School Pack
An education resource to help secondary students understand refugees in Australia
Three unmissable nights of television uncovering the realities of life as an asylum seeker, through the eyes of six prominent Australians.

Go Back to Where You Came From
Tuesday 28, Wednesday 29, Thursday 30 August, 8:30 pm SBS One

Plus: Insight – Go Back to Where You Came From Special
All the participants from Go Back to Where You Came From will join Jenny Brockie for an in-depth discussion on the asylum seeker debate.

Friday 31 August, 8:30 pm SBS One

School Pack

This is a highly valuable resource that can be used in any secondary school classroom. The whole-class activities are interesting and will challenge students to think and communicate about refugees and asylum seekers in a more compassionate way. The activities engage all types of learners and link the issue of human rights to a broad range of subject areas.

The case studies are confronting but provide a human face to a very political issue. Students are encouraged to focus on the similarities they share with Hussain and Mujtaba rather than how they are different.

This pack is an important step in educating ourselves about human rights and a reminder to act with compassion towards our fellow citizens of the world.

Alexandra Long
English as a second language teacher, NSW
This pack provides interactive cross-curricular resources that enable teachers and students to engage more deeply with the themes and issues featured in the second season of SBS’s award-winning series Go Back to Where You Came From.

Last year, SBS sent six ordinary Australians on a gruelling and confronting 25-day journey to experience the reality of refugee life. Broadcast over three nights, Go Back to Where You Came From got the nation talking about refugee and asylum seeker issues and how Australia responds to this complex global issue by sparking national debate about a topic so often hijacked by political campaigning and media headlines.

This year, the series returns with six new participants; faces that many people will recognise from Australian politics and media. They all have strong, and sometimes outspoken, views on refugees and asylum seekers, and unique connections to the debate. Travelling to some of the world’s most dangerous cities and desperate places, the participants challenge their strongly held beliefs – and each other – as they experience a life-changing journey and learn to see the world through the eyes of refugees.

To take the discussion from the TV screen into the classroom, SBS, Amnesty International and the Refugee Council of Australia have once again partnered to deliver interactive resources for secondary school teachers and students.

These school materials have been created to be used in conjunction with the series going to air in August 2012. However, as this issue is important year-round, both the print and online resources will continue to be available on the SBS website.

We hope that bringing Go Back to Where You Came From into your classroom helps to unravel the complex issue of refugees in Australia and around the world today.

For more information on the series, school resources, community events and catch-up visit www.sbs.com.au/goback.

All the best,

Bindi Newman
SBS

Alex Pagliaro
Amnesty International

Paul Power
Refugee Council of Australia
Using this pack: This pack is intended to be used in conjunction with the interactive school resources available on the SBS Go Back to Where You Came From website www.sbs.com.au/goback.

The online school resources feature clips taken directly from the TV series and accompanying curriculum-linked resources. These will be available after each episode goes to air. The website will also feature series previews, episode catch-ups, discussion forums and background information.

In this pack: This pack provides educational activities that allow a wide range of students to engage more deeply in both the series as well as the broader issue of refugees in Australia. These resources are suitable for use in all state curricula and recommended for middle-secondary students. All activities and resources, however, have the potential to be adapted to suit junior and senior groups. There are direct links to the following subjects:

● Studies of society and environment / Human society and its environment.
● Civics and citizenship.
● Religion and values education.
● Geography.
● History.

NOTE: All subject areas present opportunities to teach about and raise awareness of human rights issues. The classroom ideas based on Bloom’s Taxonomy and Gardner’s Multiple Intelligences give teachers of English, Drama, Music, Dance, Languages, History, Commerce and Mathematics the opportunity to include the study of human rights in their classroom.

Learning objectives: Through engaging with this document, students develop skills, knowledge and understanding in order to:

● Appreciate Australia’s social, cultural, linguistic and religious diversity.
● Act with moral and ethical integrity.
● Relate to and communicate across cultures.
● Contribute to a democratic and socially just society through informed citizenship.
● Commit to national values of democracy, equity and justice.
● Be responsible global and local citizens.
INTRODUCTION TO THE ISSUE

Who is a refugee?
A refugee has been defined by the United Nations as someone who is outside their country of origin and has a well-founded fear of persecution as a result of their race, religion, nationality, social group or political opinion.

