

CROSSING BORDERS

How to unpack prejudices
and thoughts on refugees

#crossingborders #scoutscare



Pako^{Suomen}aisapu



International Organization for Migration (IOM)
The UN Migration Agency



ULKOASIAINMINISTERIÖ
UTRIKESMINISTERIET

**TUETTU ULKOMINISTERIÖN
KEHITYSYHTEISTYÖVAROIN**

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INTRODUCTION

You are now holding the Guides and Scouts of Finland's global education method guide. This guide includes action-based exercises on global migration and human rights. We hope to provide 12–22-year-old trackers, explorers and rovers with inspiring and thought-provoking activities to enjoy at the local troop and other events. This guide is also perfect for schools, organizations and everyone working with young people.

The activities in this guidebook form an orienteering course with an action-based look on various themes. These themes deal with the reasons behind global migration and what are its effects, human rights issues and ways for young people to make a difference, for example by inspecting their own attitudes and learning media literacy.

There are altogether 13 checkpoint tasks with clear instructions, a list of materials needed and checkpoint assignments familiar to scouts everywhere, that is, instructions for the groups. Checkpoint tasks include age recommendations, as well. Most of the tasks are suitable for tracker-aged scouts (12 to 15-year-olds) and older, however, with small adjustments, you can modify these to suit younger scouts. You can use the tasks together to form an orienteering course or choose a task to do with groups of any size. These tasks also work everywhere – whether you're in the woods, at your troop or classroom. All you need to do is choose the task(s) that appeal to you and check out our tips on the next pages!

This guide was a part of the Guides and Scouts of Finland's two-year global education programme “Global migration – prejudice lost” funded by the Ministry for Foreign Affairs of Finland. The programme aims to increase awareness of global migration and provide young people with fresh tools and perspectives in order to participate in the public debate and decision making over immigration and multiculturalism. This guide was done in collaboration with Finnish Refugee Council and International Organization for Migration, IOM.

The programme team of the Guides and Scouts of Finland wishes you insightful moments and inspiring conversations with the orienteering course!



MAKE THE MOST OUT OF THIS GUIDE

In troops

These tasks are perfect for your troop meetings, at camps or at summer camps or events as an orienteering course. You can parse out the tasks to do weekly at your troop meetings during the fall, for example. The tasks provide excellent theme activities for World Thinking Day or JOTA-JOTI. Keep in mind that you can – and should – modify these tasks to fit the group and the surroundings.

District or local group events

You can execute tasks from this guide in your district or your local group's events. These tasks form an orienteering course but, of course, you can also choose just one or a few tasks to do at your event.

Prepare by training the event's program coordinator and the program committee. The coordinator should ensure that the checkpoint supervisors understand the theme of their station and are well versed in the accompanying facts. You can check the chapter "Important facts" to find background information on migration patterns, human rights and attitude education. The program committee should talk about the checkpoint themes and how to create a safe space respectful of human rights that nurtures constructive and fact-based discussion.

Schools or workshops

You don't have to be a scout to use these tasks! The new Finnish national curricula states that global education is a fundamental responsibility of schools. This guide will give you action-based tools to tackle topical issues. Especially students in grade 7 and older benefit from reflecting on the effects of popular attitudes and media. These tasks are great for geography or social studies lessons, but you can also create a whole theme day around them. You can do these tasks in the school or even outside. So why not have your classroom in the woods or in the school yard for an hour or for the day!

IMPORTANT FACTS

Human rights

Human rights are the fundamental rights equal to everyone. Human rights are standards that recognize and protect the dignity of all human beings. They are universal; they are held by all people at all times. All rights stated in human rights treaties are equal and no right is superior to any other. They are inalienable; individuals cannot give them up and they cannot be taken away. (UNA Finland <http://www.ykliitto.fi/yk70v/yk/ihmisoikeudet>.)

The United Nations Charter, ratified in 1945, and the Universal Declaration of Human Rights (UDHR) have paved the way for the modern human rights system. These declarations have been later supplemented with other international and local human rights treaties, such as the Rights of the Child (1989) and Convention relating to the Status of Refugees (1951).

Human rights depend on governments respecting and securing the rights of every individual. States that sign international human rights treaties are legally bound to them. The treaties establish the minimum level the states must apply to their national legislation. The UN Human Rights Council oversees that human rights are respected. Treaty bodies monitor the implementation of human rights treaties.

The right to seek asylum internationally, citizenship, right for education, freedom of religion and free speech are all human rights.

The success of human rights is still a global challenge because many countries, including Finland, have laws that contradict the Universal Human Rights. Global challenges include torture, the death penalty, forced labor, human trafficking and restrictions to free speech.

Finland's challenges to human rights include racism, violence towards women and respecting the Sami people's indigenous rights. Individual citizens as well as entire states can violate human rights. Specialty groups, such as minorities and indigenous peoples, minorities of sexuality and gender, people with disabilities, the elderly, women and children are especially vulnerable. (Formin: <https://um.fi/finland-s-international-human-rights-policy>).

You can find plenty of material on human rights from various organizations. Check out Finnish Refugee Council at <https://pakolaisapu.fi/en/>, <http://www.ihmisoikeudet.net/>, <https://www.unicef.fi/home/> as well as Plan International Finland at <http://www.globaalikoulu.net/> (in Finnish).

Immigrants and refugees

Migration occurs when people relocate from one area to another, either internally or internationally. The term applies both to individuals relocating or to an entire shift in a population. People have various reasons for relocating. Some move voluntarily to find work, education or love, others are forced to relocate due to conflict, natural disaster or persecution.

Terms

Immigrant is a person who has moved abroad with the intention of staying for a longer period of time, usually a year minimum. In other words, all other nationalities moving to Finland are considered immigrants. Most of Finland's immigrants come from the former Soviet states and Sweden.

Internally displaced persons (IDPs) are people who have been forced to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural disasters, and who have not crossed an international border. That is, IDPs are displaced from their homes but remain within the same nation. Two thirds of the world's displaced people are IDPs.

Quota refugee is a person who has a UNHCR appointed refugee status and arrives in the host country within its refugee quota. In Finland, the parliament reviews the quota annually. Quota refugees in Finland arrive often from refugee camps and sometimes directly from the crisis area. In recent years, quota refugees in Finland have come from Syria, Congo, Afghanistan and Sudan.

Refugee is a person who has a legitimate reason to fear persecution due to their race, ethnicity, religion, nationality, political beliefs or belonging to a certain social group. These people live outside the country of their nationality and cannot or will not return to their native country due to that threat. A person can get a refugee status also if they don't have a citizenship in any country and live outside their previous homeland unable or afraid to return due to reasons stated above. The definition and rights of a refugee are based on UN's Geneva refugee convention. In the Finnish Alien Act the term 'refugee' is applied only to those who have received refugee status under the Geneva refugee convention. When people speak of refugees, they usually think of those who have been forced to leave their homes as well as people who have been granted asylum in their current location.

Undocumented is a person living in Finland without a legal visa. Undocumented people are living in a country without permission from the officials or their knowledge. People may become undocumented after their refugee or immigrant status has been denied or their visa has expired, or they haven't applied for a visa. A Person doesn't become undocumented just by not having a passport or other form of identification. Asylum seekers are not considered to be undocumented because they are permitted to stay in the country during their application process.

Migrant is a general term for a person permanently living in another country. Migrant encompasses both immigrants and emigrants. International statistics consider migrants as people who move abroad for a minimum of a year. Many countries, however, include people staying for even shorter periods, such as six months or three months, as migrants in their official statistics.

