

Moving Connections: Scouting and displaced people

Exploring the topic of refugees with young
people

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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.

Heritage Project: Moving Connections: Scouting and displaced people

From 2018-2020 the Scout heritage service worked with school children to develop their empathy skills by exploring stories of Scouts support for refugees.



They used material held in the Scouts heritage collection at Gilwell Park to discover these stories and gain a deeper understanding of the challenges faced by displaced people. The project was funded by the National Lottery Heritage Fund. To find out more about the project visit the [heritage website blog](#).

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 has built on the work carried out during the project and 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 heritage@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.

Refugees and Scout heritage

UK and World Scouting has always supported displaced people and those in need. Considered by the UN to be a core part of the world's emergency response and community resilience. Scouting is the largest contributor to the UN 2050 Sustainable Development Goals for Environment and Human Rights.

First World War

In August 1914 Belgian refugees, fleeing the advance of the German Army, started to arrive at ports on the south coast of the UK. In Folkestone Scouts helped guide the new arrivals to the Town Hall so they could be registered and given the support they needed. Refugees were then sent across the country and Scouts were asked to meet them at stations and provide them with help.

The Belgian Scout Association was given permission to operate in the UK so they could carry on supporting Scouts within the refugee community.

Spanish Civil War

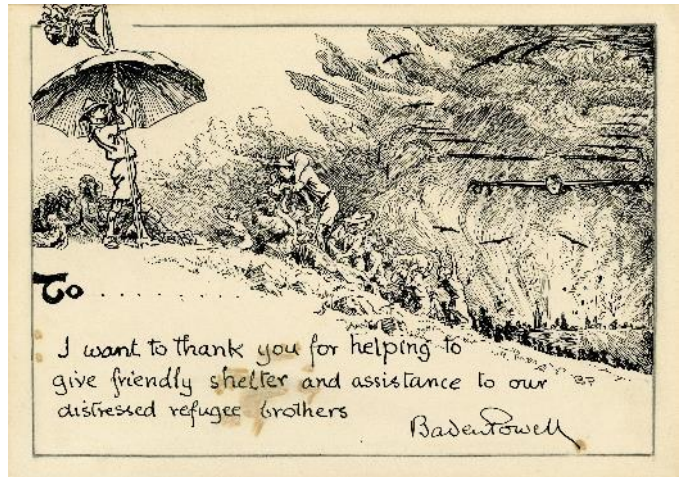
In 1936 refugees from the Spanish Civil War arrived in the UK. A large camp was set up by some well meaning volunteers however they didn't have the experience to run it efficiently. Disease rapidly spread and the authorities had to step in. They asked Scouts HQ to suggest some volunteers who could take over the running of the camp. It was recognised that Scout leaders would have the necessary skills to organise large groups of people, provide mass catering and introduce proper hygiene arrangements.

Kindertransport

In 1938-1940 a scheme was organised to evacuate Jewish children from Nazi occupied countries, initially Germany and Austria followed by Poland and Czechoslovakia, The UK received around 10,000 children and young people. Other

countries including the Netherlands, Sweden, Belgium and France also welcomed Kindertransports.

The Scouts had been banned in Nazi occupied countries but it was felt that the Movement could provide a way of helping the new arrivals settle in to their new homes. Scout groups were encouraged to reach out to the refugees and some Synagogues opened special Jewish Scout groups.



Robert Baden-Powell designed a thank you card for Scouts who welcomed refugees during the Second World War.

Scouting on the Home Front

During the Second World War the Scouts adapted to the new challenges faced by those on the Home Front.

In 1939 the threat of air raids and gas attacks on British cities led to over one million children being sent to the countryside for safety. Many Cub Packs and Scout Troops moved with the children as they were evacuated. Scouts also helped with the evacuation process by organising groups of children, carrying luggage and offering comfort.



Scouts carrying evacuees luggage

Scout International Relief Service

Following the outbreak of the Second World War, various organisations such as the Red Cross set up relief teams, which became members of the Government body, the Council of British Societies for Relief Abroad. The relief teams were sent to assist refugees and displaced persons in areas of conflict. All relief work was coordinated by the United Nations Relief and Rehabilitation Administration (UNRRA).

In 1942, the Scouts established The Scout International Relief Service (SIRS). Female Scout leader had to be 25 and over, and men 30 and over.

