

Safe Haven



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Guidance for Leaders

What is Girls in Action about?

Girls in Action is a project for all sections of Girlguiding. It is an opportunity to learn about issues that affect other girls and young women in the UK and around the world, using project packs created by expert charities at the forefront of this work. Most importantly, Girlguiding members can take action by advocating, raising awareness and volunteering to make a real difference.

There are five project packs in Girls in Action; girls can choose to do as many as they like. Once they have completed a project pack and taken action, members can be rewarded with one of the five Girls in Action badges. A generic, collectable Girls in Action badge is also available.

The badges can be ordered from Girlguiding at girlguidingukshop.co.uk, 0161 941 2237, or your local volunteer shop.



What is Safe Haven about?

Safe Haven is designed to enable Girlguiding members to explore their communities and gain a better understanding of the issues faced by vulnerable migrants. Girls will have the opportunity to embark on a journey, and explore why and how people leave their home countries. They will become young humanitarian citizens and have the opportunity to take action and make a difference to the lives of refugees and asylum seekers living in the UK. Girls and women who migrate are particularly at risk of harm and so it is important we tell girls how they can help others and keep themselves safe. This pack will raise their awareness of a humanitarian issue and in turn they will protect those at risk of harm.

This resource is based on the activities developed for Positive Images, a British Red Cross project funded by the European Commission which ran from 2009-2011. Through this project the Red Cross reached over four million young people throughout Europe and enabled them to gain a greater understanding of migration and development issues.



What will we need to do?

In order to complete the pack and receive the Girls in Action Safe Haven badge in recognition of their achievements, the girls should complete four 'core' activities, two 'optional' activities, at least one action and the evaluation at the back of this pack. Note that not all activities are for all sections – see the activity pages for more information. The girls should choose which activities and actions they want to do, and the following table will help the girls decide.

ACTIVITY	NAME	DESCRIPTION	CORE	OPTIONAL	TIMING	LINKS TO ACTION
1	Story of a young refugee	Act out the story of Amina, a young refugee and her family as they escape to safety	✓		30-45 mins	All
2	Why do people leave home?	Learn why people move to new places and what the terms actually mean	✓		15-30 mins	3
3	Test your knowledge relay	Take part in a relay race with your friends and answer a fun quiz		✓	20-25 mins	2 & 3
4	Would you leave home?	Think on your feet and decide what you would do	✓		20 mins	3
5	How would I feel?	Put yourself in a refugee's shoes and explore how you would feel		✓	20 mins	1
6	Sailing to safety	Do an obstacle race to understand more about a refugee's journey		✓	30 mins	2
7	Life maps	Get creative and learn about what makes you, YOU!		✓	30-45 mins	2
8	How does it feel to be in a new country?	Become an agony aunt, put on a play or even a radio show to find out what it's like to live in a new country	✓		30 mins	1 & 4
9	I would be lost without...	Test your memory and find out what is your most prized possession		✓	15 mins	1
10	To shop or not to shop?	Get a bit of retail therapy but on a refugee's budget	✓		30 mins	2 & 4
11	Creative cooking	Make some delicious food with a difference for your unit		✓	30 mins	1 & 2
12 & 13	Looking out for your friends	Explore how to care for your friends and ensure you keep safe	✓		30 mins	3

We have recommended the number of activities to do, but Leaders should take into account the individual needs of their own unit and use their judgement regarding the number of activities required to consider the resource complete. It's up to you to make sure that your girls or young women have a good enough understanding of the issues to prepare them to take action. To do this we would recommend that the activities are carried out in order.

Each activity has suggested timings; please note that the time it takes to complete each activity may vary depending on the size of your unit, their age and learning requirements. Please take this into consideration when planning your sessions.

Each action is linked to certain activities so if your unit wants to do a particular action you may want to focus on certain activities. See the table above for more information.

How do I use this pack?

This pack is designed to be used by Leaders to run activities with your unit. There are activities and actions in this pack suitable for all sections of Girlguiding. Leaders are invited to adapt activities designed for other sections, in order to make them suitable for their own. We have used the following key to indicate which sections the activity is suitable for.



Rainbows



Guides



Brownies



The Senior Section

This resource will explore issues and values that enable young people to understand, cope with and respond to crisis. Each activity aims to ensure your unit are confident, willing and able to work with others, communicate, deal with uncertainty, manage themselves and take action – see the 'Skills' box on each activity for more information.

What will Leaders need to consider?

Before starting this pack, Leaders should:

Consider whether any of the girls are likely to be affected by the topics in the activities.

If this may be an issue, discuss with them the content of the activities beforehand. They can be given the opportunity not to be present as well as the opportunity to talk about their experience if they would like to do so.

Be sensitive to the needs of everyone in the group before introducing a discussion. Remember that migrant girls and young women may have experienced trauma in their home country and they may have seen members of their family injured, killed or arrested. Such events cannot easily be discussed in a group setting. As per usual, let parents know what the unit is planning to do this term so they are prepared and have the opportunity to ask questions.

Create a safe space for the girls to express their opinions and test their ideas. It is

important to create an environment where everyone feels comfortable to work as part of the group. Migrant children and young people may not want to talk about their circumstances for a number of reasons: they might feel it could affect their chances of staying in the country; it might be too traumatic; or they might not want to appear different from other girls. For more information or assistance, please see Girlguiding's Safe Space guidelines.

Ensure that the activities chosen are sensitive to the needs of migrant girls and young women while still addressing the issues. Making sure migrant girls and young

women feel secure, while raising awareness of the circumstances that have brought them to this country is vital. Popular misconceptions should be challenged to enable all the girls to develop as positive global humanitarian citizens. Please see the 'truth behind the myths' section that follows to gain a better understanding of the refugee context in the UK. If misconceptions arise during discussion, you can use these facts to inform your group.

Debriefing. This resource will require the girls to explore challenging topics. Running a debrief at the end of some sessions may be a useful way of reviewing your activity and helping the girls to cope with issues that they may find difficult. Below are some examples of statements you can use as part of your debrief:

- > How did it make you feel?
- > What are the key points that we should consider from the activity?
- > How will we behave differently as a result of this experience?

If you have been carrying out role play activities, you may want to help the unit de-role by getting each girl to answer one of the following questions:

- > What did you eat for breakfast?
- > What is the colour of your front door?
- > If you could be anyone for a day, who would you be?

Refugee and Asylum Seekers – The truth behind the myths

We're all familiar with the stories about asylum seekers 'flooding' the UK. But how do these tales of mass invasion stand up against the statistical data?

How many of the world's displaced come to the UK?¹

People seeking asylum worldwide in 2010: **895,284***
Asylum applications in the UK in 2011: **19,804**
Total granted refugee status in 2011: **4,374**

*UNHCR

Which countries do most asylum seekers in the UK come from?

Iran	Pakistan	Sri Lanka	Afghanistan	Eritrea
2,485	2,411	1,758	1,271	810

Many asylum seekers have left these countries due to conflict. All figures refer to numbers of asylum seekers arrived in the UK in 2011.

Did you know?

Asylum requests in the UK are subject to strict controls and can involve complex procedures. The criteria for approval are tough and only a small amount of claimants are granted refugee status.

There were **19,804** asylum applications to the UK in 2011.² The UK saw fewer asylum applications than Germany (**62,680**), France (**49,240**) and Greece (**43,942**).³

Many asylum seekers are living in poverty and experience hunger and poor health.⁴

In the UK asylum seekers are not allowed to work and have to rely on state support which can be as little as **£5** a day.⁵

About **1,200** medically qualified refugees are recorded on the British Medical Association's database.⁶

It costs an estimated **£25,000** to support a refugee doctor to practice in the UK. Training a new doctor is estimated to cost between **£200,000** and **£250,000**.⁷

What do the terms mean? – a handy guide

For many members of the UK public the terms 'refugee', 'asylum seeker' and 'migrant' have almost blurred into one. This is far from the truth (and far from helpful) so here's a handy guide to help you understand the different terms. Do refer to them with your girls throughout the pack.

Asylum seeker – Someone who has left their home country and applied for recognition as a refugee in another country and is waiting for a decision on their application.⁸

Refugee – A person who has left their home country because they are afraid of being persecuted or badly treated because of their race, religion, nationality, social group, or opinions. As a result they are not safe in their home country and have been granted asylum or protection in a new country.⁹

Migration – The movement of people from one place to another. Migration can happen within the same country or between countries. The term migration is different to tourism, as migration is generally used when people go to a new place to settle or live in the longer term and when they create significant ties to the new place.¹⁰

Migrant worker – A person who is in paid employment in a country where they are not a national.¹¹

Other useful definitions:

Emigration – the act of leaving one's own country to settle permanently in another.