Asylum-seeker is a person seeking protection in a foreign nation. The right to seek asylum is a human right. Only a small percentage of asylum-seekers are granted refugee status based on personal persecution under the UN refugee treaty. Asylum seekers, however, may be granted a residence permit based on a secondary need for protection. An example of this is the threat of inhumane treatment in their native country.

Source: <http://www.pakolaisapu.fi/pakolaisuus/sanasto>

Migrants around the world

According to a UN estimate, in 2015 there were 244 million international migrants, that is, people who have moved outside their native country. This number is 44 times the population of Finland or every other citizen in the EU. Most international migrants have relocated voluntarily due to work, education or family and about 10 percent are forced to move. The number of migrants has stayed steady during the last decades, however, the number of refugees has increased. Today, there are more refugees than at any time after the Second World War. The number of refugees has almost doubled during the last seven years from 34 million to over 65 million.

According to UNCHR, at the end of 2016 there were almost 66 million people who had left their homes due to persecution, armed conflict, the threat of violence or human rights violations. Two thirds of these people had relocated inside their native country and over a third had fled to another country. Of the latter, 22,5 million had received refugee status and almost 3 million were asylum-seekers with pending cases.

Moreover, UNHCR estimated that there are 10 million refugees who do not possess the nationality of any State. People may become stateless if they are born in a foreign State or if the current laws are changed so that they exclude citizenship from a group of people of a certain ethnicity or gender. Life as a stateless person may mean that one cannot attend school, get medical treatment, get a job, open a bank account, buy an apartment or marry.

Only a fraction of people forced to leave their homes end up in the wealthy West: Europe hosts only about 10 percent of refugees while 84 percent live in developing countries. Countries that have welcomed the most refugees are Turkey (2.9 million refugees), Pakistan (1.4 million refugees) and Lebanon (about million refugees). Approximately half of all refugees are under the age of 18. People leave their homes as a result of war, armed conflict and natural disasters.

The number of refugees depends on the types of conflicts in the world. The number of international refugees has increased by 65 percent over the past five years mainly due to the Syrian conflict (UN: International Migrant Report 2015: http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2015_Highlights.pdf.)

Migrants in Finland

Most people who move to Finland are EU citizens or they move for family reasons. In 2016, 39,317 people relocated to Finland. About one in four were from the EU area and for them, the reasons for moving are not included in the statistics. One in five relocated due to family reasons and one in six came for work. One in six were asylum-seekers. At the end of 2016, Finland hosted immigrants from 180 countries. Estonian citizens represent the largest group of immigrants in Finland by far. Russian citizens come second while the third largest group of immigrants come from Iraq. These groups are followed by the Chinese, Swedes, Thais and Somalis. Groups of immigrants from other countries than mentioned before consisted less than 7,000 people. (The Finnish Immigration Service: Maahanmuuton tunnusluvut 2016: http://emn.fi/files/1528/Tilastokatsaus_2016_FI_netti.pdf.)

The year 2015 was an anomaly in Finland's immigration statistics. In 2015, altogether 1.3 million refugees arrived in Europe to seek asylum and Finland received 32,476 of them. After the year 2000, Finland has received between 1,500 and 6,500 asylum seekers yearly. Today, Finland hosts 0.03 percent of the world's refugees – a number that has decreased over the recent years.

Finland grants asylum to 750 quota refugees yearly, as well. That is, people who have received refugee status already, say, on a refugee camp. The Finnish Parliament agrees upon the quota annually. The refugee quota in Finland is significantly lower than those of Sweden (5,000) and Norway (3,120).

More info on migration and refugees at Finnish Refugee Council (<https://pakolaisapu.fi/en/>) and IOM (<https://iom.fi/>).

Facing immigrants

Global migration is a broad theme and you can look at it from multiple different angles. The right to move and seek asylum outside one's country is regulated by international legislation and treaties that are, in turn, implemented by each state. As individuals, however, we can influence at grass-roots level: how we discuss; how we interpret what we read or see; how we treat others and what attitudes we spread.

Empathy is the ability to put yourself in someone else's shoes and understand what they are feeling and experiencing. Empathy can also mean compassion and it is an important tool in situations where you meet foreign people from all walks of life. Empathy can teach people to understand and respect everyone else. You can learn empathy by learning about people's lives and backgrounds, being curious and asking questions, learning about what people have gone through and their feelings.

At first, it may be difficult or nerve-racking trying to understand another person's feelings and attitudes if they differ from your own. You may also have prejudices about people before knowing anything about them. These notions stem from ignorance and are often false, however, everyone has them. You can release these thoughts by recognizing them and learning more about the subject. As you get to know another person, your prejudices often fade away. People who seem different may have much more in common with you than you originally thought. You can also learn a lot about the world by getting to know people that come from different backgrounds.

Sometimes prejudices lead to discrimination and racism. Discrimination occurs when a person or a group is treated worse because of age, gender, skin color, nationality or religion, for example. Racism, on the other hand, means deeming another group of people less valuable due to ethnicity, skin color, nationality, culture, language or religion, for example. Discrimination and racism include name calling, threats, exclusion or violence. They are perpetuated by society structurally or by individuals in interactions. Discrimination and racism are unacceptable in all forms.

ORIENTEERING COURSE

1. Human rights and immigrants

Reviewing human rights and understanding their significance

2. Why do people relocate?

Getting to know the reasons behind relocation

3. Immigrant, refugee or an internally displaced person?

Learning the terms around migration

4. Leaving the country

Empathizing with the experience of leaving your home

5. Where are the refugees of the world?

Recognizing refugees and global responsibility

6. On the road

Understanding the journey to a new country and the challenges on the way

7. New language, new challenges

Understanding the challenges refugees face in their new home.

8. Confronting racism and discrimination

Learning to define and identify racism and discrimination

9. The new kid in class

Understanding the challenges immigrants face in their new home

10. Immigrants in the media

Media literacy as a term and in practice

11. Different backgrounds – unequal life?

Recognizing inequality and practicing self-reflection

12. My feelings on the world and immigration

Sharing thoughts on immigration and refugees

Bonus: What's the price of a human being?

What is human trafficking and how can we stop it?



Human rights and immigrants

Theme: Reviewing human rights and understanding their significance

Objective: To review human rights, especially how they apply to a refugee child. Introduce the theme.

Time: 20+ minutes

Age group: 12-year-olds and up

Materials

Rights of the Child cards printed and cut out.

The story of a refugee

Printed version, for example Zeinab's story – the story of a 10-year-old Syrian child who has fled to Lebanon <http://unicef.typepad.com/main/2012/09/syria-zeinabin-tarina.html>. UNICEF, available only in Finnish.

Video, for example Malak and the Boat – One Syrian Child's Journey. <http://www.unicefusa.org/stories/malak-and-boat-%E2%80%94-one-syrian-childs-journey/30179>. UNICEF, available in English.

At the checkpoint

Welcome the group and explain that during this checkpoint they will get to hear a refugee child's story and learn about the Rights of the Child. Show the video about Malak or read a story about a refugee child. After this introduction give the group their instructions and the Rights of the Child cards. Explain that the aim is to put the cards in the order of importance for the fleeing child. The cards should be placed in the shape of a diamond so that the least important rights go in the bottom and the most important at the top. Tell the group that they have 10 minutes to organize the cards. If the group is particularly large, you can divide them into groups of 2–4 who can all make their own diamonds. This allows more discussion.

