



## Step in my Shoes Activity Night

The Step in my Shoes project is a girl-led initiative run by a group of Senior Section members from Glasgow working on their Queen's Guide Award.

The project aims to help refugees in Syria, Greece and Lebanon by providing a pair of comfortable shoes.

These resources have been created by the same group of young women who have led on this project, so that you can continue to learn about the refugee crisis with your unit. This resource has been created so that there are activities suited to each section and many of the activities can be made easier or more challenging. There are lots of activities, we aim for you to plan one session using them.

Before launching into the activities, have a chat with your Unit about the Step in my Shoes project which aims to help refugees in Syria, Greece and Lebanon by providing a pair of comfortable shoes. You could also explain why it's important to help other people who are less fortunate.

You can find out more about why Girlguiding Scotland is involved [here](#) or [here](#)

You can find out more about the charity behind the project [here](#)

You can find easy ways to explain more about refugees [here](#) and [here](#)

If your Unit has already donated shoes you may want to remind them and share the fantastic news that over 5600 pairs have been sent - you could even share some of the great social media posts!

We'd love to hear how you get on completing the activities, tweet us @GirlguidingScot or send an email with your pictures to [yourstories@girlguiding-scot.org.uk](mailto:yourstories@girlguiding-scot.org.uk)

## We have rights!

Start this activity with everyone standing in the centre of the room. Clearly label one side of the room with 'that's my right' and other side with 'that's a treat'.

Explain to the girls before starting that some things they have a right to have (eg. food) but other things are a treat (eg. having a scooter).

Read each statement and ask them to choose a side of the room. Then discuss each one explaining why they are correct or not.

I have the right to:

- Be safe from harm
- Get chocolate every day
- Go on holiday
- Have a name
- Live in the same country/place as my parents
- To make friends
- Have a bike
- Have a tablet (computer)
- Go to school
- Play

To make the activity harder you could add further 'treats' and print each one out, allowing the girls in pairs to separate them into 'treat' or 'right'

## "Step in my shoes"

To setup this activity collect a variety of items and surfaces suitable for the participants to walk over. Examples include the floor, carpet, tiles, bubble wrap, grass, smooth pebbles and tarpaulin. Tip, if you are using messy items like sand, place this in a bucket or a tray so that it's easier to clean up.

\*Ensure that none of the edges are sharp!\*

Start by explaining the definition of a refugee (see earlier), and that some of them may not have access to basic things like shoes and socks.

Encourage the girls to walk over the different surfaces without their socks and shoes on.

During this, ask the girls to imagine they had to walk hundreds of miles like this (you could ask them to think how it would feel to walk to school, to the park or to the supermarket)

If you wanted to take this activity further, add adventurous textiles such as feathers, ice cold water or sand? How does it feel? Are any not nice? What if they had to walk really far?

## What's that picture?

Print a copy of the dot to dot (at the end of this section) for each girl.

Each girl should complete the dot to dot and use the outline to design their own shoe. This can be done with pens/pencils or you could add other craft materials such as feathers, stickers, glitter and sequins.

## Word search

Print a copy of the word search (found at the end of this section) for each girl and ask them to look for the list of words. We've made an easy and a harder version.

## Get baking a shoe!

Each girl can decorate a biscuit to look like a shoe.

*Tip:* use strawberry or cola laces to look like shoe laces; coloured pen icing and sweets for decorations and oblong shaped biscuits like 'Rich Tea Fingers' as these are the easiest to make look like a shoe.

## Cross the river

Split into groups/patrols, each will need 1 pair of boots. The boots must be large enough to fit everyone in that group.

The centre of the room is now a river and can only be crossed whilst wearing the pair of boots. The boots cannot be thrown across the river. Each group must work out a way to get their entire team across the river safely.

***Want to take it further?*** Make the task harder by introducing rules such as 'each person may only cross the river twice' and 'no body part can be in the water other than feet wearing the boots'.

## On the move

Each group should be given a pen and paper. Split them into groups of 3 or 4.