Forced migration – the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects.¹²

Immigration – the act of coming to live in the long term in a foreign country.

Irregular migrant – someone who does not hold the required legal status or travel documents to enter or remain in a country.

Migrants – people who leave or flee their home to go to new places to seek opportunities or safer and better prospects. The term migrant therefore is broad and can include asylum seekers, refugees, internally displaced people, migrant workers and irregular migrants.¹³

Persecution – is when someone is treated badly because of who they are. It may be because of their race, religion, nationality, because they belong to a particular social group or their political opinion.

Push and pull factors – within this pack ‘push’ factors are things that make people want to leave their homes and ‘pull’ factors are things that attract them to new places.

Trafficking – is the recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.¹⁴

Victim of trafficking – is a person who is subject to trafficking.¹⁵

Take it further

Link your project to key dates: Your project can be linked to several key dates such as **Refugee Week** (17th-23rd June) refugeeweek.org.uk/, **International Day of Tolerance** (16 November) un.org/en/events/toleranceday/index.shtml, **International Day of the Disappeared** (30 August) redcross.org.uk/What-we-do/Finding-missing-family/International-Day-of-the-Disappeared. Find out what is happening in your area, and join in the celebrations.

Positive Images films: As part of the Red Cross Positive Images project which ran from 2009-2011, four educational videos were created. Although not part of this resource, please feel free to view the videos, and to incorporate them into your session plans if suitable. To see the videos please follow the link: redcross.org.uk/positiveimages

Other opportunities with the British Red Cross

The Red Cross looks to create a world where everyone gets the help they need in a crisis. If you would like to continue learning or supporting the Red Cross, please see some ideas below of how you can get involved:

Volunteer:

Our volunteers in the UK and abroad are making a difference by helping people in crisis, wherever and wherever they are. If you are 15 or over you can volunteer with the British Red Cross in

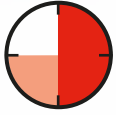
your local area. For more information on how you can become one of our 6,000 young volunteers visit redcross.org.uk/Get-involved/Volunteer



Learn more: If you enjoyed learning about migration issues with the Safe Haven resource, then you might enjoy learning about other topics such as conflict, health, disasters and emergencies. To view our online resources visit redcross.org.uk/education

Humanitarian Citizens Award: Do you know a young hero? They may not wear masks or capes, but every day young heroes across the UK make a difference to the lives of others. This award recognises the many different ways in which young people help others. If you would like to recognise the contribution of a girl or unit, then complete the nomination form by visiting redcross.org.uk/theaward

Activity 1: Story of a young refugee



30-45 minutes

EQUIPMENT

Printed sections of the story on the following page for each group
Optional:

- > cue cards
- > pens/paper
- > dictionary
- > props
- > video camera



SKILLS

- > Develop my knowledge
- > Empathise
- > Work as a team

Below is the fictional story of Amina, a young refugee who fled to safety with her family. The story is separated into four sections. Print the story and cut the story into sections.

Divide the girls into four groups, and explain that the whole unit will need to work as a team in order to deliver the story.

RAINBOWS AND BROWNIES

Give each group a part of the story to read through. Explain that they will not know what happened before or what will happen after, until the unit comes together to either put on a play or create a picture time line.

Your girls have the option of:

- 1) **Putting on a play.** The girls should create a script for their part of the story, assign roles and rehearse their play before performing to the other groups in the correct order.
- 2) **Doing a mime.** Appoint a narrator (this could be the Leader) to read out the story while the girls mime the action of the story.
- 3) **Get drawing.** Tell the girls to create pictures of different events in the story and then put them all together in the right order to create a picture time line.

GUIDES AND THE SENIOR SECTION

Explain to the girls that each group will receive a part of the story, they will not know what happened before or what happens next until the unit comes together to deliver a news broadcast.

Ask the girls to read through their part of the story and to select pieces of information that they feel are important. Then deliver a news broadcast and act out some of the main elements of the story.

Ensure all participants have enough time to rehearse their broadcast and then ask the girls to deliver their performances in the relevant chronological order.

FOR LEADERS

It may be useful to plan in a debrief exercise with your unit after this activity. See the guidance for Leaders at the beginning of this pack for more information.

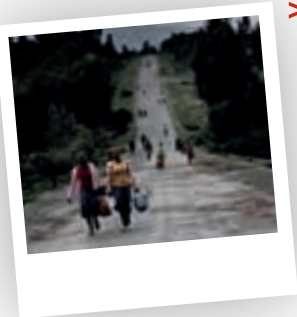
Amina was born in a country that was at war. When she was 12 years-old, her life totally changed.

- > One day when Amina came home from school, her parents looked very scared. They told her that the army had attacked the neighbouring town. Many people who disliked the government had been taken to prison, or worse. Amina's parents did not approve of the government and many people knew this. If the army came to Amina's town, her family would be in trouble. They had to escape.
- > Amina was told to pack her school bag with food, water and three things she could not live without. She chose a necklace from her best friend, a picture of her cousins and her favourite book.
- > Amina's aunt paid for a friend to drive them away from the danger. The family said goodbye to their aunt, not knowing if they would see her again. The driver did not look friendly and inside the car there was another family – a mother and her two daughters. The car was very full and uncomfortable and it was a long journey.



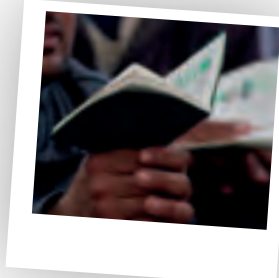
Suddenly the car stopped. The families were told to get out and the driver refused to take them further. He pointed down a long deserted road and told them to “follow the road for three hours until you come to a village, my brother will be waiting for you.” The driver then sped off. It was very dark and the group had no choice but to start walking.

- > The other family were slow as the girls were little and their mother had to carry many bags. Amina's father turned to help, “if you put your things in one bag, I will carry it and your eldest child, and you can carry the youngest.” The woman was very grateful but sad to leave some of her things. They could only keep some clothes, food, water and a picture of the children's father.
- > The walk was now easier and they were able to stay together as a big group. Eventually they reached the village. It was empty except for a man and a blue truck. He hurried the families into the truck and then demanded money. The family had little to offer and were scared, Amina's father exclaimed, “we have already given your brother money, this isn't fair.” They had no choice but to hand over Amina's mother's gold necklace.
- > The family were very upset but the man drove off to an unknown place and in return they were given three aeroplane tickets to a place called London. Amina did not know where this was but she knew it was very far. She felt shocked and a little betrayed, she had thought she would be able to return home to her friends and family in a few weeks. But nowhere in the country was safe and they had to get away from the fighting.



Amina had never been on a plane before and it was very exciting. As she looked out the window she wondered, would the army find out that her aunt had helped them escape? Would her friends be safe? Many hours passed and finally the plane landed.

- > At the airport they nervously followed the other passengers. When they reached passport control they handed over their passports and a note saying 'we would like to claim Asylum'. The passport officer asked many questions but the family could not understand what he was saying. He looked annoyed but told them to follow him. Amina wondered if he would put them back on the plane or tell the soldiers he had found them.
- > He took them to an office and after a while someone arrived who spoke their language and could help Amina's parents claim asylum. Amina's father explained to her that the right to claim asylum is protected by International rules. Individuals who are in danger in their own country because of their race, religion or opinions can ask another country to keep them safe.



Although Amina was now safe in the UK, life was still

difficult. The family had little money, their flat was cold and damp which made Amina ill. Amina could not speak English and some of the other children bullied her for being different.

- > To become a refugee, and to be allowed to stay in the UK until it was safe to go home again, Amina's parents had to prove that their lives back home were in danger. This involved a lot of paperwork and difficult meetings. All were missing their family back home, but were too scared to contact Amina's aunt to let her know they were safe in case the soldiers found out she had helped their escape.
- > As time passed things became easier. Amina learnt English and joined a group for young refugees and asylum seekers. She quickly made new friends. It was nice to be able to talk to other children who were going through similar experiences.
- > One day a British Red Cross volunteer came to the group and explained that she helps families get in touch with relatives who have been separated by war. The volunteer was able to send a letter to Amina's aunt to let her know the family was safe. Amina's aunt replied saying she was safe too. After many months her parents received good news – they had become refugees. They were safe at last.



Activity 2: Why do people leave home?