The first group of Scout Leaders landed in Normandy in September 1944. Leaders were sent to North-West Europe, Italy, Austria, Yugoslavia, Greece, Cyprus, Syria, Palestine, Egypt and Hong Kong, all places of conflict during the Second World War. They helped in the Displaced Persons Camps, which were temporary camps for either refugees or internally displaced people (those who have not crossed a border to find safety).

There were three phases of work for the groups sent to North-West Europe;

First Aid

- Help given to a sick or injured person (i.e. bleeding, fractures, shock, heart attacks, burns and scalds).

Emergency relief

- Providing emergency relief in the transit camps. Places where refugees stay in tents, or other temporary structures when they have nowhere to live permanently.
- Evacuation

Rehabilitation

- Rebuild mental and physical strength
- Repatriation - the return of someone to their own country.



Members of the Scouts International Relief Service fitting a displaced Dutch family with new clothes.

Scouting in Prisoner of War and Concentration Camps

Scouting also took place in Prisoner of War (POW) and Concentration Camps, this was often started by prisoners who were Scouts.

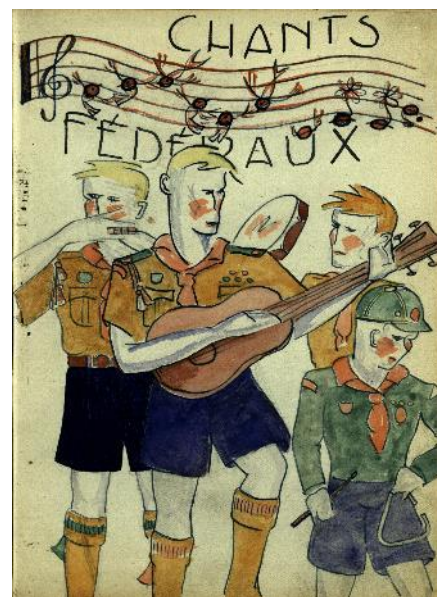
Prisoner of War Camps

In both German and Japanese POW camps, men from the allied armed forces set up Rover Scout Crews (men aged 18+). They spent meetings learning from each other and even completing leader training courses.

Changi POW Camp was set up by the Japanese in Singapore in February 1942. It was the main camp for the captured British and Commonwealth forces. A Rover Crew was formed this Camp, spending meetings learning from each other and even completing leader training courses. Activities had to be conducted with complete secrecy, as all organised meetings of these types were banned and participants would be punished if discovered. The men kept a log book, and made their own scarf, membership badge and wristband from pieces of stolen canvas and scrap metal.

Concentration Camps

A Rover Scout Crew was set up at Spanish Concentration Camp called Miranda de Ebro. The members were Scouts who had fled Nazi occupied countries made their way to Spain. They came from countries including Poland, Denmark, Belgium and France. Whilst they were in the camp they kept a log book writing about Scouting their countries and their personal stories. We believe most of these Scouts eventually came to the UK and joined the Armed Forces.



An illustration from the Camp Miranda log book introducing Scout songs from various countries.

Activity: Identify the need

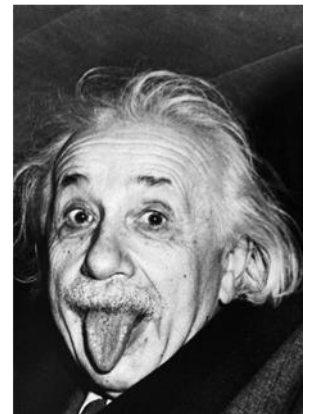
This activity will help you to introduce the topic of refugees to young people and discuss what it means to be a refugee. It also explores what it means to be part of the global family of Scouts, so can be used to work towards the World Membership Badge.

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

Activity: empathy

These activities will help you explore the history of Scouts support for refugees and displaced people and develop empathy skills.

