



Refugee response

Exploring the topic of refugees with young people

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Contents

Introduction	3
Preparation	4
Understand the issue	5
Plan action	7
Take action	9
Appendix 1	10
Appendix 2	11
Appendix 3	12

Introduction

Scouting has a role to play, both in supporting young people to understand the world around them and in ensuring Scouting is open and welcoming to all.



This resource can help you:

- run badge-linked activities with young people to explore the topic of refugees
- understand how to take positive action on this topic by engaging with organisations in your local area
- become confident approaching global issues with young people

The war in Syria, and the resulting worldwide refugee crisis, has dominated headlines since the beginning of the conflict in March 2011.

The impact of the conflict and the scale of human suffering has been devastating, with the United Nations High Commission for refugees reporting in May 2017:

- over 5 million Syrians registered as refugees
- over 4 million fleeing to Syria's neighboring countries: Turkey, Lebanon, Iraq and Jordan
- over 1 million Syrian refugees passing into Europe between 2011 and 2017, with 942,400 claiming asylum in Europe

The media has reported on the long, difficult and dangerous journeys taken by refugees as they flee conflict and seek new lives in Europe. Consequently, in 2015, David Cameron (then Prime Minister) announced that the UK would take up to 20,000 refugees by 2020 and has encouraged individuals and organisations to explore what they can do to support refugees arriving in their communities.



Scouting has a proud history of supporting people in crisis and responding to global disasters, with refugees being no different. Scouts around the world have responded to the refugee crisis in many different ways, from delivering practical support in refugee camps to learning about the issue and making contact with refugees locally.

This resource pack will equip you with the knowledge, skills and confidence to explore the topic of refugees with young people and work towards understanding the positive impact you can make.

We have included a range of activities adaptable for all sections. These have been endorsed and supported by key organisations working in the field of refugee support and global education.

We would love to hear about how you use this resource and what exciting actions you take locally. Contact international@scouts.org.uk to tell us all about it.

Preparation

As with any Scouting activity, it's important to plan the session to ensure it meets the needs of the young people and is accessible to all, supporting young people to explore the issue and reflect.

These tips can help you to prepare for a session exploring the topic of refugees.

Prepare

As with many sessions you run, it's useful to notify parents that you'll be exploring the topic of refugees. This is an opportunity for parents to address any issues you may need to be aware of, including young people who have parents working for the military or young people that may have first-hand experience of conflict. Be clear as to why you are doing the session:

- to explore a topical issue in an open, inclusive and positive way
- to achieve Scout badges and awards supporting young people to understand the world around them.

Bring it to life

Rather than launching straight into a discussion, why not start the activity by bringing in some specific newspaper cuttings, photos or information about refugees to help start the conversation? The BBC have produced some excellent short animations of the real experience of child refugees:

<http://www.bbc.co.uk/programmes/b01k7c4q/clips>.

Try to avoid sensational stories, emotive language and images which may be distressing for some young people. Print off some facts (appendix 2) so you can answer basic questions. However, don't worry if you don't know the answer. Invite a young person to find out the answer to bring back next week.



Scouts in Greece (above) played Scouting games with Syrian refugees to make them feel welcome.

Inspire

Exploring positive stories that have emerged following the refugee crisis can be a great way to inspire young people to take action on the issue and feel a sense of hope. Consider exploring the Greek Scouts (above) and their work in supporting refugees arriving on boats from Turkey. Their work, shown in the photo above, has supported thousands of refugees and was celebrated by the United Nations.

Offer context

Young people may find it hard to distinguish between what is happening in their local area and what is happening in another country. Consider bringing in a map or a globe to point out where many refugees are fleeing from and where many of them currently live. You could highlight the length of the journey they have to take, the different stages, and the number of days they are travelling away from home.

Take action

Young people are action-orientated and one of the best ways to help them process a challenging topic is for them to take action on it. This can be anything from making welcome posters for your Scout meeting place in a variety of languages, to inviting your MP or someone from a refugee support organisation in to talk further about the issue.

