**Introduction**

Doing great activities with a great educational content doesn’t need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in ‘The Library’ and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

**1. Educational Content**

Areas(s) of Peace Education: Please check the box which identifies the main focus of the activity.

<table>
<thead>
<tr>
<th></th>
<th>Human Rights</th>
<th>Diversity</th>
<th>Conflict and Resolution</th>
<th>Sustainable Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
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</table>

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

<table>
<thead>
<tr>
<th></th>
<th>Develop intercultural awareness</th>
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<tbody>
<tr>
<td>X</td>
<td>1a) Share own culture with the camp</td>
</tr>
<tr>
<td></td>
<td>1b) Learn about at least two other cultures through different activities</td>
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<tr>
<th></th>
<th>Develop leadership skills</th>
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<tbody>
<tr>
<td>2a)</td>
<td>Receive training on how to plan and lead an activity, before and during the first days of camp</td>
</tr>
<tr>
<td>2b)</td>
<td>Participate in planning and running activities</td>
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<tr>
<td>2c)</td>
<td>Contribute during group discussion</td>
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<tr>
<td>2d)</td>
<td>Suggest solutions and solve problems objectively</td>
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<tr>
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<th>Develop self awareness</th>
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<tr>
<td>3a)</td>
<td>Lead daily programme with minimal assistance from leaders</td>
</tr>
<tr>
<td>X</td>
<td>3b) Contribute to debriefing by sharing personal feelings and thoughts</td>
</tr>
<tr>
<td></td>
<td>3c) Express independent ideas to promote group development</td>
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<tr>
<td>X</td>
<td>3d) Increase self confidence</td>
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<th>Develop cooperative skills</th>
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<tr>
<td>4a)</td>
<td>Work together as a team in planning and leading activities</td>
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<tr>
<td>4b)</td>
<td>Help others feel included in the group</td>
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</table>
Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

Write down the points from the last large circle discussion that you have after the wide game to gather evidence of learning.

2. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things
(a) how the activity is introduced in relation to the Theme
(b) how the structure of the activity is explained, including group sizes and directions for what participants will do
(c) what the role of leaders is during the activity e.g. how will they collect evidence

Jargon buster (30 minutes)

Get the young people to split up into smaller groups. Hand out envelopes of the Jargon Buster Sheet (see attached) cut up into individual boxes. Ask the groups to match up the words with the definitions.

The first group to match up everything correctly wins. Discuss all definitions and words people still don’t understand.

Asylum Seeker Wide Game (1 hour)

Hand out identity cards and an electric money card to each participant. (see attached ‘Identity Documents’) The identity cards will tell them the character they have to act out during the wide game and the electric money card will have their weekly allowance of money on it. Tell them that they are now seeking asylum in another world. [note: you can give this world a name relevant to the whole Summer Camp if you wish]

The room should be divided into clearly marked different sections as described below, all manned by at least one leader. The participants must be lined up to be checked in at the home office before being allowed through to walk freely around the room, to go to the different sections.

(First Stop)
Home Office:
This will be the first section all participants attend, where they will have to complete a complicated form and test in a language that is completely made up. (see attached ‘Immigration Form’) The leader manning the home office desk must be mean to the participants, only speak in a made-up language and will only let some individuals through to the rest of the room. The rest he or she will send to the detention centres to be deported.

(Other Stops you can get to if you are not in the detention centre)

Language corner:
Have one leader give language lessons in the made-up language everyone is speaking that participants get involved in. Make sure the leader running this never stops speaking the made-up language and frequently gets frustrated at everyone for not understanding.

Shop and Healthcare:
Have an open shop in one corner manned by a leader with lots of different items on the table. The leader only speaks this made-up language. Make sure only the worst items are affordable for the participants when their money cards are swiped.
General Housing Area:
A musty area of the room with a few chairs and cups for tea. The leader manning this area should stick up on the walls around ‘common myths about asylum seekers’ (see attached) and keep on muttering them to all who come nearby in English.

Welcome Centre:
The only friendly place, where the leader speaks to you in English, the language the participants understand. There is a list of general rights written down that they will talk you through. (see attached) They will try to help and give advice on your situation.