Read to the girls:

4 months ago a military coup took place. Lots of people were killed/arrested and the military is now in charge. They have disabled all TV and Radio channels except their own, so it is difficult to know what is going on. Since the military took control you have noticed that your neighbours have been going missing in the middle of the night. You asked your parents and they said that nobody knows where they have gone.

Suddenly you hear the sound of gunfire in the middle of the town. It's far away but it sounds to be moving closer. Your neighbour runs in shouting that the soldiers are on their way to arrest your family and will be here in 5 minutes. Your Dad tells you that you all need to leave, immediately.

You know the journey will take almost 2 weeks and be dangerous. You can't use the car or stay in hotels in case you are caught, so you're going to have to sleep outside. You will also have to cross the desert to reach safety, so you won't be able to buy extra supplies. You will need to carry all your belongings in your Dad's rucksack. He tells you that you can fit 10 items in the bag to survive your journey. What do you take?

Give the groups five minutes to create a list of the ten objects they will take with them.

Each group should share their list of objects with everyone. Have they forgotten anything? Why did they pick those ten items?

***Want to take this further? Ask the girls to explain their choices.*** They are headed for Border Control - does anyone have their passport? Should they have packed food or would packing an item which would help them catch food (eg fishing rod/ bow and arrow) have been a better idea?

## Shoe making

To setup this activity collect recyclable materials such as newspaper, clean plastic wrapping, empty bottles, string, plastic bags etc.

Challenge the participants (either in groups or individually) to create a pair of shoes from only the recycled materials available to them (and sellotape/glue).

*Make it a challenge* - the shoes must be demonstrated as wearable by the participants. Who can come up with the most practical design?

## Border control

Each group needs a copy of the sheet (found at the end of this section) and a pen.

Explain that they have all made their way to border control. The Leaders are Border Control Officers and the participants must complete a Visa form in order to cross the border to safety.

Unfortunately the form is written in Esnesnon, a language that nobody in the group is familiar with. They must work together to fill in the form regardless (encourage them to think rationally, although some questions will require more guessing). Leaders should collect the forms and review them as though they are Border Officers. Translate each question to the participants (Sheet 3.3) and then read each groups answer to the questions. Answers that make sense receive 1 point, nonsense answers receive nothing. Groups must achieve 12 points to be allowed into the country.

It is likely that very few groups (if any) will be granted asylum. Explain to the participants that many refugees arrive at country borders and are unable to cross/gain asylum, many issues occur because of language difficulties.

***Want to take it further:*** Highlight any other difficulties refugees may face. Did any of the groups bring evidence of why they were leaving? Do they have passports? If not, how are you supposed to know they are telling the truth?

## Quiz

Split your unit into teams to compete in the quiz (at the end of this section) - which team can get the most correct answers?

Take it further: To make the quiz harder remove the multiple choice answers from the questions.

## Share with us

We'd love to hear how you got on completing the activities, tweet us @GirlguidingScot or send an email with your pictures to [yourstories@girlguiding-scot.org.uk](mailto:yourstories@girlguiding-scot.org.uk)

Resources

WORD SEARCH

L F Q O L Q S M E T P E Y N M  
A A U D H A W R P W O M H Z Y  
G B C E B V D T A H C F U J Y  
C G G E S Z J N S U M O F J Z  
A Y K T A G Q S A U Z M A P Y  
Q Q S X C L F O L S K L A W E  
G E M C N W I L W B O O T N X  
F J C D H C G E A W S F E U P  
K X D A M X O J R O S N Q R W  
J L W H U H J C C O U B V O A  
Z J C H T Y G M C N Q I W U W  
W F D S W S G K Y T Q G X A O  
K U R W T D Q F J R I N N F U  
B L B S Y Y L D P S F V U M Z  
M U Q K X Q B P J V G W G H P