Who is an asylum seeker?
An asylum seeker is someone who is seeking protection from persecution but whose claim for refugee status has not yet been assessed.

For more information download Fact Sheet 1: Refugee terminology and definitions at www.sbs.com.au/goback

The Refugee Convention
The UN Refugee Convention is an international human rights treaty that was drafted in 1951. It was created because the large number of people fleeing Europe after World War II made it clear that the international community has a responsibility to protect people fleeing for their lives. The convention defines a refugee, outlines the rights of refugees and explains what governments should do to protect refugees in their territory.

Over the past 60 years, the Refugee Convention and the countries that have signed it have protected millions of people. From Spanish escaping Franco’s dictatorship to Vietnamese fleeing persecution after the Vietnam War, this international agreement has usually been the best chance that the world’s most vulnerable people have of finding safety.

The UN High Commissioner for Refugees (UNHCR), leads and co-ordinates international action to protect refugees and administers the Refugee Convention.

For more information download Fact Sheet 2: Refugees’ human rights at www.sbs.com.au/goback

Refugees around the world today
There are more than 10 million refugees in the world today. Of these:
- 80 per cent live in developing countries.
- More than half live in urban areas and less than a third live in camps.
- More than 1 million asylum seekers asked for refugee status worldwide in 2010.
- 47 per cent are women and girls.

For more information download Fact Sheet 3: Global refugee statistics at www.sbs.com.au/goback/

Refugees in Australia
Australia has been a proud signatory of the Refugee Convention since its inception and has resettled more than 750,000 refugees.

There are two ways refugees may enter Australia:
1. As asylum seekers by boat or plane. The Australian Government processes their claims and will protect them if they are deemed genuine refugees.
2. By being selected for protection through the UNHCR resettlement program and brought to Australia directly.

No matter how they arrive, refugees overwhelmingly settle well into Australian society and contribute positively to their new country. Despite this, the issue of refugee protection has become very controversial in Australia and generates heated public debate about what is the right policy approach to refugees.

For more information download Fact Sheet 4: Refugee policy in Australia at www.sbs.com.au/goback

Other fact sheets available at www.sbs.com.au/goback are:
- Fact Sheet 5: People smuggling
- Fact Sheet 6: Detention of asylum seekers
- Fact Sheet 7: Internally displaced people

CLASS ACTIVITY ONE:
WHAT IS IT LIKE TO BE A REFUGEE?

In the relative safety of our homes in Australia, it is often hard to imagine what life is like for a person seeking asylum. People are forced to become asylum seekers and flee their homes due to persecution. This means that they are at risk of human rights abuse due to their race, religion, nationality, social group or political opinion. They might be imprisoned, tortured or killed if they stay in their country.

Even after refugees and asylum seekers leave their country, they are not always safe. On their journey to find safety they may experience extreme danger.

Preparation
Read the background fact sheets on refugees, asylum seekers and people smugglers to familiarise yourself with the concepts that will be discussed in this activity.

Provide each student with a copy of case study 1 or 2. You can photocopy page 14 or 15 or download and print from www.sbs.com.au/goback/schools.

Running the activity
Ask students to brainstorm what it would be like to be a refugee. Use the following questions to stimulate discussion.

What do you see? How do you feel? What does it sound like? What does it taste like? What does it smell like? What are you thinking?

Then ask students to read case study one or two and add to the brainstorm any new information or insight gained.

Further activity: Journal of a refugee
Ask students to imagine they are an asylum seeker who has fled their country and is trying to get to safety in Australia. Use the case studies in the pack, or Abdi’s and Hamid’s stories from the series for inspiration.

Using the information brainstormed in the previous activity, ask them to write a series of first person journal entries or record a series of audio journal entries describing their experiences and how they feel.

A child carries water at a camp for refugees in Benghazi, Libya, 31 January 2012. © REUTERS/Esam Al-Fetor
CLASS ACTIVITY TWO:
WHAT ARE HUMAN RIGHTS?

Whatever our nationality, ethnicity, gender, race, religion, sexuality or any other status, all human beings are born with certain rights. These are known as human rights.