With multiple groups, you can assign each group a different perspective and they can form their diamond based on that perspective. What rights matter the most when you are fleeing war, a natural disaster or famine? Do your priorities vary according to the reason of your escape? What if your migration is voluntary?

When the group finishes their diamond, ask them to explain their reasoning behind a few of the rights. Why does this right matter? What would happen if this right was not respected? If you have multiple groups, discuss what they think are the most important and the least important rights and see if the groups have many differences between them. Ask the groups if they found the task easy. Why or why not? Remind them that all of the Rights of the Child are equally important and should all be respected.

Checkpoint assignment

Discuss and analyze the nine Rights of the Child from the perspective of a refugee child. What rights do you think are the most important for a child having to flee from their home?

Place the rights in the shape of a diamond. Place the most important right at the top, the two you think are the second most important rights on the next row and the three that follow them below. Place the least important right at the bottom. Remember to think of reasons behind your decisions: why this right matter and what would happen if this right wouldn't be respected?

The Universal Declaration of Human Rights

After the Second World War world leaders got together to think of ways to maintain the peace and prevent another disaster like the war. The leaders adopted the Universal Declaration of Human Rights at the United Nation General Assembly in 1948. The Declaration states that all humans – without distinction of any kind, such as sex, age, ethnicity, religion, national origin, language or sexual orientation – are entitled to all the inalienable rights and freedoms set forth, the Human Rights. Human Rights cannot be taken away or prioritized. They all matter equally, and governments must ensure the observance of the Rights.

The Convention on the Rights of the Child

The Diamond of the Rights of the Child is based on the articles of the Convention on the Rights of the Child. The Convention on the Rights of the Child was written in 1989 to amend the Universal Declaration of Human Rights for children because children cannot defend and further their rights due to their age. All 196 countries, except the U.S.A., have adopted the Rights of the Child in their legislation and committed to the Convention. All Human Rights treaties share three principles; the rights are held by all people, everywhere (they are universal), all rights are equal and no right is superior to any other (they are indivisible and interrelated), and individuals cannot give them up and they cannot be taken away (they are inalienable).

Why do people relocate?

Theme: Getting to know the reasons behind relocation

Objective: To understand the types of situations that lead to people relocating. To understand the difference between voluntary and involuntary relocation.

Time: 20 minutes

Age group: 12-year-olds and up

Materials

Pictures of different situations in two piles: involuntary and voluntary dislocation.

The material available at <http://www.partio-ohjelma.fi/ohjelmamateriaalia> and <https://www.globaalikasvatus.fi/vinkit>.

At the checkpoint

Tell the group that during this checkpoint they will learn about reasons behind relocation. Then, give the group their instructions and the pictures they should analyze and divide into two stacks depending on whether they think the situation represents voluntary or involuntary relocation. The group should also try to imagine the stories behind the pictures and further divide the two stacks into smaller stacks according to reason for relocation.

You can make the task easier by telling the group that they should place the pictures in stacks based on work, love, studying, famine, war and so forth. This way the group doesn't have to think of the reasons behind relocation.

When the group is ready, ask them to explain their decisions. During the discussion, explain that the biggest reasons behind voluntary relocation are love, work and studying. On the other hand, people may be forced to relocate due to natural disasters (flood, earthquake or drought, for example), famine, war, armed conflict and persecution.

Checkpoint assignment

You will get a stack of pictures. Discuss what type of relocation every picture represents and divide them according to voluntary or involuntary relocation. After you have two stacks of pictures, discuss what type of reasons are behind voluntary and involuntary relocation. Further divide the stacks into smaller stacks according to the reasons you find.

Migration

Migration occurs when people relocate from one area to another, either inside a country or between countries. The term can describe just individuals relocating or a shift in an entire population. People move for various reasons. Most people move voluntarily to find work, education or for love, others are forced to move due to conflict, natural disaster or persecution. UN estimates that there were 244 million international migrants (people who have relocated from their native country for any reason) in the world in 2015. About ten percent are involuntary migrants, that is 25 million people.

Refugee, immigrant or an internally displaced person?

Theme: Learning the terms around migration

Objective: To differentiate the terms surrounding migration and understand their meaning and how to apply them.

Time: 10–20 minutes

Age group: 12-year-olds and up

Materials

Dominoes printed and cut out (See Appendices)

Pens

At the checkpoint

Hand everyone their domino piece. On one end of the piece, there is a migration term and the other end has a definition of another term. The group should try to find their pairs so that every term is matched with a definition. People should place themselves as the domino pieces and form a circle or a line, depending on the number of people. Finally, go through the answers with everyone telling the group their term and its definition. If the group has formed a line, you can think of the definition for the unmatched term and vice versa together.

Checkpoint assignment

You will all get a domino piece with a term and definition at either end. You should find a definition for your term and term for your definition. When you find a match, stay together. At the end, your group should form a circle or a line with every term matched with a definition. Then, read the answers out loud with everyone reading their term and its definition.

Source: IOM and EMN

Leaving the country

Theme: Empathizing with the experience of leaving your home

Objective: To empathize with the experience of a person fleeing war

Time: 15 minutes

Age group: 12-year-olds and up

Materials

The list of things to pack or things on the list and a backpack

Pictures of actual things refugees have taken with them

The material available at <http://www.partio-ohjelma.fi/ohjelmamateriaalia> and <https://www.gloaalikasvatus.fi/vinkit>.

At the checkpoint

Tell the group that at this checkpoint they will get to imagine fleeing their homes. Ask them to imagine that Finland is at war and the city they live in is under bombing. The group must flee at once. Since there is no time to waste, they must decide what they want to bring with them. Because the journey will be long and there is much to carry, they can only bring 5 items.

If the group is large, you can ask them to form smaller groups of 3–4. Give them a list of the things and the instructions. Then the groups have 5 minutes to decide which five things they choose to bring with them as they leave home for good. Let the groups discuss their decision amongst themselves.

You can modify the instructions above by asking the group to pack the things they choose in the backpack. This requires you to have a backpack and set of things that the group can choose from instead of a list. This allows more of an action-based approach.

When the time is up, ask the groups to present their choices. Ask them why they chose what they did. Was it an easy choice? You can also discuss whether these things would allow safe passage from Finland into a secure country. Did they choose to take a passport with them? What would their new life in their new country look like with these things?

At the end, show them pictures of actual things refugees have packed with them. Do they have same things or are the choices different? If they are different, how?

If multiple groups are at the checkpoint at the same time, you can give each group their own perspective and they can pack according to it. What would you pack if you were fleeing from war, flood or moving to study abroad? How would different circumstances change the things you pack?

Checkpoint assignment

Our city is being bombed. We need to leave, now! There is no time, so pack only the essentials. You can take five things.

Which do you choose? In the next five minutes you need to choose five things you think are the most important. When the time is up, the instructor will explain the next step.

List of things to choose from

Photos	Pillow	Childhood memories
School records	Jewelry	A book
Laptop	Money	Diary
Phone	Birth certificate	Clothes
Charger	Food	Passport
Map	Flashlight	Water
Warm clothes	Swiss Army Knife	Reflector
Camera	A straw	A toothbrush
Blankets	Equipment for a hobby	Protein bar

Where are the refugees of the world?

Theme: Recognizing refugees and global responsibility

Objective: To learn where the refugees of the world live. To understand that most refugees live in areas with limited resources.

Time: 20 minutes

Age group: 12-year-olds and up

Source: Amnesty International

Materials

Pre-made signs of continents and areas or similar signs

100 pine branches spread out in the area. Alternatively, you can use pine cones or beads.