15-30 minutes

EQUIPMENT

> Flip Chart



SKILLS

- > Explore my assumptions
- > Express my own opinion



This activity will enable the girls to develop an understanding of the difference between key terms used throughout this pack.

PART 1

Ask your unit: Has anyone ever lived in a different place? Or do the girls know anyone who has moved to a new place? For example, from Wales to Australia or from Edinburgh to Aberdeen. Why did they move?

Ask the girls to give reasons why someone might leave home in order to live in a different place.

List these suggestions somewhere everyone can see, such as on flip chart paper. Examples may include: for work, to be closer to family, for safety, to study, etc.

THE TERMS

Ask if the girls know the term used to describe when someone leaves their home to live in a new place. Explain that the term is **migration** and the people that move are **migrants**. As people have different reasons for migrating, there are different types of migration.

Explain that the reasons people leave somewhere can be known as **'push'** factors and the reasons people are attracted to a new place can be known as **'pull'** factors.

Tell the girls that they will be taking part in a competition to see who knows what reason is a push or pull factor. The last one standing is the winner!

Refer back to the list created earlier and read out the reasons the girls suggested for why people might leave home. The girls should push their arms out if they think the reason is a push factor and pull their arms in if they think it is a pull factor.

For each factor the girl who is the last to decide is out of the game until a winner is found! Also include the factors below which could relate to an asylum seeker or refugee's reason for migrating.

Example of push factors:

- > war
- > persecution (ill treatment)
- > political unrest (fighting)
- > unemployment (no work)

Example of pull factors:

- > protection
- > peace
- > safety
- > family life

PART 2

Ask the girls if they have heard the terms asylum seeker, refugee, and migrant worker? Do they know what they mean, and what the difference is between these terms?

Read or hand out the definitions below. The next part of this activity will help girls remember which is which.

Asylum seeker:

A person who has left their country and has applied to be recognised as a refugee in another country, and is waiting for a decision on their application.

Refugee:

A person who has left their home country because they are afraid of being persecuted or badly treated because of their race, religion, nationality, social group, or opinions. As a result they are not safe in their home country and have been granted asylum or protection in a new country.

Migrant worker:

A person who is in paid employment in a country where they are not a national.

Explain to the girls that the difference between an asylum seeker and a refugee is their legal status. An asylum seeker is going through the process of being granted asylum (refuge), and a refugee has already successfully completed this process.

THE STORIES

Now read out (or ask one of the girls to read out) the real life stories below one at a time. After each story ask the girls to decide if the person is a refugee, an asylum seeker or a migrant worker.



Sajwaa: "I left Iraq in 2006 with my three children due to the escalated situation back there. There was a civil war in Iraq and due to my background and my husband's, we were subject to persecution and threats by different political parties. The UK government has agreed to let me stay legally in the country because I was persecuted in my country".

Sajwaa is a **refugee**. She has completed the asylum process and the government has decided that her family would be at risk in her country, so has agreed they can stay legally in the UK.



Ines: “My name is Ines, I come from Portugal, and I came to the UK because of work. At the time it was not as bad as it is now, but I still couldn’t find any sort of work for two years. For some time I was doing temporary jobs and these started to become fewer and fewer until I had nothing”.

Ines is a **migrant worker**, she left Portugal in order to find work.



Ebrahim: “I’m Iranian-Kurdish. I had political problems in my country and one day I had to leave the country very urgently. We spoke to the driver and then we had to go to the back of the lorry. There was a space in the middle so we went in so that it looked like we disappeared, no one could see us if they opened the door. Sometimes the lorry stopped and the driver said “I want to have a rest” and then he’d sleep for about ten hours and then we’d start moving again. But when I came out from the lorry I didn’t know where I was. I asked the driver, he said “it’s the UK”. I just wanted to go somewhere safe, I couldn’t even speak English, I was very hungry, I hadn’t slept for about four or five days. The government hasn’t decided whether to accept me as a refugee or not”.

Ebrahim is an **asylum seeker**, he is waiting for the government to decide if he will be granted refugee status or not.

To help the girls understand and remember the definitions, get them in groups to play either Pictionary, Taboo or Charades (or even all three!).

One of the girls chooses a term (asylum seeker, refugee or migrant worker) to either:

1) Draw out (Pictionary) or **2) Describe** (Taboo) or **3) Act out** (Charades)

The other girls have to guess what the term is. The fastest girl is the winner. Repeat this until you have drawn, described or acted every term.

FOR LEADERS

When explaining the term migration there may be some confusion about tourism. Clarify that migration is used when people go to a new place to settle or live in the longer term and where they create significant ties to the new place.

Keep a copy of the definitions visible throughout the completion of this pack so that girls can refer back to these definitions at any point.

Further definitions and key terms can be found in the guidance at the beginning of the pack.

There are films available of Sajwaa, Ines and Ebrahim’s stories.

To view visit [redcross.org.uk/positiveimages](https://www.redcross.org.uk/positiveimages)

Activity 3: Test your knowledge – relay



20-25 minutes

EQUIPMENT

One copy of the questions

Optional:

- > Prize for the winning team



SKILLS

- > Develop my knowledge
- > Negotiate with others

Print one copy of the questions on the next page for each group in your unit. Cut out the questions by following the dotted lines. Place all the questions on one side of the room.

Separate the girls into groups, and explain that they will have to work as a relay team in order to complete the **quiz**.

On the opposite side of the room, the teams should line up with their first runner at the front of the queue and the last runner at the back.

Explain that each runner will need to cross the room, grab one of the questions and return to the team. The next runner should repeat this process until all the questions have been collected.

The girls who are waiting to run should look at the questions and answer them as a team.

The first team to have all of the **correct** answers wins.

Once all the groups have finished, go through the answers with the unit. Was there anything they found surprising, why?

FOR LEADERS

It might be worthwhile to remind the girls of the differences between asylum seekers, refugees and migrant workers (see definitions at the beginning of the pack).

ADAPT IT!

For older girls, print out the quiz questions and hand these out to each participant. Ask the girls to complete the quiz individually, review the answers as a group and award a prize to the winner.

QUESTIONS

1. How many refugees are there in the world?

- a) 100 thousand
- b) 11 million
- c) 100 million
- d) 1 billion

2. Where do most refugees in the world come from?

- a) Iran
- b) Afghanistan
- c) China
- d) India

3. Where do most of the world's refugees live?

- a) In the United States of America
- b) In Europe
- c) In Asia
- d) In neighbouring countries

4. Which of these countries hosts the largest number of refugees worldwide?

- a) Australia
- b) Pakistan
- c) UK
- d) Germany

5. True or false? Richer countries host most of the world's refugees

6. Which of the following people is a famous refugee?

- a) Justin Bieber
- b) Albert Einstein
- c) Jessie J

ANSWERS

Question 1: b) There were 11 million refugees in the world in 2010.¹

Question 2: b) Most refugees come from Afghanistan (3 million). Iraqis are the second largest refugee group, with 1.7 million people. Afghan and Iraqi refugees account for nearly half of the world's refugees.² This is due to recent conflict in these countries.

Question 3: d) In neighbouring countries. Three quarters or 75 per cent of the world's refugees live in neighbouring countries.³

Question 4: b) Pakistan hosted the largest number of refugees worldwide (1.9 million) in 2010, followed by the Islamic Republic of Iran (1.1 million) and the Syrian Arab Republic (1 million).⁴

Question 5: False. 80 per cent of refugees are in developing countries.⁵

Question 6: Albert Einstein. Einstein fled to the United States to escape Nazi persecution in Germany.⁶

1 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

2 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

3 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

4 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

5 Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

6 For more information on Einstein, see 'Einstein: His Life and Universe' by Walter Isaacson

Activity 4: Would you leave home?



20 minutes

EQUIPMENT

- > Character cards (one per girl)
- > Journalist's news bulletin cards



SKILLS

- > Empathise
- > Think critically

Explain that the group will take part in a role play activity. Each girl will be given a character and asked to make decisions about whether they would leave home based on various news bulletins.

Ask for one volunteer to play the role of journalist, and provide her with the journalist's news bulletin cards, available on the next page.

Hand out one character card per girl and allow enough time for the girls to read and understand their role.

Select one area in the room that represents **home**, another area that represents the **rest of the country** and a third area that represents the **rest of the world**.

Explain that:

- > Everyone should start in the area of the room that represents home.
- > The journalist will read out news about the changing situation in your country.
- > As the situation changes, decide whether you want to stay at home, move to another part of the same country or move to another country. Remember to make decisions **based on the character from your role card**.