Suitable for: Beavers, Cubs, Scouts, Explorers, Network

Duration: 30 mins

Equipment:

- Images from the heritage collection (see appendix 4).
- Image A – Robert Baden-Powell's thank you card
- Image B – Scout International Relief Service (SIRS) volunteers preparing to leave
- Image C – Images of SIRS volunteers packing provisions
- Image D – SIRS volunteers giving Dutch refugees new clothes
- Image E – SIRS volunteers helping to de-louse refugees.
- Image F – Scouts helping evacuees in the UK
- Image G – Scout helping evacuees in the UK



Scouts helping younger evacuees

1. Start by using image A – ensure everyone in the group has a chance to look at the image. As a group work out what is happening in the picture. What does the umbrella the Scout is holding symbolise.
2. Discuss the Scout promise – why do you think the Scouts felt they had to help refugees and displaced people?
3. Discuss what empathy means, how is it different to

sympathy?

Sympathy is a shared feeling, usually of sorrow, pity or compassion for another person. **Empathy** is stronger than sympathy. It is the ability to put yourself in the place of another and understand someone else's feelings by identifying with them.

4. Introduce the photographs from the Heritage Collection. Divide the images amongst the group.
5. In small groups discuss what is happening in the image. Who are the people in the photo? How do you think they might be feeling?
6. Either as groups or individuals write words on the panel of the empathy umbrella which describe how the people in your picture might be feeling.
7. As a group share your words – do you have any in common?
8. Do you think these words apply to modern refugees and displaced people?



The Scout emblem on a SIRS transportation van

Further information

See appendix 5 for more information about how Scouts have supported refugees and displaced people since 1914.

Activity: walk in my shoes

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?



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

7. 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?



Activity: plan action

diagram (this could be home, family, friends).

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.

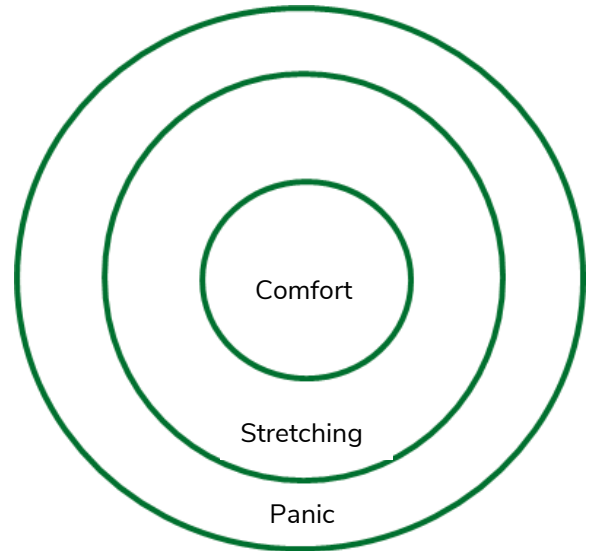
Suitable for: Beavers, Cubs, Scouts and Explorers

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



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)

Activity: someone like me

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.

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



Activity: ration camp

Can you undertake a weekend camp on the same diet as a UNHCR supported refugee?

The United Nations High Commission for Refugees issues 7 day or 2 day ration packs. Can you see if you can share this diet for a weekend camp?



It is important to understand you are not pretending to be refugees, rather you are experiencing the diet forced upon them by politicians.

Suitable for: Scouts, Explorers and Network

Duration: 2 days, 1 night

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. It is important to realise that while as Young People and Adults in the UK we have a choice to try this for many it is reality.

Encourage all participants not to bring additional sweets, foods or drinks to camp.

Equipment:

Trangia or similar camping/hiking stove per person or patrol/group

Food Per day:

4 Litres of water per person, (a refugee would only receive 3)

1 Tin of kidney beans per 7 people

24g lentils per person

12g Chickpeas per person

120g rice per person

1 tin of sardines per 3 people

100g flour per person

25ml vegetable oil per person

1 Teabag per person

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).

Explaining the realities of being a refugee and what this looks like in terms of nutrition.



An additional activity extension to the camp could be to run the refugee incident hike detailed over the following pages.

At the close of camp, discuss how the participants feel, how has the diet affected their own moods and feelings, ask how they would feel on this diet for 2 weeks, 2 months or 2 years?

In some refugee camps in Europe Young people under the age of 20 have only lived on this diet due to being born in refugee camps.

Activity: incident hike

A first aid training activity wide game.

A very simplistic recreation of a refugee migration looking directly at the first aid, medical and economic impact of such desperate journeys.

An additional resource for this could be the [2018 Desperate Journeys guide](#) from the UNHCR looking at the stories of refugees and their journeys to safety.