At the checkpoint

The group will carry pine branches to the marked areas according to the number of refugees worldwide. The aim is to illustrate how refugees are located in the world. During the task, the group will see how Middle East and Turkey carry much of the burden, however, these areas can offer refugees only limited amount of the services they require, such as accommodations, food or naturalization services (e.g. education and employment services).

Collect 100 pine branches you can spread out in the area. Mark the continents and other areas with signs or other markings. For example, trees, plants or rocks are excellent markings.

If you can't find pine branches, you can use other things instead. For example, pine cones, beads or matches work well.

When the group arrives to the checkpoint, explain that they will learn where most refugees reside. Instruct them to divide into groups representing certain geographical areas. The number of people in each group is determined by the area's resources. Divide people into groups according to the table below. If you have 10 participants, the groups would be as follows: Africa 1 person, America 3, Asia 3, Europe 2 and Middle East 1. If you have 20 participants, Africa would have 1 person, America 6, Asia 7, Europe 5 and Middle East 1. Ask the participants to stand around the sign of their geographical area.

Continents or areas and the number of participants (10/20 participants)

Africa – 1/1

America – 3/6

Asia and the Pacific – 3/7

Europe – 2/5

Middle East, North Saharan Africa and Turkey – 1/1

The groups should gather pine branches: Africa group should gather 29 branches, America 13, Asia 14, Europe 11 and Middle East 33. Give the groups the instructions.

The branches illustrate the number of refugees in the areas. The resources of each area reflect their respective GDPs.

You can give the groups a signal to begin collecting branches. Every person can carry only one branch at a time. Note that the Europe group will finish quickly but the groups shouldn't help each other. The task is over once every group has taken the branches into their area.

Once the groups are finished, tell them that the task aimed to illustrate how most refugees reside in areas that have limited resources to care for them. The branches represent the number of refugees and the number of participants in each group the amount of resources in the area. In 2016 there were 65.6 million refugees in the world.

The number of refugees worldwide is almost the same as the population in France (66 million.) Out of the over 60 million refugees, 22.5 million are international refugees. Europe hosts about 2.3 million refugees, Turkey about 2.8 million and Pakistan 1.3 million. That means that Turkey alone hosts more refugees than the rest of Europe put together (UNHCR, URL: <http://www.unhcr.org/5943e8a34>.)

Discuss the groups' thoughts and feelings that arose during and after the task. What was surprising? Did their views on the placement of refugees in the world change? If they did, how? What types of issues can they see with fragile, poor nations carrying most of the weight of the world's refugees?

Checkpoint assignment

Find pine branches and bring them back to your area

1. Africa **29 pcs**
2. America **13 pcs**
3. Asia and the Pacific **14 pcs**
4. Europe **11 pcs**
5. Middle East, North Saharan Africa and Turkey **33 pcs**

You cannot help other groups. Each person can only carry one branch at a time. Once your group is finished, you must wait until all groups have carried their branches into their area.

On the road

Theme: Understanding the journey to a new country and the challenges on the way.

Objective: To empathize with a refugee child's experiences through storytelling. To activate the youths' new-found knowledge on migrants and refugees.

Time: 20+ minutes

Age group: 12-year-olds and up

Materials

The material available at <http://www.partio-ohjelma.fi/ohjelmamateriaalia> and <https://www.gloaalikasvatus.fi/vinkit>.

At the checkpoint

Print out stock photos that relate to the topic. The number of photos depends on the number of participants, however, have plenty of photos so that participants have enough to choose from.

Depending on the number of participants divide them into groups of 2–4. Explain that the aim is to form a story depicting a refugee's journey from the pictures. First, the groups should pick five pictures and then place them in order to create a cohesive story depicting a refugee's journey into their new home. Make sure that the groups understand that there are no right or wrong answers. Once the groups finish their stories, they should present them. If you want, you can provide the groups the first or last picture.

After the groups share their stories, read Liliana's story. While Liliana's story is fictional, its numbers are based on UNHCR's statistics on 2016 (<http://www.unhcr.org/5943e8a34>.)

This checkpoint aims to provide background on the current refugee situation exasperated by the Syrian conflict. Moreover, to make the participants realize through empathizing that refugees are regular people who are forced to leave their homes for one reason or another. Before the checkpoint is finished, make sure that everyone understands that the right to seek asylum is a universal human right. However, often people travel to seek asylum without official travel documents, thus crossing borders illegally. As an illustration, the war-torn Syria doesn't have officials who can issue passports or manage visas. Human beings, however, are always 'legal'. Every person is equally valuable in the eyes of human rights.

Checkpoint assignment

Place the pictures in an order you feel makes sense and think of a story behind the pictures and the person's journey. The story is, of course, fictional and there is no right or wrong way to tell the story.

Think of these questions in your story:

- Who is fleeing? Why? From where?
- What will their journey look like?
- To where are the characters fleeing?
- What are they feeling?
- What do they dream of?
- What do they miss?

Liliana's story

A civil war broke out in Syria in 2011. The citizens are fighting over the way the country should be run. The war is further complicated by support given to different warring parties by other states as well as many terror groups.

At first Liliana and her family fled from their hometown to another Syrian city. Of the 66 million people displaced in the world 60% (40 million) are internally displaced persons. In Syria, 12 million people, that is, 60 percent of the population have had to leave their homes since 2011.

As the war dragged on, Liliana's parents decided to flee Syria with their children. Their journey began as they crossed the western border to Lebanon where one person in six are refugees. Lebanon hosts the UN Refugee Agency UNHCR's refugee camps where displaced people can seek refugee status and international protection. International protection refers to another state's protection to people whose home countries do not protect them.

About third of displaced people (22.5 million) are refugees, meaning that they have fled beyond their country's borders and received refugee status. Finland takes in 750 quota refugees from refugee camps.

However, Liliana's family came to the conclusion that from Lebanon's refugee camp with millions of people it would take years or even decades to reach a safe country where they could start their new lives: the parents could look for work, the children could go to school, have hobbies and plan for the future. Therefore, the family headed to Turkey. In Turkey Liliana's father paid a sailor, 'a human smuggler,' to take the family to the Greek island of Lesbos. Over a million people travelled the Mediterranean Sea and fled to Greece between 2015 and 2016. The number of people seeking shelter in Greece was overwhelming, so some continued on to Europe before registering as an asylum-seeker. The right to seek asylum is a human right. Every person has a right to seek asylum in the country they have entered.

Inside the EU Liliana's family arrived to Finland and sought asylum here. The family waited for their application to be processed for nearly two months. The average waiting time is six months for asylum-seekers in Finland, however, families with children are processed faster. Liliana's family received asylum and were placed in Tampere.

New language, new challenges

Theme: Understanding the challenges refugees face in their new home.

Objective: To walk in the shoes of a person who arrives in a new country where people speak a foreign language. To understand what it's like to learn to speak and write in a foreign language.

Time: 20 minutes

Age group: 12-year-olds and up

Materials

A form in a foreign language for every participant (see Appendices)

Clipboards and pens

A checkpoint person who can speak a language the participants probably won't understand or English with a thick dialect.

A prepared speech in the 'foreign-language' if the instructors are uncomfortable improvising.

At the checkpoint

As the group is arriving to the checkpoint, treat them with disrespect and only speak in a foreign language that the group is unlikely to understand such as French or Russian. Alternatively, you can make up a language or speak pig latin. If some of you can't speak a foreign language, you can assign people from your group to speak. However, all of you can gesture, act rude and herd the group to stand in line or in a certain place to receive their forms.