Human rights help us to recognise and respect that every person has inherent dignity and value. We have many international laws, treaties and declarations that guarantee these rights. The most famous of these is the Universal Declaration of Human Rights (UDHR). Australia is signatory to this declaration and has agreed to uphold the human rights standards that it sets out.

Preparation
Either choose a scene from the series that features a refugee, or photocopy or download Hussain’s or Mujtaba’s story (Pages 14 and 15). Also provide students with a copy of the UDHR from www.un.org/en/documents/udhr/.

Running the activity
1. Divide the class into small groups. Read the 31 articles of the UDHR.
   To stimulate discussion, ask:
   What is the purpose of the UDHR?
   Which human rights do you value most and why?
   What would it mean if these rights were taken away from you?
   In Australia, what could you do if your human rights were not respected?

2. Ask students to watch the selected scene or read Hussain’s or Mujtaba’s story. Ask them:
   Which of the refugee’s human rights were abused?
   What could the refugee have done about it?
   Which articles in the declaration apply the most to refugees?

3. Read Article 9 of the declaration:
   No one shall be subjected to arbitrary arrest, detention or exile.
   Australia has a policy of indefinite detention for asylum seekers. Do you feel this is a breach of human rights? Why or why not?
   In small groups discuss: How can we process refugees and asylum seekers in Australia while ensuring their human rights are respected?
   Report your findings back to the whole class.

Further activity
1. Write a letter to the Minister for Immigration explaining what your group has found. Let him know if you have any suggestions for different ways to treat refugees.

2. You are an advertising executive who has been approached by a human rights organisation to design a campaign to sell your ‘alternatives to detention’ idea to the Australian public. This campaign can be print, radio or television.

CLASS ACTIVITY THREE:
REFUGEES AND THE MEDIA

The media are central to the way we understand the world and relate to one another. However, sometimes news is presented which is biased or sensationalist. Information may be conveyed according to what the audience wants to hear rather than presenting the facts. Reports sometimes present certain facts but ignore others, and information and statistics are misrepresented to support a particular point of view.

Preparation
Assist students to find reports in the media that portray refugees or asylum seekers in both positive and negative ways. Encourage students to find a variety of articles from different news sources. You may find it useful to watch SBS’s CQ Cultural Intelligence – The Media and Diversity Debate www.sbs.com.au/cq.

Running the activity
Ask students (individually or in groups) to analyse the extent each report portrays asylum seekers in a fair and balanced way. Use the questions below.

1. What does the headline of the report suggest?
2. What words does the author use to describe asylum seekers?
3. What impression of asylum seekers do these words create?
4. How much factual information is used to support the author’s claims?
5. Do the sources quoted in the report present different points of view?
6. Do you think positive or negative reports on this issue are more common?
7. Why do you think this is?

Report your findings to the class and discuss any similarities and differences the groups found.

Extension activities
1a. Rewrite a report that you think is biased against asylum seekers to create a more balanced article. The finished article should be fair and not sensationalist.

1b. Imagine you are presenting this story on a TV news channel. Write and perform the script based on the original, biased article and then for your modified article.

2. Write two reviews of the series Go Back to Where You Came From – one fair and balanced, the other biased and sensationalist. Outline the techniques you used in each review.

3. Write and then record the conversation between two people with differing opinions discussing the series Go Back to Where You Came From.

4. One of the show’s aims is to provide the facts about refugees and asylum seekers in a fair and balanced way, against the backdrop of the often negative press they receive. Do you feel the show achieved this? What techniques did the series use to paint a more objective picture of refugees and asylum seekers?
Knowing
List the personal attributes and qualities shown by Hussain on page 15.
Imagine you are Abdi or Hamid (featured in the series) and you are fleeing your country. You can only take one small backpack with you. List the items you would take and why.

Understanding
Compare and contrast the reactions of two participants to events they experience on Go Back to Where You Came From.
Retell in your own words the story of one of the refugees who appeared in Go Back to Where You Came From.

Applying
Build a board game that focuses on an aspect of the refugee experience.

Analysing
Read the case studies on pages 14 and 15, or pick a refugee from the series. Identify the major push and pull factors that influenced their decision to leave their home and country.
Analyse the changes in perspective for one of the participants of Go Back to Where You Came From.