Suitable for: Cubs, Scouts, Explorers and Network

Duration: 2 hours

Preparation: Ensure you have discussed the topic of refugees beforehand and explained that this activity will help. Identify a 2-hour hike route with 'incident stop' points. Arrange the required first aid equipment. If possible, use a first aid trainer to assist with this challenge to count towards a first aid badge.

Equipment: Maps, Route cards, First Aid Kits, Chocolate coins or printed paper 'bank notes', Torches, clothing and footwear appropriate to the terrain/weather.

Activity:

1. Explain the route and the activity to the young people.
2. Pass the same amount of chocolate coins/paper notes, to each participant.
3. Explain that for each item of first aid, a cost will need to met to pay for treatment items.
4. Funds can be shared between the group with decision making being made by the group as a whole.
5. Randomly select a person in the group to be injured at each stopping point.

Incident suggestions:

- Bullet wounds from war zone
- Heavy bleeding
- Breaking of an arm
- Eye infection

- Food poisoning
 - Mental trauma
 - Loss of a tooth
 - Burns
 - Cuts to hands and arms
 - Head wounds
 - Electric shock
6. Where appropriate Scout Emergency Aid training can be put into practice and once the necessary bandages etc have been purchased the group can put them on the injured party.



7. Anyone without funding to pay for an item can continue on two checkpoints before dropping out of the game.

When complete discuss how they worked as a team, how they made choices and what it would be like for a person their age undertaking this activity in a war zone.

Children as young as three have been through activities such as this often unaccompanied by their parents.

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!

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/

Activity: protest for fairness

Devise a mini protest and become an activist.



We have human rights for one reason. People have become activists and campaigned for them. History has always taught us that peaceful protest and human rights are the best ways to change the world.

Explain what is meant by peaceful protest and civil rights. An example of peaceful protest could be Martin Luther King's black rights movement or the Live Aid Concert in the 1980s.



A simple way to protest is to make placards. This activity encourages creativity in words and text. It can be useful to have examples of famous campaign posters.

Suitable for: Beavers, Cubs and Scouts

Duration: 45min

Preparation: Ensure you have discussed the topic of refugees beforehand and explained that this activity will help.

Equipment: Pens, A6 cards, glue, lollipop sticks, blu-tack, lego mini figures, lego bases

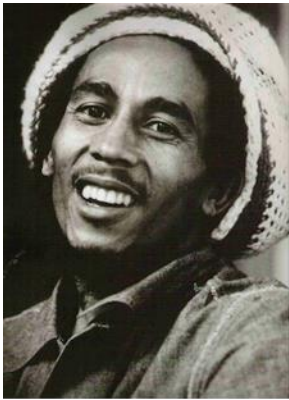
You might like to ask your group to provide their own lego figures or look on ebay for second hand figures.

Activity:

1. Devise a slogan to either:
 - Support refugees
 - Welcome refugees
 - Encourage human rights
2. Write your slogan and create a design to make it stand out.
3. Attach the lollipop stick to the back of the placard and then use blu-tack to attached the lollipop stick to the mini-figure.
4. When everyone is finished arrange your mini-figures to create your mini protest.
5. Discuss as a group what their slogan and messages means to them and why it matters to society.



Appendix 1:



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



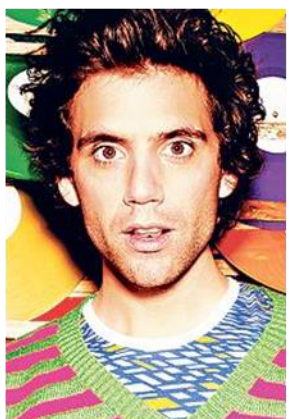
Anne Frank (diarist) - As a child she fled from Nazi Germany to the Netherlands. **Refugee**



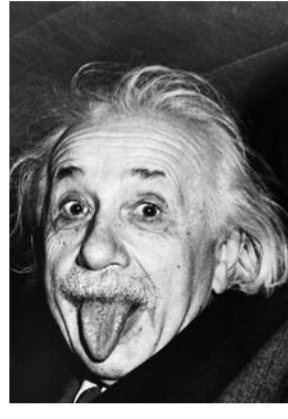
Rita Ora (singer) – Fled to the UK in the 1990s from the Kosovan War. **Refugee**



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

Human Rights

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by international agreements.