Understand the issue

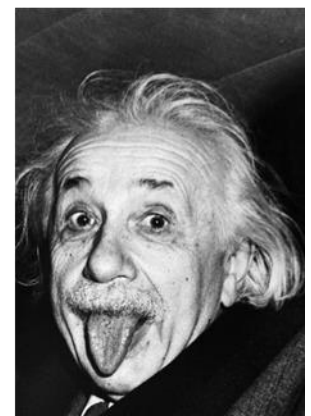
This activity will help you to introduce the topic of refugees to young people and discuss what it means to be a refugee. It also explores what it means to be part of the global family of Scouts, so can be used to work towards the World Membership Badge.



Suitable for: Beavers, Cubs, Scouts, Explorers, Network
Duration: 45 mins

Equipment:

- photos of famous refugees or a TV screen/tablet where you can show these photos (see appendix 1 for a list of famous refugees)
- key facts about refugees to help discussion and answer questions (appendix 2)



1. Show the photos of famous people and ask the group to consider which have been refugees.
2. The definition of a refugee is someone who has been given permission to stay in another country because, if they return to their home country, they will be in great danger.
3. The difference between refugees and migrants is that a refugee has no choice in leaving their country as they are in danger, whilst a migrant chooses to leave their country (work, family reasons etc).
4. Explain that anyone could be a refugee: doctors, teachers, politicians and Scouts. Rita Ora (right) was a refugee fleeing the Kosovan war in the 90s and Albert Einstein was a refugee fleeing the Nazis during World War Two. The picture (right) shows a page from a Logbook produced by Rover Scouts detained in Camp Miranda, Spain, during World War Two.
5. Explain that you will be doing activities to help to understand why people leave their countries and what challenges they might face when they arrive in a new country.



6. Explain that you will also be looking at what you can ALL do to make your Scout Group/Unit and your community a more welcoming place for everyone.
7. Remind everyone that Scouting is a perfect place for exploring this topic as we are part of a global movement of Scouts and have made a promise to help other people and be a friend to all. Scouting can celebrate the interesting and exciting differences in people rather than judge or be afraid.

Understand the issue

The Community Impact Staged Activity Badge is a great way to recognise the work young people do to explore the topic of refugees. It ensures that any actions you take are grounded in understanding the issue first.

Refugees are forced to flee their homes because they are unsafe. This activity explores what this might feel like.

Suitable for: Beavers, Cubs, Scouts and Explorers

Duration: 45 mins

Preparation: Ensure you have discussed the topic of refugees briefly beforehand and explained that this activity will help us to understand what it might feel like to be a refugee.

Equipment: Ensure every young person has a sheet of paper and a pencil to draw with.

1. Ask everyone to draw a suitcase on their paper and inside the suitcase, to draw their five favourite possessions.
2. Explain that they are going on a journey to explore what being a refugee might feel like.
3. Once everyone has drawn their five objects tell them their suitcase is too heavy and that they have to remove (cross out) one object.
4. Now they have four objects. They cross the border into a new country and an official takes one of the objects from their suitcase as payment (ask them to cross out an object from a neighbour's suitcase). How do they feel?
5. Now they have three objects left. Tell the group that they have a rough journey on a bus and one of their objects has broken. Ask them to close their eyes and point to one object in their suitcase and cross it out. Was that hard?
6. Now they have two objects left. Tell the group that they have found a safe place to stay but it's very small so they can only keep one object. How do you make the decision?
7. Once everyone has only one object in their suitcase gather everyone together and discuss:
 - How did it make you feel when you lost your objects along the way?
 - What kind of things did you consider when you had to choose just one object?
 - How might we treat refugees knowing that they have had to flee their home and really experience what we have just done?



This activity has been adapted from one developed by Oxfam as part of their Schools of Sanctuary resources – further information can be found here:

www.oxfam.org.uk/education/resources/schools-of-sanctuary

CAFOD
Just one world

Cafod have also produced an active version of this activity called 'On the Move' which encourages young people to think even more about the challenges refugees encounter on their journey to safety:

www.cafod.org.uk/Education/Primary-schools/Refugee-resources



Plan action

Scouting is open to all. As a movement, Scouting can play an important role in welcoming refugees, both young people and adults, arriving in a new community.