Ask the journalist to read the first part of the news bulletin. Ensure all girls understand the bulletin and have sufficient time to move. There are no right or wrong answers – it's up to the girls where they think they should go.

Between news bulletins ask:

- > Why did you make this choice? Was it easy to decide?
- > What do you think you will need to consider about your journey and new home?
- > How might your decision affect your family or community?

FOR LEADERS

For larger units or younger age groups, girls could complete the activity in groups, with each group making a decision regarding one character card.

It may be useful to plan in a debrief exercise with your unit after this activity. See the guidance for Leaders at the beginning of this pack for more information.

CHARACTER CARDS

An elderly woman

You have problems walking and receive a lot of help and support with activities, such as washing and cleaning, from your neighbours.

A doctor

You are the only doctor in your community and run a very busy hospital. You have a brother who lives in a neighbouring country who has been encouraging you to go and live with him.

A farmer

You have a small farm and sell your vegetables to your community to make a living. You don't earn much money from this and struggle to get by.

A young woman

You are a student. You think that a good education is your key to a better future and have heard that there are good universities abroad. However, your parents are in poor health and you are unsure if you should leave them behind.

A teacher

You are a teacher in the local primary school and have lived in the area for a number of years. You know the parents and children from the school very well and are a respected member of the community.

A mother with two young children

You are a single parent with two children. You do not have any relatives in the area and struggle to survive as you are unable to work.

JOURNALIST'S NEWS BULLETIN

Part 1

There has been fighting between two groups in the community. Although the fighting has been in a small area of the city, it has recently started happening more and more often. People are scared and are staying indoors as much as possible. Some people have temporarily moved to other parts of the country to stay with family or friends.

Part 2

Fighting is spreading to other parts of the country. The army has been sent on to the streets to keep the peace. The authorities have told people not to go to certain parts of the country. Doctors and teachers are moving away to other parts of the country where it is safer. Therefore some hospitals and schools have closed down due to staff shortages.

Part 3

In recent weeks the fighting seems to have started to stop and gradually more people are going outside. Last weekend the marketplace was busier than it has been for months. Some people who moved away are starting to return home. However others feel the situation is still unsafe. Last night there was a large explosion in the capital and the causes of this are still not known.

Activity 5: How would I feel?



20 minutes

EQUIPMENT

- > Paper
- > Colouring
- > Pens/pencils
- > Copies of the story in activity 1



SKILLS

- > Empathise
- > Deal with complex situations
- > Express my opinion

MEMORY JOG

Amina had to flee her home country as there was fighting. She and her family were in great danger. She had a very difficult journey to the UK where she claimed asylum. Amina and her family were granted refugee status and they are now living safely in the UK.

Explain that refugees and asylum seekers often experience a wide range of emotions (e.g. fear, anxiety, hope, relief). Get the girls to think back to the story of Amina in activity one. For a reminder of Amina's story, check the memory jogger. Can they name some of the emotions Amina felt?

This activity can be done either in groups or individually; depending on the size and age group of your unit.

Explain to the girls that they will draw a **'feelings and thoughts' picture** for Amina. It might be helpful to re-read the story before the girls start creating their picture.

Allocate different events during Amina's journey to the girls, or to the groups if they are working together:

- > When Amina found out she had to leave home
- > When Amina was travelling by road and plane
- > When Amina arrived in the UK
- > When Amina was awaiting approval of her family's asylum claim
- > When Amina was granted refugee status, and discovered her family could stay in the UK until it is safe to return home.

In order to create their 'feelings and thoughts' pictures girls should:

- > Draw around each other to get an outline of Amina on a large piece of paper. Or they could even stick sticky notes on each other!
- > On the inside of the profile, write or draw what Amina might be feeling or thinking about their situation.
- > On the outside, describe or draw the situations they are facing.

Encourage the girls to illustrate both positive and negative things.

Finally ask the girls or groups to share their profiles with the rest of the unit.

FOR LEADERS

It may be useful to plan in a debrief exercise with your unit after this activity. See the guidance for Leaders at the beginning of this pack for more information.

TAKE IT FURTHER

Inform the girls the week before that they will be dressing up as Amina and ask them to bring in dressing up clothes to get into character. This could be as simple as bringing in a hat or some beads that they think she would wear.



Activity 6: Sailing to safety



30 minutes

EQUIPMENT

- > Amina's story in activity 1
- > Obstacles
- > Blindfold
- > Stopwatch/watch



SKILLS

- > Identify a range of appropriate actions
- > Plan
- > Assess risk

MEMORY JOG

Amina had to flee her home country as there was fighting. She and her family were in great danger. She had a very difficult journey to the UK where she claimed asylum. Amina and her family were granted refugee status and they are now living safely in the UK.

Explain to the girls that refugees and asylum seekers often have very difficult journeys to reach new countries and safety.

Ask the girls to think back to the story in activity one, can they list some of the difficulties Amina faced? For a reminder of Amina's story, check the memory jogger.

Explain that many refugees and asylum seekers risk their lives to reach safety by travelling in overcrowded boats which are not designed to cross long distances or carry so many people.

Set up an **obstacle course** in your meeting space, using any suitable items you have available. This could be anything from a sheet of paper marked 'danger', to cones or a football. Be creative and make the obstacle a challenge for the girls!

Divide the unit into groups, explain that each group is now a 'boat', and they will need to work as a team to cross a body of water.

Each boat will need a **pilot** to lead the girls to safety. Each group should select a pilot based on who has the strongest communication skills and confidence.

The girls should then select a **captain**. The captain needs to be happy to be blindfolded, and trust the pilot's instructions.

To create the boat, each team should form a line, with the pilot standing beside the 'boat'. The captain should be blindfolded at the front and the remaining girls should place their hands on the shoulders of the girl in front of them. The pilot should then lead the boat across the obstacle course, by providing the captain with clear instructions. The rest of the boat should follow the lead of the girl in front of them and should not give the captain any instructions.

Boats should cross the obstacle course one at a time, while a Leader or member of the unit times how long the boats take. The fastest boat that knocks over the fewest obstacles wins.

Once all the boats have completed their journeys, ask the girls why they think people would go through such dangerous journeys? Many asylum seekers take very frightening journeys to seek safety.

Even though this was a fun activity, remind the girls that for many people, this journey is a reality.

FOR LEADERS Make sure that the obstacle does not contain dangerous items. A Leader should observe the active boat at all times, ensuring that the girls remain safe. Tailor the complexity of the obstacle course, based on the space available and the girls' abilities.

ADAPT IT! For older girls, explain that many asylum seekers and refugees lose personal items during their journey, because they are too heavy to carry, or are stolen or destroyed. Explain to the girls that they will need to cross the body of water whilst balancing a beanbag (or similar item) on her head. The boat needs to cross to safety without the beanbag dropping.

Activity 7: Life maps



30-45 minutes

EQUIPMENT

- > One large sheet of paper per girl
- > Colouring pens/pencils
- Optional:
 - > Photographs
 - > Post cards
 - > Magazines
 - > Scissors/glue



SKILLS

- > Explore my assumptions
- > Reflect on my values

Tell the girls that they will be creating life maps about themselves in order to explore who they are and the history of migration in their family, community or country.

Give each girl a large piece of paper. In the middle of the page girls should either: write their name, draw a self-portrait, or draw around another girl in order to create an outline of each other. This will form the centre of their life map.

Ask the girls to think and have a chat about all the things that make them who they are. They should then consider six topics from the list below to put on their poster:

Nationality: Where were you born? Where have you lived?

Family: Who is in your family? Do you have any family traditions?

Friends: What do you like doing together?

Hobbies: Do you play any sports? Do you like drama?

Religion: Do you practise a particular faith?

Holidays: Have you visited other parts of the UK or other countries?

Language: What language do you use most of the time? Do you speak any others? Can you say any words in other languages?

Food: What is your favourite food?

Likes and dislikes: Do you like candyfloss? Do you dislike spiders?

School: Which school do you go to? Do you live near your school?

Explain that these are the things that help to shape their identity.

For ten minutes the girls should map as much information about their identities around the centre in pictures, writing or both as possible. They should then do this for members of their families and add them to their pictures – were they born in different places? Have they lived in different countries?

Explain that people from different countries bring new ideas and ways of life and that over time these are adopted as a part of everyday life. Ask the girls to think of how other cultures may have influenced their answers. For example, did any of them like Italian food? Or had a holiday in France? Or liked salsa dancing? Or had a parent born in a different country? If people had never travelled, would their picture look different?