**BOOT**  
**CRAWL**  
**JUMP**  
**LACE**  
**RUN**

**SANDAL**  
**SHOE**  
**SOCK**  
**SOLE**  
**WALK**

## WORD SEARCH - HARDER

N V C K P E Y W F R Z H M P J B R W F O  
C V U Y A M D Y I Q K C G S Q G Q G E H  
P J Z P V P U V V C F A C X D J E T R C  
F B U P S J A J S R C E I S K L M R H K  
I Y R U W R W H Y N Q U D D T C Q P S X  
G N M O S Y E N G C M W K M B F N P X V  
Y K S K L A W P L X Z Y Z X H E R C K J  
K J E T B W P S P R K X J J O I G J R O  
S X E W E T X H D I H S P M N H X S E I  
E O B N C P U Z E I L G S T D E C O N W  
R O Y K G M J L I E X S D I C I W I I V  
I L H O L A C E S C L K T L W A R C A C  
W W L S I Y S O U X U A O H M B K E R R  
Z C Z S K E C R K W X B O T M I G Y T E  
N N E O I K A A B S F H B U X W B E O S  
G P F L D W L Z F V F U O Q R G N L B V  
A L L E W K O K O Y K N N M R G U E V G  
T E I A U X T L O Z S A N D A L R T Q O  
W H U Q U C A E K M F T T W H E P A V R  
A F G S F C N G S I W K Y Z Z Z U S E T

**BOOT**  
**CLOG**  
**CRAWL**  
**EYELET**  
**HEEL**  
**INSTEP**

**JUMP**  
**LACE**  
**RUN**  
**SANDAL**  
**SHOE**  
**SLIPPERS**

**SOCK**  
**SOLE**  
**SPRINT**  
**TRAINER**  
**WALK**  
**WELLIES**

WORD SEARCH - (SOLUTION)

<b>L</b>	F	Q	O	<b>L</b>	Q	S	M	E	T	<b>P</b>	<b>E</b>	Y	N	M
A	<b>A</b>	U	D	H	<b>A</b>	W	R	P	W	<b>O</b>	<b>M</b>	H	Z	Y
G	B	<b>C</b>	E	B	V	<b>D</b>	T	A	<b>H</b>	C	F	<b>U</b>	J	Y
C	G	G	<b>E</b>	S	Z	J	<b>N</b>	<b>S</b>	U	M	O	F	<b>J</b>	Z
A	Y	K	T	A	G	Q	<b>S</b>	<b>A</b>	U	Z	M	A	P	Y
Q	Q	S	X	C	L	F	<b>O</b>	<b>L</b>	<b>S</b>	<b>K</b>	<b>L</b>	<b>A</b>	<b>W</b>	E
G	E	M	C	N	W	I	<b>L</b>	<b>W</b>	<b>B</b>	<b>O</b>	<b>O</b>	<b>T</b>	<b>N</b>	X
F	J	C	D	H	C	G	<b>E</b>	<b>A</b>	W	S	F	E	<b>U</b>	P
K	X	D	A	M	X	O	J	<b>R</b>	<b>O</b>	<b>S</b>	N	Q	<b>R</b>	W
J	L	W	H	U	H	J	C	<b>C</b>	<b>O</b>	U	B	V	O	A
Z	J	C	H	T	Y	G	M	<b>C</b>	N	Q	I	W	U	W
W	F	D	S	W	S	G	<b>K</b>	Y	T	Q	G	X	A	O
K	U	R	W	T	D	Q	F	J	R	I	N	N	F	U
B	L	B	S	Y	Y	L	D	P	S	F	V	U	M	Z
M	U	Q	K	X	Q	B	P	J	V	G	W	G	H	P

# WORD SEARCH - HARD (SOLUTION)

N V C K **P** E Y W F R Z H M P J B R W F O  
C V U Y A **M** D Y I Q K C G S Q G Q G E H  
P J Z P V P **U** V V C F A C X D J E T R C  
F B U P **S** J A **J** S R C E I S K L M R H K  
**I** Y R U W **R** W H Y N Q U D D T C Q P **S** X  
G **N** M O S Y **E** N G C M W K M B F N **P** X V  
Y K **S** **K** **L** **A** **W** **P** L X Z Y Z X H E **R** C K J  
K J E **T** B W P **S** **P** R K X J J O **I** G J **R** O  
S X E W **E** T X **H** D **I** H S P M **N** H X S **E** I  
**E** O B N C **P** U Z **E** I L G S **T** D E C O **N** W  
R **O** Y K **G** M J L I **E** X **S** D I C I W I **I** V  
I L **H** O **L** A C E S **S** C L K **T** **L** W A R C **A** C  
W W **L** S I Y S O U X U A **O** H M B K **E** R R  
Z **C** Z **S** K **E** C R K W X B **O** T M I G **Y** T E  
N N E **O** I **K** A A B S F H **B** U X W B **E** O S  
G P F **L** D W L Z F V F U O Q R G **N** L B V  
A L **L** E W K O K O Y K N N M R G **U** E V G  
T **E** I A U X T L O Z **S** A N D A L **R** T Q O  
**W** H U Q U C A E K M F T T W H E P A V R  
A F G S F C N G S I W K Y Z Z Z U S E T