This activity explores how you can plan action to welcome refugees into your community.

The government is currently supporting refugees to settle in local authorities across the UK.

Scouting works hard to reflect the communities it's based in, and as such, it's possible that Groups may want to welcome refugees into sections or open satellite provision in centres where there are refugee young people.

Below is an activity which can be used to explore what some refugees experience. This is a good starting point to consider what Scouting can do to make a positive impact on this issue.

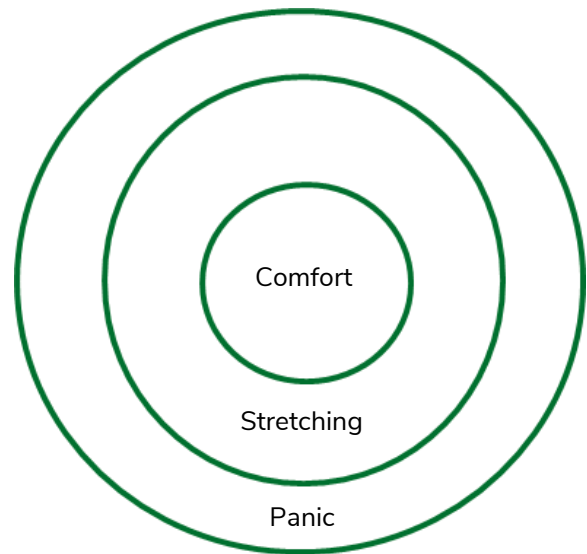
Suitable for: Beavers, Cubs, Scouts and Explorers

Duration: 20 minutes

Preparation: Ensure you have discussed the topic of refugees beforehand and explained that this activity will help us to understand what it might feel like to be a refugee.

Equipment: A large piece of paper with the 'circles of comfort' drawn on (see top right) or draw the circles out on the floor with chalk or on a whiteboard.

1. Discuss from previous sessions how it might make you feel to be a refugee, fleeing from your home and often leaving friends and family behind (e.g. lonely, scared, insecure, sad, afraid, left-out).
2. This could be called the panic zone. Do we ever feel these emotions?
3. Explain that if we feel like we're in the panic zone, we can return to the 'comfort zone' where things are familiar, happy and comfortable. Show where the comfort zone is on the diagram (this could be home, family, friends).



4. Ask the group what kind of things put them in the comfort zone. You could write these in the middle of the circle or ask them to move into the comfort zone when they've shared).
5. Explain that everyone has different things that put them in the comfort zone. Ask them to think about what puts them in the comfort zone.
6. Explain that the stretching zone is where you might find something challenging but achievable. This could be something like when you came to Scouts for the first time, - it was a bit scary but you really enjoyed it in the end. What else can you think of that might put you in the stretching zone? Consider things like meeting lots of new people, trying new activities, etc.
7. The panic zone isn't a nice place to be. This is where you feel afraid, scared and in an unfamiliar place. This might be how a refugee feels a lot of the time, especially as they may not have a 'comfort zone' like friends, family or their home to return to.
8. What could we do in Scouting to create a comfort zone for refugees?
9. In whatever method suits your Group/Unit (draw pictures, write pledges, discuss) what could you do to create a comfort zone for refugees? Some actions could include:
 - making your meeting place welcoming
 - improving signage to your meeting place
 - researching who supports refugees in your local area
 - holding a welcome session with small groups (so it's not too daunting for new people)

Plan action

Welcoming refugees into your Scout Group/Unit could appear daunting. This activity called ‘Someone Like Me’ encourages young people to explore the shared interests they may have with refugees.

Suitable for: Cubs, Scouts and Explorers

Duration: 20 mins

Preparation: Ensure you have discussed the topic of refugees beforehand and explained that this activity will help us to understand what we might have in common with refugees.