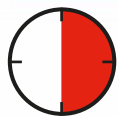
FOR LEADERS As a way of introducing this activity it might be useful to bring in items from other countries such as bananas, coffee, chocolate or something more exotic like a sombrero! This will get the girls thinking of how influential other countries and cultures are on our lives.

ADAPT IT! Invite the girls to be a journalist for the day and interview a member of their family or neighbour to find out their stories. Add this information to fit in to the girls' life maps.

To make the life maps more vibrant, ask the girls to bring in photos and representations of items on their list. Alternatively, provide the girls with magazines and newspapers to cut out images which represent items on their map. You could also get the girls to bring in something they have from another country to show the unit.

When working with younger age groups, you could consider creating one large life map which links all of the girls in the unit.

Activity 8: How does it feel to be in a new country?



30 minutes

EQUIPMENT

- > Pens
- > Paper



SKILLS

- > Share responsibilities
- > Empathise
- > Work as a team

MEMORY JOG

Amina had to flee her home country as there was fighting. She and her family were in great danger. She had a very difficult journey to the UK where she claimed asylum. Amina and her family were granted refugee status and they are now living safely in the UK.

Ask the girls to put themselves in Amina's shoes. How do they think she felt upon arriving in the UK? For a reminder of Amina's story, check the memory jogger.

Divide the girls into groups, and allocate one of the scenarios below to each group:

- > Ask for help because you don't know your way around.
- > Wear different clothes to others.
- > Tell someone you are being bullied.
- > Learn a new language.
- > Be around people from different cultures.
- > You are the only person in your family who speaks English, and need to translate for your family when you meet new people.

Ask the girls to discuss their scenario. Do they have any experience of this situation? How confident would they feel?

What would they like someone to say to them if they were in that situation? What might help? What wouldn't help?

The girls then have the opportunity to do one, or all, of the following activities:

- 1) **Develop a short play showing how you would help someone facing these issues.** Perform the plays to the unit.
- 2) **Divide the girls into pairs and number them A and B.** Those assigned the letter A will write an agony aunt style letter on one of the problems and those assigned the letter B will answer it.
- 3) **Create a radio show 'phone in' where the girls call in with one of the problems and the others help to answer it.** A pretend microphone may be a fun addition here.

FOR LEADERS Some of the girls in your unit may find that this activity is 'too close to home' – for example being bullied, and so keep the conversation as general as possible. Remember to observe Girlguiding's Safe Space guidelines. If you need further support you may want to visit beatbullying.org/ or childline.org.uk/

It may be useful to do a debrief exercise with your unit. See the guidance for Leaders at the beginning of this pack for more information.

TAKE ACTION! Consider what you would do if you knew someone going through these situations. Could you take what you learned out into the real world and help others?

Activity 9: I would be lost without...



15-30 minutes

EQUIPMENT

- > Sticky notes



SKILLS

- > Listen to others
- > Empathise

MEMORY JOG

Amina had to flee her home country as there was fighting. She and her family were in great danger. She had a very difficult journey to the UK where she claimed asylum. Amina and her family were granted refugee status and they are now living safely in the UK.

Remind the girls that Amina from activity one had to leave most of her possessions behind, and could only take three items with her. Can the girls remember what they were? For a reminder of Amina's story, check the memory jogger.

This game works best if all of the girls in the unit are sitting together in a large circle.

Ask the girls to think of three things they would take if they were forced to flee. Give them the option to write these on sticky notes. Go around the circle and ask if there are any volunteers willing to share their three items with the group.



Then explain that some refugees and asylum seekers have to make this choice, and can only take a certain number of things when they leave home because they are in a rush.

Now ask the girls to think of one thing they would be lost without. Explain that this can be an item from their list, and that this does not need to be a material item. For example it might be an emotion such as hope.

Choose one member of the unit to start a memory game, she should say:

"If I had to leave home, I would be lost without" – at the end of the sentence she should add the item she would be lost without.

The game should continue clockwise with each girl adding a new item to the list. The game continues until everyone has added to the list. By the end, each girl will be repeating a long list of items that each girl would miss.

TAKE IT FURTHER

Ask the girls to draw a representation of their item, and then make a collage of these. If possible display this in your meeting space. If your unit chooses to run a community event as your action element of the badge, consider running this activity with the participants of your event.

ADAPT IT!

For the older girls, get them to write out everything they would want to take with them and put these into a central pot (or hat). As a group they need to decide which five things they will keep between them. Let them debate about why these things are important and why they would need them in this situation.

Activity 10: To shop or not to shop?



30 minutes or more

EQUIPMENT

- > Family and shopkeeper cards
- > Beads/Beans



SKILLS

- > Recognise my limits
- > Work as a team
- > Be flexible and adaptable
- > Identify resources available

MEMORY JOG

Amina had to flee her home country as there was fighting. She and her family were in great danger. She had a very difficult journey to the UK where she claimed asylum. Amina and her family were granted refugee status and they are now living safely in the UK.

Did you know that asylum seekers are not allowed to work and instead receive a small amount of money from the government to live on? This can be as little as £5 a day.

Divide the unit into six groups, explain that three groups will be families and the other three will be shop keepers.

Randomly distribute the family cards and the shopkeeper cards to the groups. Allow enough time for the groups to read and understand their characters – all they need to know for now is on the cards.

FAMILIES All members of the group represent the girl in the character card. The group will need to discuss her options and make joint decisions.

Give each family 35 beads or beans. Explain that these represent **£35** (an example of an asylum seeker's weekly budget) and they will need to make decisions based on what their character needs and how much money they have available.

Ask the families to make a shopping list all of the items they will need, based on the description on the card.

SHOPKEEPERS Explain that at the bottom of the card, there are suggestions regarding how generous or helpful the shopkeepers should be.

While the families are making their shopping lists, the shopkeepers should make signs advertising their shop, and how much their items cost.

Before the families start visiting the shops, explain that an unexpected water bill has arrived, and they will need to pay **£8**. A Leader should collect this fee.

Now explain that the families live far from town and will need to take public transport in order to get to the shops. Each family should pay **£2**.

With the remaining money, the families should explore the shops and purchase the items on their list. Encourage the families to interact with the shopkeepers.

Which items can they buy? Can they negotiate a lower price with the shop owner? Which items will they have to do without? What problems will this cause? How did you feel when the shopkeepers were helpful? How did it feel when they were not willing to help, or provide you with information?

FOR LEADERS It may be useful to plan in a debrief exercise with your unit after this activity. See the guidance for Leaders at the beginning of this pack for more information.

FAMILY CARDS

You are a single mother with two children under the age of five.

You come from a hot climate and arrived in the UK in November. You do not have any winter clothes for yourself or the children.

You do not have any food for yourself or the children, and need to buy food for balanced meals.

You do not have any hygiene products for the children such as nappies or baby wipes.

You are a young woman who fled a civil war with your parents and two little brothers.

You and your brothers are starting school next week, and do not have school uniforms or any school supplies.

You need to buy medicine for your father and toiletries for each member of your family.

Your family need one set of bedding and towels.

You are a single young woman who has escaped to safety alone.

You need to cook but do not have cooking utensils, and need to buy ingredients for your favourite meal. This includes meat and three vegetables.

You have a cold, and it has been getting worse. You have decided to ask a pharmacist for some cough medicine.

Your suitcase was stolen, and therefore you do not have any other clothes apart from the ones you are wearing, you would like to buy some clothes.

SHOPKEEPER CARDS

Your shop sells clothes and school supplies

Prices per item

Men's clothing:	£10
Woman's clothing:	£10
Children and baby's clothing:	£5
School uniform:	£5
School supplies (e.g. pens, notebooks, calculator):	£3

Note: Your store is having a sale in a few days, and the families would be able to save 50% on the cost of their purchase. If you are feeling generous you may tell some or all of the families to return later (allow about five minutes) to purchase the items at a discounted price.

However you may also feel that you do not wish to get involved and therefore you may decide to keep this information to yourself.

Your shop sells toiletries and medicines

Prices per item

Baby hygiene products	£3
Toiletries	£2
Medicine	£5

Note: You do not like people who look and speak differently to you. You choose to help as little as possible.

Your shop sells food and household products

Prices per item

Meat (feeds two adults):	£5
Vegetable:	£1
Fruit:	£1
Bread:	£1
Canned item:	£0.50
Cooking utensils:	£10
Crockery and cutlery	£10
Bedding and towels	£10

Note: You are very friendly and enjoy meeting new people. If a family is very friendly, you decide to give them a discount on their purchase.