Creating/synthesising
Create a vodcast or visual learning tool to teach primary students basic phrases in the native language of one of Australia’s major refugee groups.
Design a piece of campaign material, eg a poster or pamphlet, which could be used by a human rights organisation to fight for more humane treatment of refugees and asylum seekers in Australia.
Write and perform a monologue, imagining you were one of the participants of Go Back to Where You Came From after the show has finished filming. You could talk about your experiences while on Go Back to Where You Came From or how you felt before and after the show.

Evaluating
Research an Australian refugee. Analyse the obstacles they have overcome in their life. Evaluate how they contributed to Australian life through their qualities, skills, values and knowledge.
Read case study 1 or 2, then imagine it is Mujtaba or Hussain’s first day in an Australian school. Predict a best case and worst case scenario for their first year. At each stage identify the factors that contribute to each outcome.

Verbal/linguistic
Write a newspaper article about an event in a refugee’s country that contributes to why they have fled.
Write a book review on a novel about refugees you have read. Some suggestions are: Boy Overboard by Morris Gleitzman, Go Underground by Morris Gleitzman, Onion Tears by Diana Kidd and The Happiest Refugee by Anh Do.

Logical/mathematical
You and your family are in danger and are considering leaving your home and country to seek asylum somewhere safe. Weigh up the consequences of staying versus leaving.
Read case study one or two, or pick a refugee from the series. Compare and contrast elements of your life and the refugee’s life. Use a Venn diagram to illustrate the differences and similarities.
Create a mathematical story set in one of the countries featured on Go Back to Where You Came From, for example: 15,000 = the number of refugees; 1995 = the year the violence started; 500,000 = the number of refugees from that country who now live in Australia.

Visual/spatial
Construct a visual narrative of the journey of one of the refugees in Go Back to Where You Came From. Include relevant information about where they are and what has happened. You could use free online software such as Prezi (www.prezi.com) Prezentit (prezentit.com) or Zoho (zoho.com) to digitally construct your visual narrative.

Kinesthetic/body
Perform a short skit depicting a moment in the life of a case study or a refugee from the series, for example saying goodbye to friends, arriving in detention, their first day at school etc.
Role-play meeting a refugee student for the first time. Neither of you can speak the other’s language, so body language and mime will be important.

Musical/rhythmic
Compose a song that expresses an aspect of the refugee experience. Perform it for your class.
Merging of cultures: Mix a well-known pop song with a piece of traditional music from one of the countries visited in Go Back to Where You Came From.

Interpersonal
Write the transcripts of two interviews you conducted with one of the participants of Go Back to Where You Came From before they joined the show and after.
CASE STUDY ONE
Mujtaba

I was born a refugee. This is a big question for me: ‘Why was I born a refugee?’ My parents fled Afghanistan before I was born. They want to Iran because the culture, religion and ideas were the same. They always wanted to go back to Afghanistan. In 2008 my parents thought Afghanistan was a bit safer so we returned there. After only two months we had to flee to Iran again. With no documents in Iran life was even more difficult than ever. I explained to my father, “I cannot live in Iran.”

The only way to get out was a false passport because there is no way to get a real one in Iran or even in Afghanistan. This was arranged and I flew to Malaysia. Because I have no brothers, my mother was so sad when I left. It was a very hard time to say goodbye because we knew that the journey to Australia was risky. I said to them, “Maybe I will die trying to get to Australia.” I was 15 years old. I was in Malaysia for two months with other Afghans who also had no papers. In Malaysia, I was stuck in the house because it was too dangerous to go outside. I was scared and alone.

I travelled into Indonesia at night. The next morning I went to the UNHCR office and received official refugee paperwork which made me feel a little bit safer. I was in Indonesia for nearly one month. Then I spent 50 hours on board a small fishing boat that took me to Christmas Island.

I did not know that when I arrived in Australia I would be detained. It was a total surprise. Detention on Christmas Island is not and cramped. You can’t go anywhere. You can’t do anything. I was on Christmas Island for 2 months. I was 16 years old. In my interview was just a Department of Immigration official and an interpreter. I told them I was a child and that I had a tazkira (Afghan identity document) with me. At first they did not believe my story but eventually they did. From Christmas Island I was transferred to Darwin and into another detention centre. I was there for eight months.