The forms should be either gibberish or in a language the participants cannot understand. You should instruct the group to fill out the forms, still speaking the foreign language. You shouldn't answer any of the group's questions, instead keep repeating, 'This is very important.' Focus on gesturing that they need to sign the form.

After the group has filled out their forms, switch to Finnish and give them their instructions. When they have read their instructions, discuss how they felt about the task. What was it like arriving in a new country where they may not understand anything? What was it like signing a form without understanding its meaning, knowing that these types of formalities can be significant in the future?

The goal of the checkpoint is to illustrate what types of roadblocks language barriers can cause during refugees' journeys, how languages can exclude people and how you feel when you don't understand. Most refugees must learn a new language when they settle into a new country, and they may not be able to choose the language. Many displaced people are highly educated, such as doctors and engineers, however, a lack of language skills and problems recognizing know-how in the new country can hinder their placement in the labor market.

Checkpoint assignment

When the group arrives to the checkpoint, they won't receive clear instructions, instead instruct them orally in a foreign language or by gesturing that they should get in line and fill out a form. Give the group their instructions only when you start speaking Finnish.

Discuss what it would be like moving to a country with a foreign language and possibly even different alphabets. Have you ever been in a situation where you haven't understood the language spoken? How do you feel when you don't understand what people want you to do? What may be the consequences of not understanding the spoken or written language? What other challenges can people face when they relocate to another country?

Confronting racism and discrimination

Theme: Learning to define and identify racism and discrimination

Objective: Learn to recognize different situations where you can find discrimination or racism. To find different ways to challenge racism.

Time: 20 minutes

Age group: 12-year-olds and up

At the checkpoint

Explain that during this checkpoint the group will learn about and discuss racism and discrimination and find ways to challenge them by forming human statues of different situations. Start by discussing the definitions of discrimination and racism. You can ask the participants to think of a situation where discrimination or racism occurs. Think of a few examples beforehand so that you have situations to analyze in case the group doesn't come up with anything. It's better to discuss racism as a general phenomenon, not through personal experiences.

After the discussion, the groups think of a racist or discriminatory situation and form a 'human statue' based on it. You can encourage the group to come up with different situations from the ones you discussed earlier. If the checkpoint has many participants, they can form human statues in smaller groups of 4, for example. When the group or groups have formed their statue, you can discuss what they depict. Next, the groups form a statue challenging the racist or discriminatory situation. Go through these as well.

After the task, ask the participants how they felt about coming up with the situations and acting them out. Which one felt more challenging: recognizing racism or challenging it? You can think of more ways to challenge racism and discrimination together.

Checkpoint assignment

Your task is to think of everyday situations where racism or discrimination occurs. Choose one and form a 'human statue' depicting the situation. Then, discuss how you could challenge and solve these racist or discriminatory situations. Pick one solution and depict it in the form of another human statue.

Racism and discrimination

Racism is the belief that a group of people is beneath you due to their skin color, ethnicity, nationality, cultural background, religion or native language. Discrimination on the other hand refers to a person being treated unfairly due to an individual characteristic, for example. While the two are closely connected, discrimination is a broader concept than racism. Racism and discrimination can take many forms, including name calling, exclusion or even violence. Racism and discrimination cause inequality whose negative effects go beyond the individual: it hurts the society as a whole.

International human rights, such as the principle of equality, condemn discrimination and racism. The UN Declaration of Human Rights states that we all belong to the same human race and therefore are equal. The Finnish law forbids discrimination based on age, gender, ethnicity, nationality, language, religion, political conviction, opinion, political activity, labor union participation, family relationships, personal health, disability, sexual orientation or another personal reason.

There is no one right way to confront racism because every situation is different and requires a different approach. Even if you can't speak up in a situation directly, the most important thing is to support the person targeted by racism so they understand that they're not alone in the situation. If you have been involved or witnessed a racist situation, you should discuss it and the feelings it evoked with an adult, say, a teacher or your parents. More information on challenging a racist situation on the 'Päätelysakki syrjinnälle' ("The last stop for discrimination") campaign website: <http://www.paatepysakki.fi/>.

The new kid in class

Theme: Understanding the challenges immigrants face in their new home

Objective: To empathize with and understand a new student's feelings and experiences. Learn how you can act in that situation and find ways to behave in difficult situations such as witnessing discrimination. To encourage young people to become active citizens.

Time: 20–30 minutes

Age group: 12–15-year-olds

Materials

Copies of Liliana's diary for every participant or group

At the checkpoint

The participants act out a scene from Liliana's diary twice. On the second take they mold the situation so that Liliana has a better experience.

Make two groups. Give the first group a copy of Liliana's diary and instruct them to make a short play based on it. If there aren't enough participants, the instructors can also act in the plays. As the first group goes to rehearse their play, give the other group their copies of Liliana's diary and explain that they should think of ways to improve the scene for Liliana: how the students could have acted or reacted in a better way.

After the first group is finished practicing, they act out Liliana's first day of school. Then, they act out the scene again and the other group can stop the play by raising their hand or yelling, 'Hep.' Then, the person can come in to replace the original actor whose actions they wish to change. Or: the other group can stop the play and give directions to the actors who will continue with these new instructions. This second act should depict a better experience for Liliana. The goal is to find practical ways to stop bullying and prevent discrimination. You should explain to the participants that the most important part of this checkpoint is to discuss the themes of the play instead of the artistic aspects of the play.

After the performances, think about how Liliana must have felt. Was there any direct or indirect bullying in the situation? Discuss how everyone can stop discrimination, acknowledge new students and make them feel more comfortable.

If the youths are avid actors, the instructor can yell out different emotions (sad, excited, scared, etc.) during the plays and the actors should change the emotion they're portraying accordingly.

Instructions for Group 1

Read the story of Liliana's first school day. Then, rehearse a play based on it and present it for the other group. After you've performed it once, perform it again, but this time the other group can participate by yelling, "Hep" or raising their

hand. They can come and replace the original actor or give directions for the characters.

Instructions for Group 2

Read the story of Liliana's first school day. Think of ways to improve the situation for Liliana and how the students could have acted or reacted better. The first group will perform the story twice. The second time, you can stop the play by yelling, "Hep" or raising your hand. A person from your group can replace the original actor or give the characters directions. The goal for the second performance is to give Liliana a better first day of school.

Liliana's diary:

The first day of school

Today was my first day at my new school. The school's a lot bigger than back home in Syria and my class is really big. At the beginning of the lesson, the teacher introduced me to the class and asked me if I could say a few words about myself. My first lesson was biology and I was so excited. Biology is my favorite subject! We worked in groups and the teacher told us to choose our groups. The others chose their groups quickly and I was left sitting alone. It made me sad that I didn't know anyone, and no one asked me to join their group. I asked many groups if I could join their group. The first group told me that they were already full and another group said that they didn't want me because I was foreign and wouldn't understand the instructions. Finally the teacher had to assign a group for me.

As the bell rang out for recess, all the students left in a hurry and no one came up to me and introduced themselves. I walked out of the classroom with the others and lingered next to the teacher. It was snowing and really cold outside. The teacher encouraged me to go and join the others, so I tried to be brave. I went up to a group of older girls who seemed nice. I asked them if they could tell me where the music classroom was because my next class was music and I was still finding my way around such a big school.

The girls just continued talking amongst themselves and pretended not to understand my question. I tried to ask again when one of the girls said, "Go back to where you came from. We don't want any new students here." I wanted to respond somehow but didn't know what to do. I saw some girls standing next to the group watching the situation and recognized them as my new classmates. I hoped that they would say something and defend me. I tried to make eye contact with all the students I knew but they wouldn't look me in the eye and stayed silent.