Activity 11: Creative cooking



30 minutes

EQUIPMENT

- > Knives
- > Measuring spoons
- > Bowls
- > Forks
- > Potato mashers or food processor
- > Chopping boards
- > Serving plates



SKILLS

- > Identify barriers to action
- > Identify resources available
- > Work as part of a team

Challenges faced by refugees living in new countries vary from language barriers and learning about a new culture, to difficulties in cooking their favourite recipes. Did you know that some people may have no access to an oven, or can no longer get key ingredients to make their favourite food?

Invite the girls to call out their favourite meals. Select a few examples from their list, and ask how they would feel if the next time they ate this dish, it was missing an important ingredient, or not even cooked? Give some examples, such as a pizza without cheese.

Make your own houmous

Tasty houmous that has become a British favourite actually dates back to 13th century Egypt. This classic Middle Eastern dish is very adaptable; ingredients can be added or removed without having an unsavoury effect on the final result.

Decide in advance whether everyone will be making the classic recipe, or if each group will make a different variation.

CLASSIC HOUMOUS RECIPE

Per group of six girls

Ingredients:

- > One can of chickpeas (400g)
- > One chopped garlic clove (alternatively: ¼ teaspoon of garlic powder or one teaspoon of minced garlic)
- > Two tablespoons of plain or Greek yogurt
- > One tablespoon tahini* paste (optional)
- > Juice from ½ a lemon
- > One pinch of salt
- > One pinch of pepper
- > One glug of olive oil

*Tahini is sesame seed paste found in many houmous recipes. This paste can be purchased pre-prepared from most large supermarkets. Although this ingredient cannot be replaced, it can be left out.

Dips:

- > One carrot cut into sticks
- > One cucumber cut into sticks (alternatively: any other crunchy vegetables such as celery or peppers)
- > Two pitta breads cut into strips

Method:

- 1) Drain the can of chickpeas into a bowl, **retain the liquid.**
- 2) Add the chickpeas, garlic, yogurt and tahini (if using), into a bowl and crush with a potato masher or the back of a fork until smooth. Alternatively add the ingredients to a food processor
- 3) Add two tablespoons of the chickpea water, lemon juice and stir
- 4) Add the salt, pepper, olive oil, and stir. If you have not reached the desired consistency, add more olive oil and/or more chickpea water
- 5) Pour onto a serving bowl or plate and enjoy with a mix of crunchy vegetables and pita bread dips

Variations:

Once you have completed the classic recipe, add the missing ingredients for your variation and stir

Crunchy pepper houmous – add finely chopped pepper

Mediterranean houmous – add a tablespoon of chopped tomatoes and a handful of chopped basil

Horseradish houmous – add a tablespoon of horseradish sauce

FOR LEADERS

Remember to check for food allergies and intolerances.

When working with younger girls, it might be useful to practise knife skills, use plastic knives or provide pre-cut food items.

TAKE IT FURTHER

At the beginning of this activity the girls discussed their favourite foods, and how they would adapt the recipe if they did not have access to the right ingredients or tools. As a group choose one of these and try out the variation. How did it taste?

If houmous doesn't tickle your taste buds, why not try making guacamole that originated with the Aztecs in Mexico. For a recipe, visit allrecipes.co.uk/recipe/1402/easy-guacamole



Activity 12: Looking out for your friends



20 minutes

EQUIPMENT

- > Paper
- > Pens
- > Hat or bag



SKILLS

- > Empathise
- > Identify networks of support
- > Share responsibilities

Explain to the girls that sometimes refugees and asylum seekers, especially children alone, can be particularly at risk of harm.

Language and cultural barriers, money problems and worries about whether they will be allowed to stay in the UK can cause children, especially if on their own, to become lonely and vulnerable.

This activity will help the girls spot when someone is upset or unhappy. Give each girl a strip of paper, ask them to write down signs of when they know someone is sad or worried. An example might be 'someone crying.'

To get them thinking, ask them how they know when friends or family are unhappy. If working with very young girls it might be easier to discuss these in groups, with a Leader's support.

Then collect all of the pieces of paper and put them in a bag. Randomly pull out the pieces of paper and read them out to the group. As a group decide what they would do to make this person happy. For example 'what would help someone who is crying?' Would they talk to them and offer support? Ignore it? Tell a grown up?

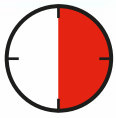
Once the unit has a list of things to make people happy, make a bookmark with words or drawings which represent three things from the list. Use this as a reminder of what they can do in order to help people who are feeling sad.

TAKE IT FURTHER

Get the girls to think about how they could make someone feel better who spoke a different language to themselves? How could you support them without being able to speak the same language?



Activity 13 : Looking out for your friends



30 minutes

EQUIPMENT

- > Three large sheets of paper
- > Pens



SKILLS

- > Empathise
- > Identify networks of support
- > Share responsibilities

This activity may not be appropriate for younger Guides. Please read the stories that go with this activity on the following pages before you give them to the girls. If you think they are not suitable, please do activity 12 instead.

Explain to the girls that sometimes refugees and asylum seekers, especially children on their own, can be particularly vulnerable to exploitation by criminal groups such as traffickers.

Language and cultural barriers, along with financial pressures and regular worries can cause unaccompanied children to become isolated and vulnerable.

Ask the girls if they have heard the term 'human trafficking', do they know what it means?

Note: A full definition of trafficking can be found in the glossary. The main point to remember is that trafficking involves a person or group having control over another person, for the purpose of exploitation. If a child is held or moved for the purpose of exploitation, it is irrelevant if control or coercion was used and it is still classed as trafficking.

Human trafficking should not be confused with smuggling. Smuggling involves a person paying a group or individual in order to be moved illegally across international borders. Smuggling is voluntary.

Read out the story appropriate for your unit (either Guides or The Senior Section) or ask the girls to read a section each.

Now ask the group if they think Sarah did the right thing in breaking her promise and telling an adult she trusted about Nicola's situation? Was she being a good friend? Ask the group to think about a time they were worried about a friend? Would they know what to do?

Note: Although it is important for the girls to feel comfortable sharing their concerns, please ensure that a safe space is maintained and that girls do not discuss a situation or event which may directly affect another member of the group. If this activity leads a girl to disclose a situation which raises concerns over the safety of a child, follow Girlguiding's safeguarding policy.

Divide the girls into three groups. Give each group a large sheet of paper and a copy of the story. Ask each group to consider one of the questions below and to list as many answers as they can think of.



- 1) What difficulties was Nicola facing and how did the traffickers exploit these?
- 2) What changes in Nicola's behaviour did Sarah notice?
- 3) What can you do to keep yourself and your friends safe from a similar situation?

Place the sheets of paper where everyone can see them, and ask each group to present their answer. As a unit add anything the group might have missed out.

Then give each girl a piece of paper where they can create a tool which will enable them to remember how to keep themselves and their friends safe from harm or exploitation. They can choose to do a handbook, blog, booklet, poster, or something more creative.

All should include the following information:

- > What can I do to keep myself safe?
- > How can I help a friend feel less isolated and alone?
- > I should be concerned if I see a friend going through the following...
- > Who can I speak to if I am worried about a friend, or if I am in a difficult situation?

It might be useful to bring additional information regarding where girls can seek support, such as the NSPCC helpline or ChildLine.

FOR LEADERS

Remember to observe Girlguiding's Safe Space guidelines. It may be useful to do a debrief exercise with your unit. See the guidance for Leaders at the beginning of this pack for more information.

TAKE IT FURTHER

Learn more about staying safe online by learning about Girlguiding's web safe code, and completing a badge relevant to your section. For example: the Brownie Computer badge or Communicator badge, and the Guide Communicator badge (including 13b) or Go For It! Communicate. You can also try the WAGGGS Surf Smart badge, visit wagggsworld.org/en/surfsmartbadge

When Nicola was 16 she was given refugee status by the UK government. She had fled to safety on her own and was now living alone in the UK, a country very different to hers. She was scared for her family and friends back home and felt very sad and lonely.

Nicola started a new school. The girls in her class were nice, especially Sarah, but they liked different things to Nicola. She found speaking English difficult and felt isolated. She started to spend more time on the internet. Nicola could not talk to her friends or family at home in case it put them in danger. However social media allowed her to talk to lots of people and she came to think of them as friends.

This is how she met Al. Nicola could not believe it when she found out Al was from her country. He had also fled the war, he understood her worries and spoke her language. Al sent her messages every day and would always make her feel better. Suddenly life was easier and she didn't feel so alone.