Eight months is a long time. I always asked my case manager how long I would be there and she always told me ‘be patient, many boats have arrived’. It will take time, you have to wait’. There was nothing I could do. Finally I got my visa. Getting the visa was good but also sad. I was so far away from my family. In my culture, family is so important. Even when we get married we live with our parents.

My sisters and parents are still in Iran but I am able to speak with them. I have filled out the application forms to bring my parents and sisters here but because I have turned 18, the Immigration Department tells me I don’t need parents with me. I am always thinking about them. My father is getting old. There are no brothers so it is difficult for them. And they are always thinking about me. Each time I call home my mum hears my voice and she cries straight away.”

Note: Mujtaba and Hussain are from the Hazara minority of Afghanistan. The persecution of this ethnic group is one of the themes explored in Go Back to Where You Came From.

CASE STUDY TWO
Hussain

I was five years old when my parents, my brother and my sister were killed when the Taliban came to our village in Afghanistan. Me and my other sister and brother want to live with our uncle.

My family is Hazara people and it is not safe for us in Afghanistan. For three years I lived with my uncle in Pakistan. But life in Pakistan was not very safe either and I could not study or even work legally. My sister sold jewelry and saved enough money for me to escape from Pakistan.

I came to Australia through China, Thailand and Malaysia. It was a very long journey with many, many plane trips and I was terrified all the time. In Malaysia I got on a small and crowded fishing boat to come to Australia. There were no life jackets on our boat and I can’t swim. It was very scary. We arrived at Christmas Island and were taken to the detention camp.

When I arrived at Christmas Island all of the officials and the other detainees were talking about how we would be sent back to Malaysia. This was a terrifying thought. I did not want to go to Malaysia, I just wanted to be safe, to start a new life and to bring my little brother to Australia. After about one month of detention in Christmas Island I was sent with other boys to a detention centre in Leonaora, Western Australia. After nearly two months I was released into the community. I am now 17. I have not been able to go to school since I was seven because I had to go out and work to bring money home for my family. Now that I am able to start my life in Australia I really want to a proper education. I want to go to TAFE to learn better English and to become an electrician. I also want to bring my brother safely to Australia.”

(At the time of writing Hussain had just commenced his first term of English at TAFE.)
Australia is a signatory to the UN Refugee Convention. This means that it is responsible for processing all asylum seekers who arrive in Australia and, if found to be refugees, offer them protection.

Australia also offers protection to refugees living overseas in camps and cities around the world.

In 2011 Australia granted protection visas to about 13,750 refugees.

On average, more than 90 per cent of asylum seekers who arrive by boat are found to be refugees and around 40 per cent of asylum seekers who arrive by plane are found to be refugees.

IT IS NEVER ILLEGAL to seek asylum, even if an asylum seeker enters a country without a visa.

IN 2011 there were 441,300 claims for refugee status made in the developed world.

USEFUL FACTS & FIGURES

Refugee n (réfugié)
1. Someone who has been forced to flee their country due to persecution.
2. This means they are at risk of human rights abuse such as torture, death or imprisonment because of their race, religion, nationality or political opinion.
3. To be recognised as a refugee, an individual must be assessed either by a country that is a signatory to the Refugee Convention or the UN Refugee Agency (UNHCR).

Global overview:
There are currently more than 10.55 million refugees around the world.

80 PER CENT of the world’s refugees live in developing countries.

THREE-QUARTERS of the world’s refugees live in countries neighbouring their country of origin.

About 7.2 million refugees were stuck in protracted situations at the end of 2010.

LESS THAN 0.5% of the world’s refugees live in Australia.

THE TOP FIVE
that hosted refugees in 2011.