Equipment: 12 cards printed off (appendix 3) which describe people.(1 set of 12 cards per small group).

1. Organise young people into small groups and give each group a set of 12 cards. Explain that these cards all describe different aspects of a person. Ask them to look at each of the cards in turn – they could each take two or three cards and take turns to read them out.
2. Now ask them to imagine that the people described in the cards joined their section next week. Using the information they have, ask them to consider:
 - who they feel they have the closest connection with and why
 - which of the people they think it would be easiest to make friends with and why
 - who they would be most interested to meet and why
 Is there anyone they think it would be harder to get to know? If so, why?
3. Allow for groups to share thoughts on these questions.
4. Reveal to groups that the cards they have been looking at are actually all aspects of the same young refugee from Eritrea (East Africa), inspired by real refugees currently living in the UK.
 - Does this additional information change how they think/feel? Why?
 - Does it change how they would respond to/welcome the person into their section?

I came to live in the UK when I was 12 yrs old but I was not born here.	I am learning English as a new language and studying Maths and IT.	I like to spend time with my friends.
I'd like to be a doctor when I grow up.	I enjoy food – I'll eat almost anything!	I like to play football.
I enjoy watching action movies.	I like to listen to Eritrean music, as I don't understand the words in English music.	I enjoy playing games with friends.
I like to make films about refugees living in the UK.	I enjoy school but I worry when I have tests.	The Red Cross helps me to settle into my local community.

5. Knowing that these were all aspects of the same young person, what can we learn about our identity and about the identity of others? Responses might include that we all have complex stories and we may have different backgrounds but we can always find things we have in common with people.

British Red Cross

This activity has been adapted from an activity developed by the British Red Cross for Refugee Week 2017 which celebrates our shared future.

www.redcross.org.uk/en/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2017



www.refugeeweek.org.uk

Take action

Now that you have learnt about refugees, it's time to explore what action your section could take to welcome or support refugees.

These tips can ensure that your action has the biggest and most positive impact for everyone involved.



What is needed?

It seems obvious, but make sure that the action you take is actually needed by those you want to help/support/welcome. Speaking to local authorities, refugee support groups and refugees themselves can help you really understand what is needed.

What are you good at?

Explore what skills and contacts exist in your Scout Group/Unit or District. You might have links with a local MP, refugee support group or local businesses that could donate things that are needed by refugees locally.

Stay local

Often the biggest impact can be made on the people closest to you. Consider what refugees already live in your area – where do they go for support? What issues do they face? Contact your local authority to find out what organisations support refugees in your local area. Offering the use of your meeting place to a refugee support organisation can make a huge difference to the invaluable support they could offer refugees.

Talk

Simply talking to friends and family about refugees, the issues they face and the positive impact they can have in our communities can make a huge difference to how refugees are welcomed locally.

Link to badges and awards

All of these tips recommend working in partnership with an organisation locally that is supporting refugees. This ensures that your actions have a great impact as well as count towards many badges and awards including the Queens Scout Award, Platinum and Diamond Chief Scout Awards and the World Challenge Awards for Beavers, Cubs and Scouts.

Have fun

The 'Someone Like Me' activity shows how we have more in common than we think, so why not contact a local refugee support organisation and invite refugees to enjoy fun Scouting activities with you? They could come to your meeting place or you could go to them. The important thing is you're making it clear they're welcome – after all, Scouting is all about fun and friendship!

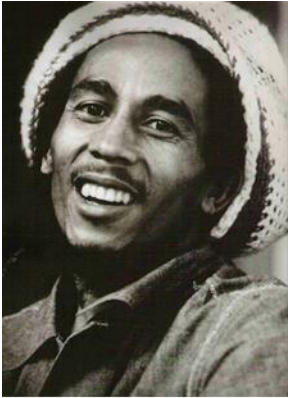
We would love to hear about what exciting actions you take locally. Contact international@scouts.org.uk to tell us all about it.