One day Al asked if Nicola would like to meet up. Nicola was so excited to meet him but knew that it could be dangerous. What if Al wasn't who he said he was? She wished she could ask her family and friends for advice. She thought of asking Sarah to meet Al with her but was worried she wouldn't care or worse, laugh and tell the other girls.

Finally Nicola decided to meet Al in a café as other people would be around and she could easily leave. They agreed to meet on a Saturday and Nicola arrived early full of nerves and excitement. She started reading the menu when she heard a voice say "Do they serve anything from back home?" Nicola looked up and there stood a man with a large smiley face. "You must be Nicola, you are as beautiful as I imagined." They spoke for hours and all of her worries soon went. He was everything Nicola had hoped for. He even brought her a present, a traditional necklace from their country, to remind her of home.

They began to meet regularly and were soon in a relationship. Al continued to be kind and bring her gifts. A mobile phone 'to hear your voice', jewellery 'so beautiful it reminded me of you.' Nicola felt special and treasured the gifts. She met his friends and began to feel that she belonged.

One day Al was serious and distant, he said "I'm sorry, I have a lot on my mind. I owe my friends money and can't pay them back." He was silent for a while then hesitantly asked "Nicola, you love me don't you?" "Yes of course" she replied. "So if you could help me, you would?" "Yes of course" she eagerly replied again. "Well, my friends really like you and they trust you. If you did a bit of shoplifting for them, it would help pay off my debt. Would you do this, for me?" Nicola couldn't believe she was being asked to do this but how could she say no to the man who had helped her so much?

Nicola started to receive messages on her mobile phone telling her to go to a particular shopping street and what to steal. She'd be met by a man or women she didn't know who would take the stolen goods from her. She felt very anxious and terrible for doing it. She knew if she was caught she would be in big trouble but Al really needed her help.

But then Nicola began to question his behaviour, he could not afford to pay back his friends but he had enough money to buy the latest phone, and spend lots of money on new clothes and his car. He was now always too busy to see her and the only time they met was when he was taking her to work for another 'friend'.

One day Nicola refused to shoplift for another 'friend', "you'll have to find another way to pay back your debt" she told him. For the first time Nicola was threatened by Al, he said "if you don't do this, I will contact your family and tell them what you have been doing." Nicola didn't want her family to find out, it would bring shame on her parents and she would never be able to go back home.

After that day, Al didn't even pretend to be kind. Nicola was completely under his control and any resistance was met with more threats. "We will tell the police what you have been doing. You do realize this is illegal and you will go to prison?" Nicola believed the lies. She was too scared to tell anyone what was happening, especially the police.

Sometimes Al would take her to work in a different town and she had to skip school. When she did attend school she was tired, irritable and nervous. Nicola desperately wished she had told Sarah about her first meeting with Al. How could she possibly tell anyone now? No one would believe her and she felt so ashamed.

But Sarah had been looking out for her. Sarah noticed that Nicola was missing school and always looking tired. Worst of all, Nicola was often seen out in town with lots of different men and women. This was not the Nicola that Sarah knew.

One day, Nicola looked like she had been crying. This gave Sarah the opportunity to ask her what was wrong. At first Nicola was too scared to say anything but then realised that Sarah did care. Nicola told her everything but made Sarah promise she would not tell anyone.

But after a couple of days Nicola missed school again and Sarah felt this was too big a secret to keep. She was very concerned for Nicola's safety and decided to tell her mum. Sarah's mum immediately called the police. The police put their procedures in action, and devised a plan to arrest Al and the people she had worked for and get Nicola to safety. This is where she is now.

When Nicola was 16 she was given refugee status by the UK government. She had fled to safety on her own and was now living alone in the UK, a country very different to hers. She was scared for her family and friends back home and felt very sad and lonely.

Nicola started a new school. The girls in her class were nice, especially Sarah, but they liked different things to Nicola. She found speaking English difficult and felt isolated. She started to spend more time on the internet. Nicola could not talk to her friends or family at home in case it put them in danger. However social media allowed her to talk to lots of people and she came to think of them as friends.

This is how she met Al. Nicola could not believe it when she found out Al was from her country. He had also fled the war, he understood her worries and spoke her language. Al sent her messages every day and would always make her feel better. Suddenly life was easier and she didn't feel so alone.

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Nicola began to be passed from 'friend to friend'. Al forced Nicola to wear certain clothes and have her hair and nails perfect at all times to impress his friends. Nicola began to question his behaviour. Al could not afford to pay back his friends but could pay for new clothes and salon bills. He was now always too busy to see her and the only time they met was when he was taking her to another 'friend'.

One day Nicola refused to see another 'friend', 'you'll have to find another way to pay back your debt' she told him. For the first time Nicola was threatened by Al, he said 'if you don't do this, I will contact your family and tell them what you have been doing.' Nicola didn't want her family to find out, it would bring shame on her parents and she would never be able to go back home.

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Sometimes Al would take her to work in a different town and she had to skip school. When she did attend school she was tired and irritable. Nicola desperately wished she had told Sarah about her first meeting with Al. How could she possibly tell anyone now? No one would believe her and she felt so ashamed.

But Sarah had been looking out for her. Sarah noticed that Nicola had things she could not afford – a new phone, nice clothes and jewellery. Sarah was worried about Nicola missing school and always looking tired. Worst of all, Nicola was often seen out at night with different men. This was not the Nicola that Sarah knew.

One day, Nicola looked like she had been crying. This gave Sarah the opportunity to ask her what was wrong. At first Nicola was too scared to say anything but then realised that Sarah did care. Nicola told her everything but made Sarah promise she would not tell anyone.

But after a couple of days Nicola missed school again and Sarah felt this was too big a secret to keep. She was very concerned for Nicola's safety and decided to tell her mum. Sarah's mum immediately called the police. The police put their procedures in action, and with social services devised a plan to arrest the men and get Nicola to safety. This is where she is now.

Action 1: Welcome letters



20 minutes

EQUIPMENT

- > Coloured pens/pencils
- > Paper or postcards
- > Large envelope
- > Stamps



The Red Cross plays a specific role in reuniting families. Sometimes, only one member of a family can flee from danger and obtain refugee status in a safe country. This means that families can be separated for many years, with some family members still facing danger.

Therefore, the British Government sometimes grants permission for a refugee's family to join them in the UK. At this point, the Red Cross offers the family practical assistance (for example, arranging flights and accommodation). Practical support can often mean the difference between a family being reunited or not.

On many occasions, there is a child or young person being reunited with their parent(s). Arriving in a new country can be a scary experience for a young person.

TAKE ACTION!

Welcome a young refugee to the UK by writing a letter or drawing a postcard.

Think about what other children and young people would like to know about life in the UK?

Imagine what it would be like to arrive in the UK for the first time. What would you like to hear? What would you like to know?

For example, what is your favourite British dish? What clothes are in fashion? What music is popular? What is there to do in your free time? What would be some useful slang words to know? What TV programmes would you recommend?

Include this information and a welcoming message in your letter or postcard. Ensure you and the girls don't put personal details in their postcards.

Then, send your letters to the British Red Cross. We will select a sample, and will send these to real life young refugees arriving in the UK under the family reunification scheme.

Please send your letters to: **Administrative Assistant, Refugee Services, British Red Cross, 44 Moorfields, London, EC2Y 9AL.**

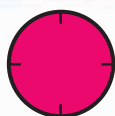
FOR LEADERS

Remind girls that the recipients of the letter may have very limited English and therefore it is important to keep the language simple and to ensure that the text is welcoming and inclusive. It may be best to draw lots of pictures.

Please note that the unit should not expect a response. This is due to the fact that only some of the letters will be selected, and these will be randomly distributed.



Action 2: Let's party!



More than
one hour

One planning
meeting and one
event meeting

EQUIPMENT

- > Depends on planned activities



Celebrate diversity and migration in your community by running a community event.

TAKE ACTION!

Invite family, friends, other units and members of your community to join your unit meeting for a multicultural party

To plan your party, divide the unit into groups. Each group will run a stall or activity at the party.

Encourage each group to choose and organise an activity. The groups should decide what activity they would like to do, what equipment they will need, how they will explain the activity to participants, and who will have what role on the day.

Groups could:

- > **Cook** food from different cultures.
- > Play **games** from different countries.
- > Test your guest's knowledge with the **quiz** from activity 3.
- > See how many **languages** you can write 'Welcome' in and design a poster.
- > **Display** your work that you have created while doing this pack.
- > Put on a **play** of Amina's story.