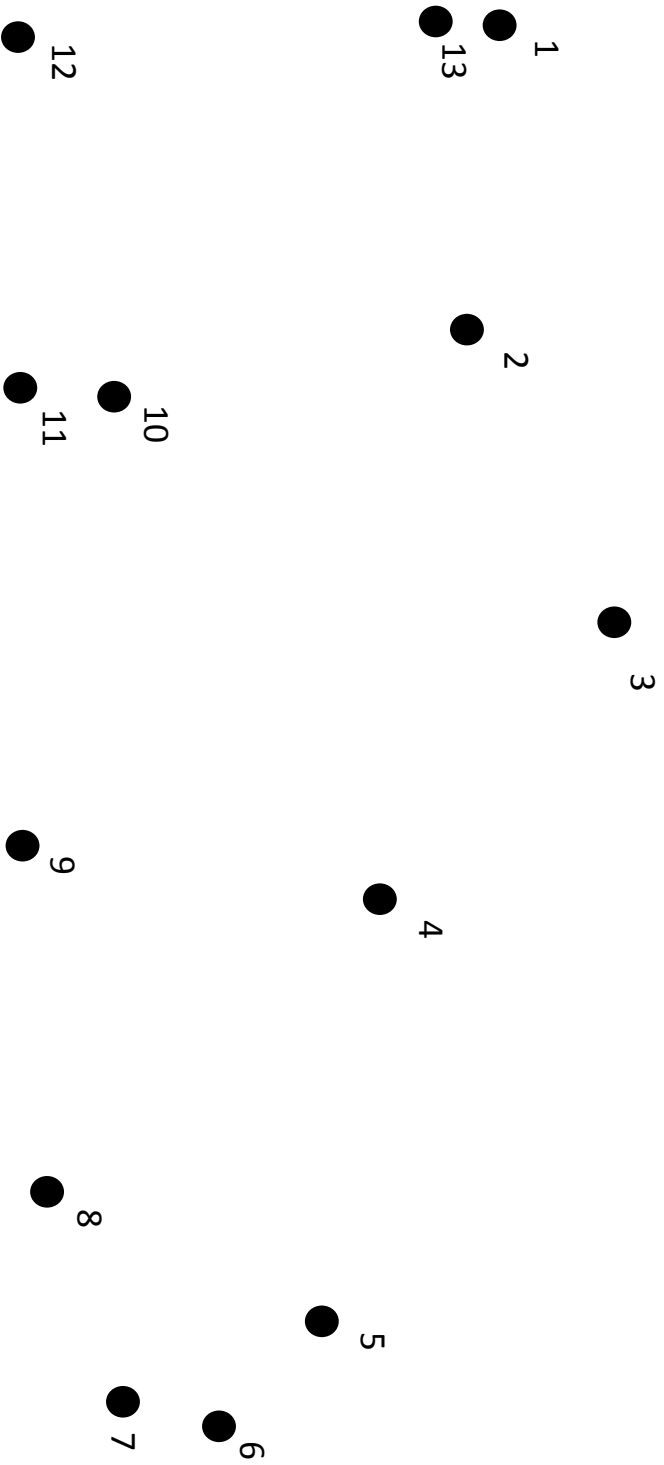


## BORDER CONTROL QUESTIONNAIRE

1. WHERE ARE YOU ARRIVING FROM?
2. PASSPORT NUMBER
3. ISSUE DATE
4. FIRST NAME
5. SURNAME
6. GENDER                                      MALE                                      FEMALE
7. POSTCODE
8. ADDRESS
9. DATE OF BIRTH (DD/MM/YYYY)
10. NUMBER OF CHILDREN
11. AGE OF CHILDREN
12. HOW DID YOU TRAVEL?                                      CAR                                      PLANE OTHER
13. IDENTITY DOCUMENTS
14. WHY ARE YOU SEEKING ASYLUM? INCLUDE EVIDENCE.