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pakistan</td>
<td>1,702,700</td>
</tr>
<tr>
<td>2</td>
<td>Iran</td>
<td>886,468</td>
</tr>
<tr>
<td>3</td>
<td>Syria</td>
<td>755,445</td>
</tr>
<tr>
<td>4</td>
<td>Germany</td>
<td>571,685</td>
</tr>
<tr>
<td>5</td>
<td>Kenya</td>
<td>566,487</td>
</tr>
<tr>
<td>47</td>
<td>Australia</td>
<td>23,434</td>
</tr>
</tbody>
</table>

THE TOP FIVE
The top five countries of origin of refugees in 2011 (and the number of claims made in Australia)

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afghanistan</td>
<td>2,664,436 (653 claims)</td>
</tr>
<tr>
<td>2</td>
<td>Iraq</td>
<td>1,428,308 (979 claims)</td>
</tr>
<tr>
<td>3</td>
<td>Somalia</td>
<td>1,075,148 (0 claims)</td>
</tr>
<tr>
<td>4</td>
<td>Congo</td>
<td>491,481 (0 claims)</td>
</tr>
<tr>
<td>5</td>
<td>Sudan</td>
<td>491,013 (0 claims)</td>
</tr>
</tbody>
</table>

THE TOP FIVE
The top five western countries that received asylum seekers in 2011 (and the percentage increase from 2010)

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Claims</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>USA</td>
<td>74,020</td>
<td>(33% increase)</td>
</tr>
<tr>
<td>2</td>
<td>France</td>
<td>51,910</td>
<td>(8% increase)</td>
</tr>
<tr>
<td>3</td>
<td>Germany</td>
<td>45,740</td>
<td>(11% increase)</td>
</tr>
<tr>
<td>4</td>
<td>Italy</td>
<td>34,120</td>
<td>(240% increase)</td>
</tr>
<tr>
<td>5</td>
<td>Sweeden</td>
<td>29,650</td>
<td>(7% decrease)</td>
</tr>
<tr>
<td>13</td>
<td>Australia</td>
<td>11,510</td>
<td>(9% decrease)</td>
</tr>
</tbody>
</table>
GET MORE INVOLVED

Hold an event
In August thousands of Australians will gather with their friends and family to watch season two of Go Back to Where You Came From in their homes and in their communities. Schools are welcome to join in by holding discussion events in classrooms or asking students to hold screening parties with their friends. To find out more, register an event and receive an event pack visit www.sbs.com.au/goback/events.

Be a refugee rights champion
There are lots of ways that your school can be more involved in refugee issues. You could invite a former refugee to speak to students, raise money for a refugee charity, charity or host a Refugee Week event. If you would like more information about different ways to engage students in this issue, please register your interest at www.sbs.com.au/goback/getinvolved.

Start an Amnesty International school action group
Amnesty International is a movement of people around the world who work to promote and protect human rights. In Australia our school action groups play an important role in this work by learning about Amnesty International’s campaigns and taking action to defend human rights. To learn more or start a group at your school visit www.amnesty.org.au/schoolaction.

CONTRIBUTORS AND ACKNOWLEDGMENTS

SBS is Australia’s multilingual and multicultural national broadcasting service. Our principal function, as set out in the SBS Charter, is to provide multilingual and multicultural radio and television services that inform, educate and entertain all Australians, and, in doing so, reflect and promote Australia’s multicultural society. SBS broadcasts to a national television and radio audience and delivers content online on its website www.sbs.com.au.

Amnesty International is a worldwide movement of people campaigning to protect human rights. We have a vision of a world in which every person enjoys all of the rights stated in the Universal Declaration of Human Rights and other international human rights standards. To help us achieve this visit our website www.amnesty.org.au.

The Refugee Council of Australia is the national umbrella body for more than 150 organisations working with refugees and asylum seekers. It is actively involved in research, policy development, public information and representation on refugee and asylum issues. Along with A Just Australia, we have more than 10,000 supporters committed to seeing the fair and humane treatment of refugees and asylum seekers in Australia. Visit our website www.refugeecouncil.org.au.

Thanks to Hussain and Mujtaba for sharing their stories.

For enquiries or feedback on the Go Back to Where You Came From School Pack please email: schools@sbs.com.au

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In addition, this resource can be downloaded from www.sbs.com.au/goback. The program Go Back to Where You Came From © 2012 Cordell Jigsaw Productions Pty Ltd, Special Broadcasting Service Corporation, Screen NSW, Screen Australia.
Three unmissable nights of television uncovering the realities of life as an asylum seeker, through the eyes of six prominent Australians.

Go Back to Where You Came From
Tuesday 28, Wednesday 29 and Thursday 30 August at 8:30 pm on SBS ONE