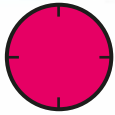
As an **idea**, your unit could pick a country to focus on for your party. The girls could serve the traditional food and play games from that country. They could also find out interesting facts about that country and learn how to say certain phrases in the local language to teach their guests.

FOR LEADERS

If planning a large event with a wide range of members of your community ensure you check child protection procedures in order to keep the members of your unit safe.



Action 3: Pass it on



More than
one hour

One planning
meeting and one
event meeting

EQUIPMENT

- > Depends
on planned
activities



Now that you have learned about migration, and the issues faced by refugees and asylum seekers, use your new skills to teach others. Visit another unit and deliver some of your favourite activities from this resource.

TAKE ACTION!

Consider whether you will need to adapt your activities and what materials you will need. Also consider how you will introduce the activity and what information your participants need to know.

Practise delivering the activity to other groups in your unit.

Consider what background information your audience will need and how you will keep your audience engaged.

Contact another unit and arrange a date for you to visit them, or if easier, for them to visit you.

Don't stop there!

Tell everyone you know about what you have learned. Whoever it is – be it your auntie, friend, teacher or cousin, keep passing on the message and building positive and informed attitudes towards migration!



FOR LEADERS

When choosing which unit to visit, keep in mind that it is easier to teach others when they are younger than you, therefore it would be preferable to arrange to teach the section below yours.

TAKE IT FURTHER

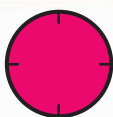
Find out more about how to become a Peer Educator by trying out some of the activities in the Red Cross Power of Humanity resource (Module 8): redcross.org.uk/powerofhumanity

Or by visiting our volunteering pages at:

redcross.org.uk/peered

Senior Section members can become Girlguiding Peer Educators with our initiative, 4. Find out more at www.girlguiding.org.uk/4

Action 4: Collect and give



The period of time you collect for depends on your unit's capacity

EQUIPMENT

- > Storage space
- > Vehicle
- > Letter to parents and/ other units



In the UK, there are 48 towns and cities where refugees and asylum seekers can access practical and emotional support through the British Red Cross' Refugee Services.

If you live near one of our Refugee Services office, you can make a big difference to the lives of refugees and asylum seekers by collecting and donating key items for our hygiene kits.

These kits contain everyday hygiene items, enabling refugees and asylum seekers to use their money on other key items such as food, clothing, bills, etc.

Below is a list of items which are included in the hygiene kits, see how many your unit can collect.

- | | |
|-------------------------------------|---------------------------|
| > shower gel | > hair bands |
| > soap | > hair brush/combs |
| > shampoo | > sanitary towels/tampons |
| > conditioner | > cotton pads |
| > deodorant | > cotton buds |
| > body cream/hand cream/moisturiser | > nappies |
| > sun cream/block | > baby wipes |
| > nail file/clippers | > talcum powder |
| > dental floss/mouthwash | > baby cream |
| > toothpaste/ brush | > baby bath wash/oil |

Before you start collecting:

This activity may not be suitable for all units. Before choosing this activity, please consider whether you will be able to store donations and deliver them to our Refugee Services offices.

If you decide to proceed, then please contact us in order to discuss the need of the Refugee Services team local to you. We will be able to inform you if the office local to you is participating in the scheme, which items are most in need, and how near the service is to your meeting place.

Please get in touch by emailing the Administrative Assistant, Refugee services, British Red Cross at safehaven@redcross.org.uk

IMPORTANT: if you do not contact our offices before you start collecting, we cannot guarantee that we will be able to accept your donation. This is due to the fact that capacity and need vary from office to office.

The British Red Cross offers Refugee Services at towns and cities listed below.

Bedford	Liverpool	Reading
Belfast	London	Rotherham
Bolton	Luton	
Bradford		Sheffield
Brighton	Manchester	Slough
Bristol	Middlesbrough	Southampton
	Milton Keynes	South Shields
Cardiff		Stockton
Chelmsford	Newcastle	Stoke on Trent
	Newport	Swansea
Derby	Norwich	
Doncaster	Nottingham	Thurrock
		Trafford
Gateshead	Oldham	
Glasgow	Oxford	Watford
Hull	Peterborough	
	Plymouth	
Leeds	Portsmouth	
Leicester		

FOR LEADERS

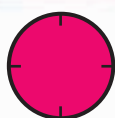
Before you start collecting you will need to consider the following:

- > Where will you store the items during the collection?
- > How will you transport these to your local Red Cross office?

TAKE IT FURTHER

Let others know that you are collecting and why!
Encourage units in your area to collect with you.

Action 5: Create your own action project



More than
one hour

One planning
meeting and one
event meeting

EQUIPMENT

- > Depends
on planned
activities



Develop your own youth action project. To help develop and plan your project you can find action planning templates at girlguiding.org.uk > members' area > what's happening > girls in action.

TAKE ACTION!

Action planning sheet 1: Creating an action plan project aim
Action planning sheet 2: Creating an action plan
Action planning sheet 3: Choosing an activity
Action planning sheet 4: Finding information
Action planning sheet 5: Creating a time schedule
Action planning sheet 6: Strengths audit

FOR LEADERS

The Red Cross emblem is a protected symbol and should only be used by governments and National Societies.

Please also keep in mind that Red Cross works under the principles **of impartiality** and **neutrality**. These principles enable us to help people in crisis, whoever they are. Therefore please ensure that your project meets these principles, that it does not take sides, and is not political.



ADAPT IT!/TAKE IT FURTHER/TAKE ACTION

If you would like to find out more about the Red Cross and its emblem, try out some of the activities in the Red Cross Power of Humanity resource (Module 3, pp.10-13) which can be found at:

redcross.org.uk/powerofhumanity

Or try out some of the activities on our main education pages:

redcross.org.uk/rcquiz

redcross.org.uk/emblemak

How did it go? Bodies evaluation activity

Now that you've learned all about Safe Haven and taken action to make a difference, it's time to look back over what you've done. This last activity is a chance for you all to reflect on what you enjoyed and what you didn't, what the challenges were, and what you can learn for the future.

Tell us about it!

Tell the British Red Cross and Girlguiding what you and your unit thought of the project.

Leaders can find the survey by visiting www.girlguiding.org.uk > Members' area > What's happening > Girls in Action. This includes space for you to fill in the results of the interactive evaluation activity below, to make the voices of your girls and young women heard.

You will need:

Large piece of paper, pens, sticky notes (optional)

What to do:

In groups or all together, draw out a large Rainbow, Brownie, Guide or Senior Section member on a piece of paper – if it's a big enough piece of paper, draw around a person...

Stick or write on different areas of the body your thoughts about what you've been doing on the Safe Haven project.

For example:

Brain: what you learned.

Mouth (speech bubble): what you will tell people.

Heart: what you really loved doing.

Handbag: what you will take with you/use again.

Under feet: what you didn't enjoy.

Tip: before you start it might help to go through all the activities you've done to refresh everyone's memory.

Upload it! After this activity, one of the Leadership Team should fill out the online Girls in Action survey for your unit, where there is also a space to fill in the outcomes of this 'Bodies evaluation' at the same time.



Footnotes

- 1 All statistics are sourced from the Home office
- 2 Home Office quarterly statistical summary 2011.
- 3 UNHCR Global Trends 2011
- 4 Independent Asylum Commission citizens' inquiry in The Independent, 22 October 2007
- 5 Refugee council online
- 6 BMA/Refugee Council refugee doctor database, 4 June 2008.
- 7 *Reaping the rewards: re-training refugee healthcare professionals for the NHS*, October 2009, NHS Employers.
- 8 Source: Adapted from a definition cited in the UNESCO glossary on migration www.unesco.org/shs/migration/glossary May 2012.
- 9 Source: Adapted from the definition in the 1951 Refugee Convention www.unhcr.org, May 2012
- 10 Source: Adapted from a definition of migration cited in UNESCO Glossary www.unesco.org May 2012.
- 11 Source: Adapted from a definition cited in Art. 2 (1), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990, www.un.org/documents/ga/res/45/a45r158.htm May 2012
- 12 Source: Definition promoted by the International Association for the Study of Forced Migration (IASFM) and cited on Forced Migration Online www.forcedmigration.org/whatisfm.htm. May 2012
- 13 Source: International Federation of Red Cross and Red Crescent Societies (2009) Policy on Migration www.ifrc.org/Docs/pubs/who/policies/migration-policy-en.pdf.
- 14 Council of Europe Convention on Action Against Trafficking in Human Beings
<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=197&CM=1&CL=ENG>
- 15 Ibid.



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