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 70 million people throughout the world who have been forced to flee their homes. (2019 UNHCR)
- The number of conflicts have increased. This has created more than 38 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.
- Around 40% of refugees are under the age of 18, and of this many seeking asylum in the UK are unaccompanied children, meaning they have arrived in the UK without an adult.

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.
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.

Appendix 4:

Images from the Scouts Heritage Collection:

- Image A – Robert Baden-Powell's thank you card
- Image B – Scout International Relief Service (SIRS) volunteers preparing to leave
- Image C – Letter about volunteering with SIRS
- Image D – Images of SIRS volunteers packing provisions
- Image E – SIRS volunteers giving Dutch refugees new clothes
- Image F – SIRS volunteers helping to de-louse refugees.
- Image G – Scout badge, wristband and logbook made in Changi POW camp
- Image H – Scouts helping evacuees
- Image I – Scout helping evacuees
- Empathy Umbrella

Image A

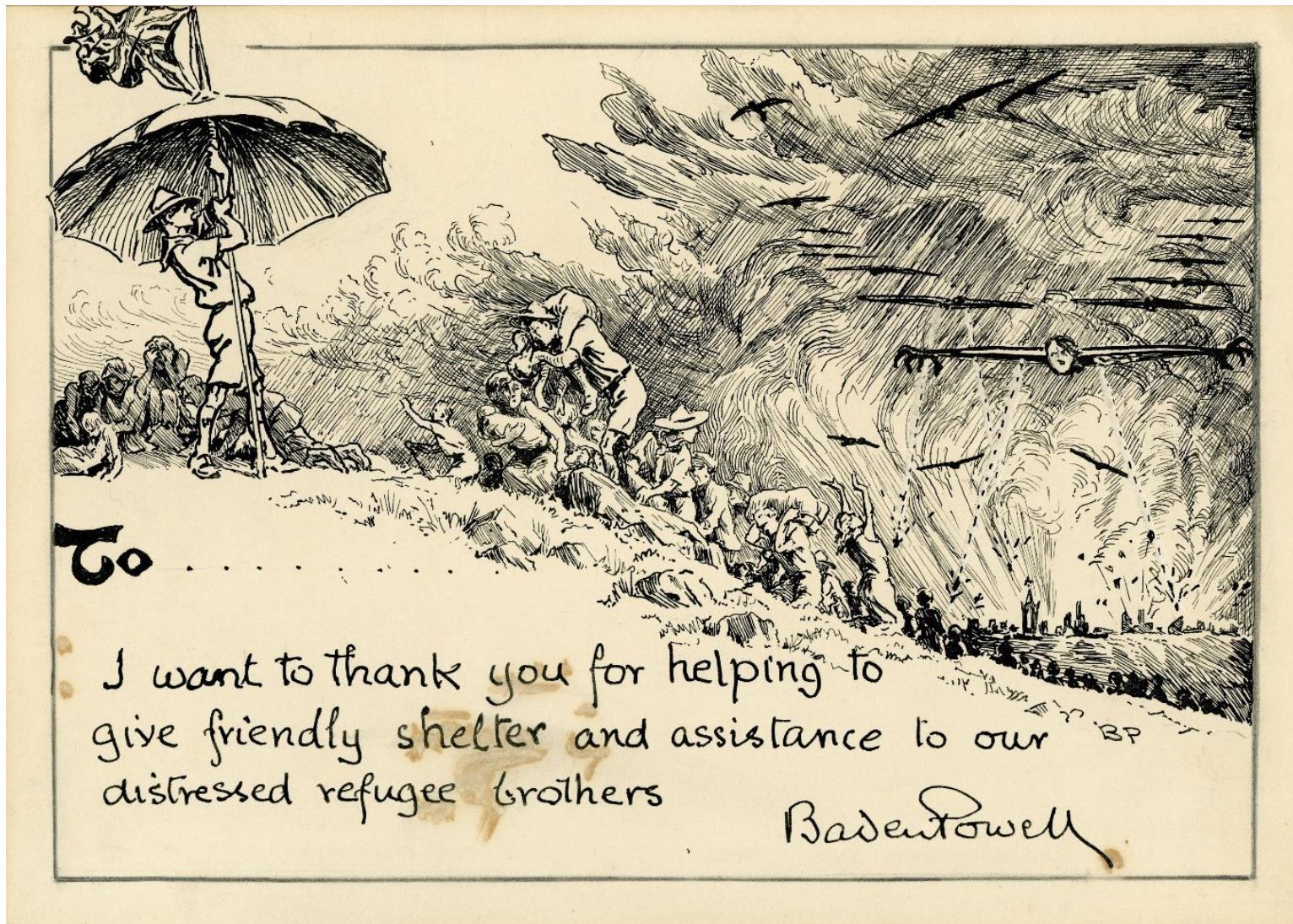


Image B



Image C



Image D



Image E



Image H



Image G



Empathy Umbrella



Appendix 5:

Scout responses

Deep Sea Scouts

Founded in 1928, the deep sea scouts enabled young people in UK and UK allied ships and ports around the world to continue scouting after they had been drafted into service in Royal or Merchant Navy. After the Second World War it helped re-build scout groups and scouting links internationally and also establish new land and sea scout groups and projects globally with an aim to create friendships and peace through international scouting.

Refugees at Gilwell Park



From November 1956 to January 1957 Gilwell Park welcomed 250 Hungarian refugees. Over 200,000 Hungarians fled their country following a revolution against Soviet imposed policies; 11,000 of them came to the UK. Gilwell provided a temporary home whilst more permanent accommodation was found. Some of the refugees worked on the estate whilst they waited.

Scouting in Exile

Countries such as Tibet which are under occupation since the 1950s have set up 'Scouting in Exile' projects to continue their Scouting in their own cultural way in their host countries.

Scouts of Kuwait

In the invasion of Kuwait in the 1990s Scouts delivered

emergency medical triage to those crossing borders, created shelters and equipment at camps for displaced people to stay in.

Syrian Refugees

Scouting in Syria has continued as best as it can with young people now sharing inspiring stories of how scouting has helped to save their lives as refugees. Many scout associations from across the world have lent leaders, training and financial support to help ensure scouting continues to provide support for young people.