Detention Centres:
As soon as the participants get here they get a card to tell them why they have gone to the detention centre, and what is going to happen to them in the future (see ‘Detention Centre Cards’ attached) Keep everyone separated from each other. No-one can talk.

Let people roam around all the different places at their will experiencing the different parts of this role-play. When you think it is winding down to a close come out of character and get everyone back into a big circle.

Debrief (30 minutes)
Go round the circle and everyone has to say who they were in the game and one thing they found hard whilst they tried to be a part of this ‘other’ world.

Then for extra questions to spark further interesting debate see below.

### 3. Debriefing

**Reflect:**
What questions will help participants reflect on what they experienced in the activity?

- How did each area make you feel?
- How did it feel to have everyone speak a language you could not understand?
- How did it feel to not be able to buy anything in the shop with your swipe cards?

**Generalize:**
What questions will help participants think about what they have learned and put their experience into a wider context?

- Do you think this is how people treat asylum seekers in our own countries?
- After doing this workshop what do you think is the most important elements needed in a welcome center for refugees role within our modern societies?

**Apply:**
What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

- How do you think refugees and asylum seekers should be treated in our own countries?
- Do you think that detention centers should be used in societies such as Britain?
### 4. Materials and Background Preparation

**Origin of Activity:** Did you create this activity? If not, who did?

CISV Intern: Sarah Lawson

**Materials:** List the materials and their quantities to do the activity.

- Print out:
  - Jargon Buster
  - Identity Documents
  - Immigration Forms
  - Common myths about Asylum Seekers
  - General Rights
  - Detention Center Cards
  - Debit Cards

(the documents provided are enough for a group of 30 young people)

**Time & Group Size:** Suggest the ideal time scale and group size for this activity.

- Timing: 2 hours
- Group Size: 30 14-15 year olds

**Tips for facilitators:** What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

Prepare a lot in advance and make sure that you have enough leaders to man every stall during the wide game.
Be flexible enough to let the participants shape the wide game a bit.
Never come out of character whilst the wide game is in place.

**Activity Name:** Each activity should have a name so it can be searched for in the database.

Seeking Asylum in Another World.

### 5. Attachments

- **a. Jargon Buster**
- **b. Debit Cards**
- **c. Immigration Forms**
- **d. Detention Centre Cards**
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<td>Someone who has received a positive decision on their asylum application.</td>
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<td>People who are forced to flee their homes but remain within their country's borders.</td>
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<td>Someone who moves across national borders in a way that violates the immigration laws of the destination country.</td>
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<td>1. To fast track their claim</td>
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<td>2. If the government has reasonable grounds to believe that the asylum seeker or migrant will abscond or not abide by the conditions of entry.</td>
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Terms and Conditions of your Debit Card (registered for asylum seekers only):

1.) It can only be used in one shop
2.) If you do not spend the money by the end of the week then it will not be saved up over time but will simply disappear.
3.) You cannot get change back from the card
4.) You are not permitted to buy things for other people
5.) You will get a certain amount of money a week which is less than the average benefits for a citizen of this country.
6.) YOU CANNOT WORK TO GET MORE MONEY.
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Detention Centre Cards

You have been tortured badly in your home country and have objective evidence to prove it so you cannot be accepted into this Detention Centre. Go Back into the Room.

You have become disabled whilst living in the UK so you cannot be accepted here, however, you cannot claim the disability living allowance either, as that is only for UK Citizens. Go Back into the Room.

You claimed bail successfully but then realise you are allowed no legal aid for representation at your bail hearing. You cannot represent yourself well as you are so scared in the process that you are not shocked when you hear that your claim has been rejected and you are taken back into the detention centre.

You claim for bail successfully but then realise you are allowed no legal aid for representation at your bail hearing. However by some luck you find the organisation ‘Bail for Immigration Detainees’ and they provide you with help and assistance represent yourself and you manage to get yourself out. Go Back into the Room.

You have been tortured badly in your home country and have objective evidence to prove it so you cannot be accepted into this Detention Centre. Go Back into the Room.

You will remain here until we assess your case at some point in the future.
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