Immigrants in the media

Theme: Media literacy as a term and in practice.

Objective: Learn to be critical about news on immigrants on the TV, newspapers and social media. To understand how images and words shape attitudes.

Time: 20 minutes

Age group: 12-year-olds and up

Materials

Newspaper pictures

Strips of paper and pens

Glue

At the checkpoint

Choose five or six photos from different news outlets, print them out and glue them onto pieces of paper. You can also use pictures used at other check-points, available at <http://www.partio-ohjelma.fi/ohjelmamateriaalia> and <https://www.gloaalikasvatus.fi/vinkit>. The sheets of paper should be big enough so that everyone can easily glue on their headlines. Place the pictures where everyone can see them easily, like on the wall.

Hand the participants strips of paper and pens. Ask everyone to think of two headlines to go with the pictures, one positive and one negative for each one. First, discuss what a positive and a negative headline mean. When everyone's finished, glue the headlines under the pictures. If the checkpoint has many participants, they can pair up or think of the headlines in groups.

When everyone has glued their headlines under the pictures, compare the headlines and analyze them. What types of headlines can you see? How many interpretations did each picture have? Did everyone see the same things in the picture? When you read a newspaper or a magazine, do you look at the pictures first or do you read the headlines? Can you always get the true story just from a picture? How do journalists use pictures to convey information, rouse interest, evoke sympathy and empathy? Are pictures used to reinforce prejudices? You can also discuss how easily people are labelled according to their appearances or gender.

Checkpoint assignment

Come up with two headlines for every picture. One should be positive, one negative. Glue the headlines under the news photos.

Different backgrounds – unequal life?

Theme: Recognizing inequality and practicing self-reflection.

Objective: To empathize with people from different backgrounds and their experiences. Understand the reasons behind inequality. To understand your own socioeconomic status.

Time: 20+ minutes

Age group: 15-year-olds and up

Materials

Role cards printed out and cut out

List of the statements

At the checkpoint

This checkpoint has no separate checkpoint assignment: instead the instructor will lead the task according to their instructions.

Give every participant a role they can inhabit and answer the instructor's questions accordingly. They shouldn't reveal their character to other people. The participants should stand in an even row at the opposite side of the space. Before the checkpoint opens, remember to ensure that the space is accessible and large enough for the participants to move in a row for about 20 paces. The instructor presents some statements and the participants will take a step forward or stay in place depending on whether their character agrees with the statement or not.

Explain that this checkpoint allows them to walk in the shoes of someone from a different socioeconomic background. Ask them to settle down and listen to the instructions carefully. Give everyone their character cards and explain that they should take their time to read them and not to show them to anyone else. They shouldn't talk about their characters during the task. When everyone knows who they are, ask all the questions below or pick just a few and instruct the participants to think to themselves what their character would answer. This exercise aims to create a background for the characters and help the participants to find answers to the statements you will pose.

What is your gender?	Who do you play with?	What do you do for pleasure?	How and where do you spend your holidays?
What is your family, friends like?	What was your house like? And now?	Do you have any hobbies?	What are you afraid of?
What do your parents do?	What do you do during the day?	Do you attend school or do you work?	What are you looking forward to?
What was your childhood like?	How would you describe your lifestyle?	What are your or your family's monthly income?	

Ask the group to stand in a straight line so that everyone has the same starting point. Explain that you will read a list of statements and they should think of the answers as their characters. When they feel like their character would say, “Yes” they should take a step forward. However, if the character would answer, “No” or they are unsure, they should stay where they are. Read the statements but allow for the participants to think of their answers. Read them all or you can choose just the statements that would fit your group best.

You're happy with your life.

You have a nice home with an indoor toilet, a TV and a computer.

You can do what you want in life.

You feel like you can study and choose a career that interests you.

You can study and become what you want.

You have the basic necessities of life.

You have your own bank account and you can decide what to do with your money.

You have a bright future.

You have never experienced discrimination due to your background.

You have enough money for living expenses, food and hobbies.

You can wear clothes related to your religion or culture out on the town without fear.

You can get an education or service with your native language.

You can vote in national and local elections independently.

You're not afraid that the police will stop you.

You can go to the doctor.

You don't fear harassment on the street or in the media.

You can celebrate major holidays with friends and family.

You're not afraid for your children's future.

If you get into trouble or you have issues, you have a safe person to turn to.

You can date and marry who you love.

You feel appreciated and respected in your community.

Once you've read all the statements, ask the participants to stay put for a moment and look around. Go through every character with everyone talking about their character card. Then, you can have a conversation about the exercise and discuss how it felt when some people stood still or when others moved as you stood still, for example. How did you imagine your character to be? Would you have made different choices if you would have changed one characteristic, such as gender? Could you guess the others' characters? Does the end-result reflect our society? If so, how? Did you feel at any point that your rights were being violated? What can we do about it?

Relocating brings global inequity into focus especially well. If you have time to spare, you can discuss if anyone has noticed that they can move around the world more or less freely than others? What affects a person's right to free movement? Who can or cannot move freely? Citizenship alone does not affect a person's chances to move – it can be limited by discrimination due to gender, skin color, profession or social status, for example.

My feelings on the world and immigration

Theme: Sharing thoughts on immigration and refugees

Objective: To discuss the questions and feelings brought about by the check-points. To make connections between the different themes and understand your place in the world.

Time: 10+ minutes

Age group: 12-year-olds and up

Materials

Method 1

Ball of yarn

Method 2

A big bed sheet/A3 sheet of paper/construction paper

Pens, markers, paint supplies

At the checkpoint

Method 1

Ask the participants to form a circle. Join them in the circle and explain that the goal is to go through what they've learned and thought during the orientation course. Everyone will have a chance to speak once they are holding the ball of yarn. Start by telling one new thing you have learned about migration or human rights. Then, share one positive aspect of migration, the world or people. Finally, hold on to the yarn and throw the ball to another person. Then it's their turn to share these two things, keep holding the thread and throw the ball to another person. In the end, you should have a net reminiscent of the migration trends seen across the globe.

Finally, ask the participants to give feedback on the orientation course with separate feedback instructions.

Method 2

Hand every participant supplies to write or draw positive thoughts on the world and people. Or, you can gather everyone's thoughts on one big sheet. Allow the group to work for a suitable amount of time and then go through the thoughts gathered in the posters or sheet.

What's the price of a human being?

Theme: What is human trafficking and how can we stop it?

Objective: Learn about human trafficking and understand that it occurs in Finland as well. To think of ways for victims to get help or what we can do to stop human trafficking.

Time: 10–20 minutes

Age group: 16-year-olds and up

Materials

Printable materials from the International Organization of Immigration, IOM, laminated or printed on sturdy paper. Listed separately for exercises 1 and 2.

The material available at <http://www.partio-ohjelma.fi/ohjelmamateriaalia> and <https://www.gloaalikasvatus.fi/vinkit>.

At the checkpoint

Exercise 1 and 2 work best in small groups with instructors, however, you can give the exercises to the groups to work on independently. You can also do only one of the exercises. First, the instructor should explain briefly what human trafficking means. If needed, the instructor can research the subject further beforehand (e.g. On www.ihmiskauppa.fi.) The most important facts, however, are in the 'Information' section. The instructor can choose the most appropriate cases for the age group, such as focusing on labor related human trafficking rather than sexual abuse.

