. He retrained as a primary school teacher and is volunteer teaching until he finds a full time job.

‘We should have a right to say things. I’m afraid to say something and have it taken the wrong way – people jump on you immediately shout you down as a racist’

‘What happens when you hit the quota of people, and one more wants to come?’

‘They come from violent countries and upbringings, I’m worried it carries over here’

‘We’re losing our culture… but also need to define it a bit better’

STUDENT TASK

Andrew supports the Abbott government’s tougher policies while his partner, Siobhan, does not. What happens when you hit the quota of people, and one more wants to come?

What is the Abbott government’s current policy on annual numbers of refugees granted asylum in Australia. Do some research to inform yourself about the number of refugees Australia has allowed into the country over the past 10 years. Has the number changed according to the government in office?

Should there be a limit on the number of refugees that Australia grants asylum to?

Write a summary of your opinion in the form of a 140 character twitter blog.

Nicole Judge

Lives: Sydney. Age: 25

Nicole Judge was born in Sydney but spent some time growing up on the Central Coast. She lives with her builder father in Sydney. Nicole studied psychology but half way through her degree she deferred contemplating a shift to journalism.

Working at JB HI FI, Nicole’s life changed when she accepted a job with the Salvation Army at Nauru detention centre. With free accommodation and meals, Nicole thought it sounded like a tropical holiday. Nicole was shocked by
what she encountered. Within 24 hours she asked to be airlifted off the island but the next flight was not for a week. After seven days she had decided she wanted to stay to help detainees who she thought were being treated appallingly. She talked people out of suicide and saw some shocking cases of self harm.

Nicole worked inside the compound and at any one time had 30-60 asylum seekers in her care. She worked on Nauru for 12 months and Manus Island for almost six months. She now campaigns for the dismantling of the off shore processing system.

Nicole spoke up about conditions on Manus and Nauru and was threatened by the AFP with jail time. Nicole appeared before a Senate hearing and was cross examined by Senator Ian Macdonald.

‘People need to stop talking about the Muslim invasion.’

STUDENT TASK

Nicole campaigns for the dismantling of the off shore processing system. People need to be processed humanely in Australia, with care, not treated like animals, or in centres shrouded in secrecy.

Either individually or in a small group, brainstorm different ideas for humane processing of asylum seekers who reach Australia’s shore by boat.

CJZ KEY PRODUCTION PERSONNEL

EXECUTIVE PRODUCER – MICHAEL CORDELL: Michael Cordell is one of Australia’s most established producers and directors. His projects straddle many genres and have won numerous awards. Michael is EP and writer on this ground-breaking SBS series Go Back to Where You Came From that has won a Logie, two Walkley nominations, two UN Media Awards and SPAA Independent Producer of the Year. In an Australian first the format also won the Rose d’Or for the best international TV production of 2011 and an International Emmy in 2013.

EXECUTIVE PRODUCER – NICK MURRAY: Nick has a broad background in television as a network executive at cable and free-to-air networks, and as an indie producer. He is Managing Director and co-owner of CJZ, the most diverse locally owned production company in Australasia producing around 15 primetime shows every year. Nick is a former President of the Screen Producers Association of Australia and was named the SPAA Independent Producer of the Year in 2003, and in 2007 SPAA Drama Producer of the Year. The company was named Factual Independent Producer of the Year for 2011.

SERIES PRODUCER/ DIRECTOR – RICK MCPHEE: Rick McPhee started his career as a researcher on “Good Morning Australia” before moving to London where he helped set up “The Big Breakfast” which revolutionized breakfast television in the UK. Upon his return from London, Rick was head of production at FOXTEL’s arena channel. Rick produced all three series of “Go Back To Where You Came From”. The first (2011) won the best in show Rose d’Or, an ACCTA award and a Logie. The second series (2012) won an International Emmy and a Logie. The third series is scheduled for broadcast in July 2015.
REFERENCES AND RESOURCES

Go Back To Where You Came From Series 3
Australian Curriculum: Civics and Citizenship
Australian Curriculum: English
Australian Curriculum: Geography
Board of Studies Teaching and Educational Standards NSW (BOSTES)
Prescribed Texts
Red Cross Report – Asylum Seekers: 13 Things You Should Know (survey results)
Red Cross Media Release – Refugees and Asylum Seekers: Australian Public Misses the Mark on Basic Facts
Red Cross Take the Quiz
Red Cross Hear The Stories online videos
Red Cross Fact or Fiction online video
Refugee Council of Australia
http://www.refugeecouncil.org.au/
Refugee Week 2015
http://www.refugeeweek.org.au
Australian Human Rights Commission
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This study guide was produced by ATOM. (© ATOM 2015)
ISBN: 978-1-74295-596-4 editor@atom.org.au

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