Myanmar Refugees

Refugees from Myanmar genocides are frequently met by scouts in receiving countries such as Bangladesh where Scouts have established camps, safe spaces and providing early medical triage.

Venezuelan Refugees

Scouts neighbouring the Venezuelan refugee crisis have perhaps orchestrated the greatest movement of young people to help respond to a refugee crisis. Scouts of Brazil in particular not only now have a national committee for refugees but are highly active in every refugee camp providing medical aid, scouting activities for young people and all forms of non-formal education provision.

Beach welcomes in Europe

Scouts in Greece have been meeting refugees arriving via sea on the beaches and landing sites for over 4 years now. Providing care, clothing, water, and support. Their project has come under much political criticism, but they have maintained that helping to save lives of adults and fellow young people in need is the right thing to do.

Open Arms Sea Scouting

Famously having their ship shot at and damaged by the Italian Navy while carrying 500 refugees in 2018, the brave crew of the Open Arms Project are mostly formed of adults whom met through Sea Scouting links. The ship's current captain has spoken to Sea Scout events across southern Europe about the work they undertake rescuing

people in the Mediterranean sea. In 2018 they invited approx. 60 Sea Scout leaders from across Europe to join them on board to tour the ship and hear about their work as part of the EuroSea18 conference.

World Scouting Refugee Conference

In late 2018, world scouting organised an impromptu conference in Brussels to discuss the many thousands of national scout projects taking place around the world. These included scout leaders from Asia, South America, Africa, North America, Europe, even the UK. This conference has led to many new international links and joining of scout projects to create an international collaboration across scouting to assist refugees and migrants of which leaders and young people from the UK are playing a vital part.

Climate refugees

In 2019 four scout groups, two of which are in British Scouting Overseas territories, became some of the first scout groups to become climate change refugees with their groups being disbanded or re-located due to rising sea levels. The numbers of climate refugees are expected to outnumber economic, war and humanitarian crisis origin refugees within the next 25 years.

Scout Sustainable Development Goals (SDGs)

Helping to raise awareness, actively help, or simply discussing any of these refugee activities helps towards the greater human plan of sustainability goals. This pack helps to meet the following SDGs:



For more information visit <https://sdgs.scout.org/>