Explain that these exercises or exercise allows the participants to see real cases of human trafficking in Finland. Ask the participants to read the signs and think of answers to the questions. The participants should work on the exercise and discuss their thoughts together, with the support of the instructor.

If people feel anxious about the topic, you should explain that the victims of human trafficking do receive help and there are global efforts against human trafficking by officials, international organizations and UN cooperation.

Exercise 1

Materials for exercise 1:

- **Case descriptions** printed on A3 sheets of paper. Print all pages on individual sheets.
- **Price tags** printed on A3 sheets of paper. Print all pages on individual sheets. Cut them out.
- **Answers** printed double-sided on A4 sheets.

Instructions for exercise 1:

Highlight typical aspects of human trafficking as seen in the cases on the signs.

- **Debt** – Human traffickers purposefully drive their victim into debt by demanding unreasonable amounts of money for arranging work and the journey to the country. Often, the work doesn't pay what was agreed upon, and in turn, the victim can't pay their debt and leave their job.

- Salary – Human traffickers pay their victims considerably less than the minimum wage. While the pay may sound like a large sum in the victim's home country, a worker should be ~~payed~~ paid a living wage in the country where they work. Human traffickers may also keep an unreasonable portion of the pay due to work related arrangements which means that the victims may not see their pay at all.
- Working hours – Victims of human trafficking often work beyond the legal working hours without any discernible time for rest or leisure. The victims do not receive any over-time pay. Human traffickers often abuse their victims' ignorance over labor laws and workers' rights.
- Control – Human traffickers try to keep a short leash on their victims by limiting their access to the outside world, acting as an 'interpreter' with officials, threatening the victim and their family or even using emotional, physical or sexual violence. The victims may feel ashamed or guilty over their situation which prevents them from asking for help.
- Right to help – Abuse is never the victims' fault. Victims are always entitled to help in Finland no matter their nationality and immigration status.

Checkpoint assignment for exercise 1:

Read the case descriptions and connect them to their corresponding price tags. When you're finished, check the answer sheet to see if you have the correct pairs. Discuss what you've learned and noticed.

Information on human trafficking

Human trafficking is a serious international crime and human rights violation. The UN and the Council of Europe define human trafficking as a series of events where human traffickers use threats, coercion, deceit, power, or the victim's vulnerable position to subject them to abuse. Recruiting people under the age of 18 for abuse is always classified as human trafficking.

In Finland, human trafficking often takes the form of sexual abuse or forcing the victims to work in restaurants, construction, child care and housekeeping or as berry pickers. In rare cases victims are forced into a life of crime, begging, marriage, organ harvesting or becoming (child) soldiers.

Human trafficking is not to be confused with human smuggling. Human trafficking is abuse of people. Smuggling, on the other hand, occurs when people are brought over international borders without an official permit, such as a passport and visa.

Victims may be adults, children, Finns or foreigners. Children and young people traveling alone are particularly vulnerable because they have no one to help them in difficult situations, such as illness or lack of money. Human traffickers prey on young people around the world on the internet. Human trafficking may start as a labor contract, relationship or arranged marriage heading for abuse.

People may fall victim to human trafficking in Finland or abroad. Asylum seekers arrive in Finland having fallen victim to human trafficking in another country during their journey. All victims of human trafficking have the right for refuge and help in Finland.

The assistance system for victims of human trafficking working under Finnish Immigration Service offers accessible advice services and support for victims (including housing services, health care, psychological support, legal advice, safe return home). In June of 2017 there were 269 victims of human trafficking logged in the aid system. Most new clients have arrived in Finland seeking asylum.

Between February and July of 2017, IOM interviewed 707 refugees and immigrants aged 14–17 who arrived in Europe through Italy. This study showed that 88% of them had experienced things connected with human trafficking, such as:

- 88% of youths had been physically abused.
- 77% of youths said that they had been held in an enclosed space during their journey, such as a house or garage.
- 39% of youths had been forced to work for another person.
- 49% had not received the agreed upon salary.

Sources:

United Nations Convention against Transnational Organized Crime and the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000) <http://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html>

Council of Europe Convention on Action against Trafficking in Human Beings (2005) <https://rm.coe.int/168008371d>
More info on the topic and how to contact the assistance system for victims of human trafficking <http://www.ihmiskauppa.fi/en>

Overview on the assistance system for victims of human trafficking Finnish Immigration Service 1 January - 30 June 2017 <https://migri.fi/en/home>

Trafficking and Other Exploitative Practices Prevalence Indication Survey, IOM, August 2017. <http://migration.iom.int/europe/>

Exercise 2

Materials for exercise 2:

- **What is human trafficking?** Printed double sided
- **The stories of the victims of human trafficking** – two stories printed out.

Instructions for exercise 2:

At the end, ask the participants what they have learned about human trafficking. Discuss how they could prevent human trafficking. You can find examples to discuss on the next page.

Checkpoint assignment for exercise 2:

Read *What is human trafficking?* and afterwards the stories of the victims of human trafficking and think of answers for the questions below the stories. You can find help from *What is human trafficking?* On the other side of the story cards you will find the right answers and more information on what you can do to prevent human trafficking. The stories are based on real cases.

What can I do to prevent human trafficking?

What can I do to prevent human trafficking?

Be a responsible consumer:

- Find out where and how the product you're buying has been made.
- Ask how the company and their production chain combat child labor, forced labor and human trafficking.
- Favor products and services that pay the producers and workers a fair price.
- Learn also about your local workers' situation.

Research your workplace:

- Make sure that you have an employment contract for your (summer) job at home and abroad stating the employer's information, as well as your salary and perks, hours and vacation time. Have a knowledgeable adult look through your contract to make sure that it is appropriate before you sign it.
- To work abroad you will need valid travel documents (identification card or passport, visa) and possibly a work visa.
- Hold on to the employment contract and other documents and make sure you have copies, as well.
- Don't accept work or assignments that sound too good or easy to be true.

Be safe online:

- Human traffickers often find their victims online.
- Be safe and responsible online.
- Don't share revealing photos of yourself or encourage anyone to do so. Abuse can start slowly but lead you to do things you don't want to do.

Be a friend:

- Exclusion and marginalization can expose people to human trafficking and make asking for help harder. Being a

good friend for everyone can encourage people around you to be more respectful to everyone no matter their background.