- 1) In the film *The Wizard Of Oz*, what exactly did Dorothy have to do in order to get back to Kansas?  
Click her heels three times and say 'there's no place like home'
- 2) Why do we think the first pair of shoes was created thousands of years ago?
  - A. To protect their feet
  - B. To stop people laughing at their hairy toes
  - C. To look really cool
  - D. To show less flesh
- 3) The little thing that holds shoelaces together at the end has a special name, but what is it?
  - A. An eyelet
  - B. An aglet
  - C. An ugglet
  - D. An igglet
- 4) The bottom of a shoe is called the sole and originates from a Latin word, but what did this word mean?
  - A. Soil or ground
  - B. The bottom of the foot
  - C. Lonely
  - D. Music
- 5) *Nike* is named after the Greek goddess of what?
  - A. Speed
  - B. Sport
  - C. Victory
  - D. Olympian
- 6) In Holland they make a special type of shoe from wood, but what are they called?
  - A. Clogs
  - B. Logs
  - C. Smogs
  - D. Nogs
- 7) An asylum seeker is...
  - A. Another name for a refugee
  - B. Someone who travels around the world
  - C. Someone who claims to be a refugee but isn't
  - D. Someone who applies for refugee status because they are fleeing war

- 8) A refugee is...
- A. Someone on holiday
  - B. An illegal immigrant
  - C. Just a different term for an asylum seeker
  - D. **Someone whose application for asylum has been accepted**
- 9) When did the first refugees come to the UK?
- A. In 1685 - when Huguenots fled to Britain to escape persecution of Louis XIV
  - B. During the WWII
  - C. **208AD**
  - D. In 1938 - following the 'Kristallnacht' which was staged against the Jews in Germany
- 10) What were migrants called in the 1700s?
- A. Foreigners
  - B. **Aliens**
  - C. Non British
  - D. Jobs thieves
- 11) Karibu Scotland (Karibu means welcome in Swahili) designed a new item to celebrate and support African women in Scotland. What was it?
- A. Silk
  - B. A hat
  - C. A wedding dress
  - D. **A tartan**
- 12) What percentage of the world's refugee population lives in the UK?
- A. 60%
  - B. **About 2 per cent**
  - C. Just over 35%
  - D. 12%



## About Us!

This pack has been created by a group of Senior Section members from Glasgow working on their Queen's Guide Award. You can find out more about the earlier stages of the project [here](#) or [here](#).

### About the group:

Rachael is a Rainbow and Guide Leader as well as a member of The Senior Section. After hearing about the difficulties faced by refugees she was keen to make a difference to their lives in any way she could. As soon as she heard about the project she knew she had to get involved.

Ailsa is a Rainbow Leader and member of The Senior Section. She became interested in the project because many people take basic amenities for granted and she believes that a dry pair of shoes is a basic human right that everyone should have.

Annie is a Guide Leader and Senior Section Member. After hearing the stories of the refugees she was immediately interested in the project and wanted to do something to help. Step in My Shoes was the perfect choice for her!

Leslie-Ann is a Rainbow and Brownie Leader as well as a member of the Senior Section. After seeing the refugee crisis flooding the media, Leslie-Ann thought that she couldn't sit back and expect someone else to help. She feels everyone has a duty to help and through getting involved in the Step in My Shoes project is delighted that to have enabled thousands of people to be able to do so.

Hannah is a Rainbow Leader as well as a member of The Senior Section. Hannah became involved with the project because she was keen to help refugees who had been forced to leave their homes without warning, many of whom don't have suitable shoes. She felt Step in My Shoes was a great cause and easy for others to get involved in too.