Refugee Action support refugees to build safe, happy and productive lives in the UK. They have produced this useful blog outlining ways you can help refugees.

www.refugee-action.org.uk/heres-can-help-refugees/

Appendix 1:



Bob Marley (singer) - Fled from Jamaica to Miami after being shot during political violence. **Refugee**



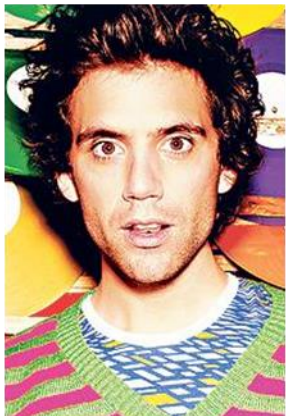
Anne Frank (diarist) - As a child she fled from Nazi Germany to the Netherlands. **Refugee**



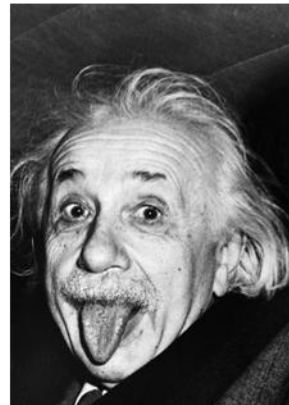
Rita Ora (singer) – Fled to the UK in the 1990s from the Kosovan War. **Refugee**



Jackie Chan (actor, stuntman) - Fled to the United States from Hong Kong after being threatened with death by the Triads. **Refugee**



Mika (singer) - Fled from the Lebanese civil war to come to Europe. **Refugee**



Albert Einstein (scientist) – Fled Nazi Germany during World War Two. **Refugee**



David and Victoria Beckham (footballer and singer/fashion designer) - Decided to move to Spain and America for work. **Migrants**



Richard Branson (Entrepreneur) – Decided to move to his own island Necker Island. **Migrant**

Appendix 2:

Definitions:

A refugee

- is an asylum seeker that has proven to the UK authorities that they would be at risk if returned to their home country
- has had their claim for asylum accepted by the UK Government
- can stay in the UK either long-term or indefinitely

An asylum seeker

- flees their homeland
- arrives in another country, whichever way they can
- makes themselves known to the authorities
- submits an asylum application to become a refugee
- has a legal right to stay in the country while awaiting a decision on their application

An economic migrant

- has moved to another country to work
- could be legally or illegally living in the UK, depending on how they entered the country
- may or may not have a legal work permit

Facts and figures:

How many people in the UK are asylum seekers?

There are an estimated 117,234 refugees living in the UK. That's just 0.18 per cent of the total population (64.1 million people).

- There are an estimated 60 million people throughout the world who have been forced to flee their homes.
- The number of conflicts have increased. This has created more than 15 million refugees worldwide - but developing countries host over 80 per cent of refugees.

How many asylum seekers came to the UK in 2015?

- The UK received 38,878 asylum applications (including children).
- This was less than Germany (431,000), Sweden (163,000), and Hungary (163,000).
- 45 per cent of cases were granted asylum and given refugee status allowed to stay once their cases had been fully concluded.
- Many applications are initially refused because it is difficult to provide the evidence needed to meet the criteria of a refugee.

Which countries do refugees come from?

More than half of the world's refugees (60 per cent) came from just five countries:

- Syria: 4.2 million refugees
- Afghanistan: 2.6 million refugees
- Somalia: 1.1 million refugees
- Sudan: 744,000 million refugees
- South Sudan: 641,000 million refugees

Sources: Home Office, Immigration Statistics, Oct to Dec 2015; UNHCR mid-year report 2015; Office for National Statistics (mid 2013).

Appendix 3:

I came to live in the UK when I was 12 years old but I was not born here.	I am learning English as a new language and studying Maths and IT.	I like to spend time with my friends.
I'd like to be a doctor when I grow up.	I enjoy food – I'll eat almost anything!	I like to play football.
I enjoy watching action movies.	I like to listen to Eritrean music, as I don't understand the words in English music.	I enjoy playing games with friends.
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