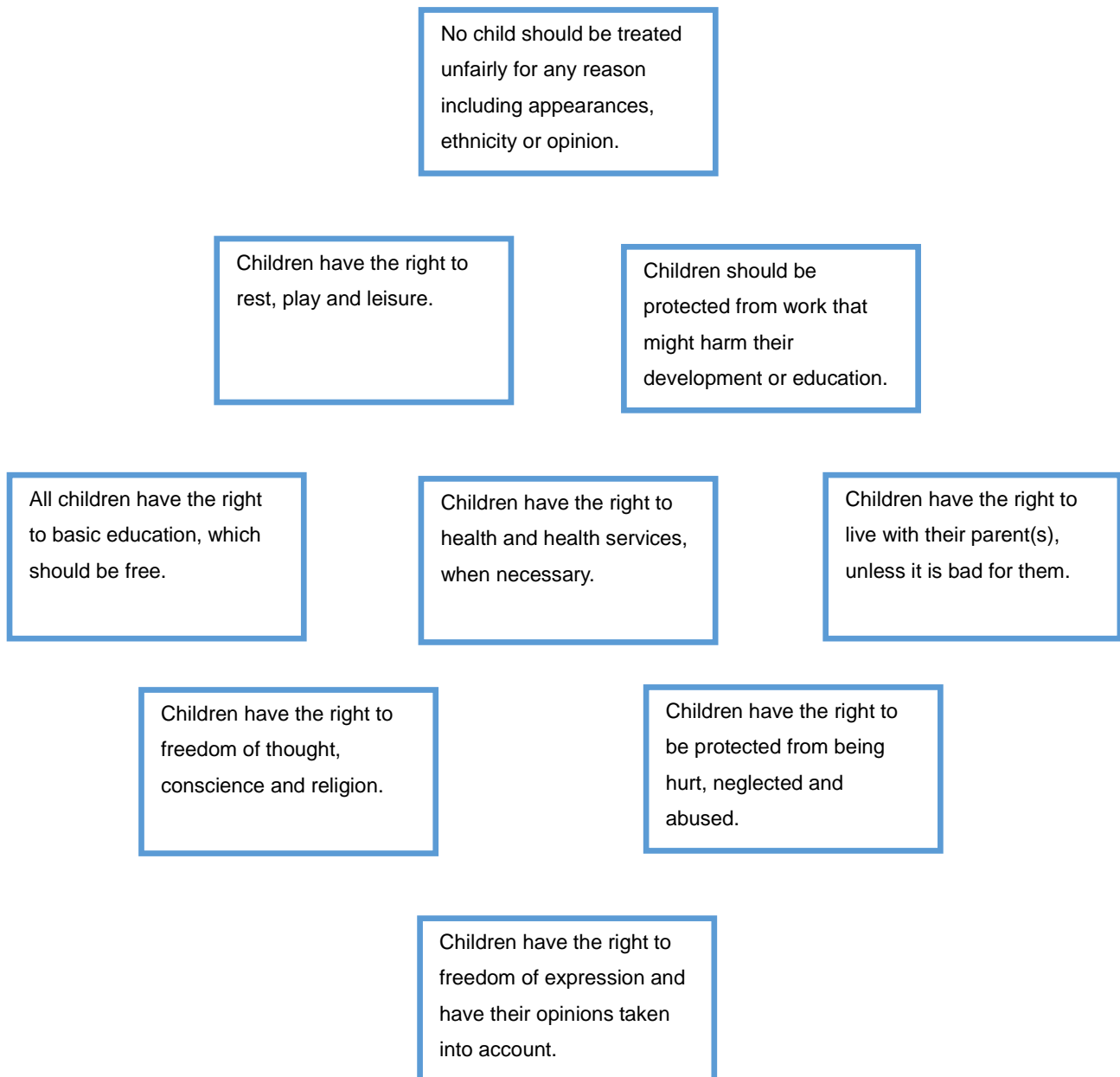
- If your friend has a problem, be present, listen and let them know that they can get help even if it seems hopeless.

Dare to ask for advice and alert people if you suspect human trafficking:

- Are you worried about a family member, a friend or an acquaintance? Are there clues that they're coached/pressured to do things against their will without a chance to leave? Is someone profiting from the situation (financially)?
- The assistance system for victims of human trafficking provides advice for the situation you, your friend or an outsider finds themselves. It doesn't matter if you're not completely sure. The assistance system involves other officials, if necessary. The assistance system for victims of human trafficking (24/7): 02 954 63177 or <http://www.ihmiskauppa.fi/>.

APPENDICES

Checkpoint 1: Diamond of the Rights of the Child



Checkpoint 3: Concept domino

Quota refugee	A person who moves abroad intending to stay indefinitely, usually a year minimum.
Refugee	People who have been forced to leave their homes but have not crossed an international border.
Undocumented immigrant	A person considered a refugee by the UN refugee agency UNHCR who has been granted a residence permit under the host country's refugee quota.
Residence permit	A foreign national staying outside their country of origin who has a well-founded fear of being persecuted for reasons of race, ethnic origin, religion, nationality, social group or political opinion.
Migrant	A permit broader than a visa issued to a foreign national to stay in the country. Entitles the holder to study, work and welfare services.

Asylum-seeker	People remaining in a country who no longer have the legal right to remain. Officials either are unaware of their stay or it is unauthorized.
Citizenship	People who have crossed or are crossing international borders or relocating from their places of habitual residence regardless of their legal status, Time of their stay or reasons behind relocation.
Visa	Legislative bond between an individual and a state or nation including the right to participate in political activity.
Internally displaced persons, or IDPs	A limited permit to enter and stay in a country with limited rights.

Checkpoint 7: A form in a foreign language

:ਦਿਲੀਪੀ) :ਦੀਪੀ) _____ :ਦੁਲੀਪੀ) _____

 :ਗੁਲੀਪੀ) :ਦੀਪੀ) :ਦੁਲੀਪੀ) _____

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 :ਦੀਪੀ) :ਦੁਲੀਪੀ) _____

ਸਿੱਖੀ ਨੂੰ ਸੰਸਾਰ ਵਿਚੋਲੂ ਫੁਲੋਲੂ
 ਖੁਲੋਲੂ ਡਿਫੋਲੂ ਸੰਘੋਲੂ
 ਸੁਘੋਲੂ ਗਾਠੋਲੂ ਚੋਲੂਲੂ ਸੁੱਠੋਲੂ

Checkpoint 11: Role cards

I'm a 21-year-old Finnish student and I'm currently on exchange in Spain.

I'm a 16-year-old upper secondary school student. My dad was born in Somalia and relocated to Finland as a refugee before I was born.

I'm a 13-year-old Finnish girl. My mom has passed away and my dad was laid off 3 years ago. He says that we should move to another town to find work.

I'm a recent upper secondary school student graduate. I'm going to volunteer in Uganda.

I'm from Romania and 23 years old. I moved to Finland to study architecture. I don't think I want to return to Romania.

I'm an Iraqi asylum-seeker living in Finland. Last week my case for asylum was denied.

I'm a married executive and travel for work. I don't have children.

I'm a 14-year-old Finnish girl. I do well in school, I have lots of friends and I want to be a lawyer when I grow up. My mom is from Africa.

I'm a 7-year-old boy from Afghanistan. My family was granted asylum in Finland three years ago. I learned Finnish in kindergarten and I speak better Finnish than my parents.

I'm an 18-year-old Sami girl. I wanted to stay near my family in Ivalo but I can't find work there. I had to move to Helsinki for work.

I'm a student from Latvia and have a summer job as a berry picker. I don't have a Finnish citizenship.

I'm the son of Chinese immigrants. I'm enrolled at an upper secondary school and my parents own a successful chain of fast food restaurants.

I'm a young woman living with HIV. I live in Kuopio and study at a polytechnic.

I'm a 19-year-old Iraqi man. A year ago I was denied asylum and I'm supposed to return home. I don't want to go back because there is a war going on and everyone I know has fled the bombing. I'm scared I'll die if they send me back.

I'm a 16-year-old upper secondary student. I'm in a wheelchair.

I'm a 28-year-old Finnish woman. Two years ago I moved to Malta after a long period of unemployment. I can't find work in my field in Finland.

I'm an 18-year-old Syrian refugee seeking asylum in Finland. Many of my relatives are waiting for their asylum applications to be processed in Sweden. I would like to go see them but I'm not allowed to travel.

I'm a 21-year-old young adult and I'm homeless. I live on the streets of Helsinki.

I'm a student active in scouting. I'm studying culinary business at a vocational education institution.

I'm a 45-year-old Somali woman. I moved to Finland three years ago with my family. I have been unemployed in Finland even though I was highly regarded in my job back in Somalia.