

Everyone needs



a safe place

BOARD GAME INSTRUCTIONS (to accompany the Safe Place Board Game)

Before you start

The Safe Place Ludo game deals with some of the serious and important issues raised by the refugee crisis. It is designed to be used as a tool to help children and young people engage with the stories of refugees and the difficult journeys that they make.

Before playing this game, you could spend some time with your pupils agreeing some ground rules about how to respect other people's opinions. You could also set the scene by considering the UN Convention on the Rights of the Child and how this applies to children in a refugee situation.

Please adapt the game to suit the needs and experiences of your pupils and note that special sensitivity may be required for pupils affected by some of the issues raised in this game. In particular, if you have pupils who are refugees or asylum seekers, we advise having a private conversation with them first to make sure they are comfortable with raising these issues in class.

Aim

The aim of the game is for each of the four players to get their pieces from the war zones in the corners of the board to the safe place in the centre of the board. But the journey is fraught with danger and difficulty. Players will pass through mountains, border controls, a sea crossing and a foreign city. There will be setbacks and helping hands along the way.

Materials

You will need the following items to play the Safe Place Ludo game:

- Safe Place Ludo board
- Safe Place Ludo cards (including chance cards, situation cards and luggage lists).

The above items can be ordered by emailing schools@christianaid.org, or you can download them from caweek.org/resources

You will also need:

- counters (four each in red, green, blue and yellow)
- a dice.

Before the game

Teachers should cut out situation cards, chance cards and luggage lists. Chance cards should be shuffled and then put in four piles according to their type: mountain, foreign city, sea crossing or border control.

To start the game

Each player should read their situation card (green, red, yellow or blue). The situation card will tell them why they have to get to a safe place. Ask them to think about how they might feel in that situation.

Once each player has read their situation card, they should select six items that they want to take from the luggage list cards. Encourage them to consider these choices carefully and to think about what they would want to take if they had to leave home in a hurry and make a long journey.

Choose someone to go first.

To get the game going, each player can move their first counter out on to the board with the first roll of their dice. After that, they will have to wait until they throw a six to move further counters out. Every time a player throws a six, they can move another counter out to their start point on the board.

Getting around the board

Once counters are on the board and placed at the start points, subsequent throws of the dice indicate the number of moves forward a player can make. Players should continue to take turns to throw the dice.

If a player finds that their way is blocked by another player they can pass them, and if they land on a spot occupied by another player or one of their own counters, they can join them on that spot.

Once a player has got their counter around the grid once, they should make their way up their path of coloured spots to reach the safe place. They don't have to throw the exact number to land in the safe place at the centre of the board.

Chance cards

Each area of the board has spots marked with a question mark. When a player lands on one of these spots, they should pick up a chance card from the relevant area (eg, if they are in the mountains area, they should pick up a mountains chance card).

Some chance cards are 'setbacks' and some are 'helping hands', but several are 'disasters' which remove counters completely from the game. You should discuss these in the debrief.

If a chance card sends a player forward to a new zone, they can jump forward to the start point of that zone or move to the first of their coloured dots if they have already been around the board.

When a chance card has been picked up and read, it should be placed at the bottom of the appropriate pile.

A simpler version

Younger children may prefer a game in which the rules are simplified. You could leave out the luggage lists altogether and just miss a turn for the setback chance cards, move forward one place for the helping hands, and remove counters for the disasters.

Getting to a safe place

The player who gets all their counters to the safe place first could be called 'the winner'. But the point of this game is not really to win, it's to understand the challenges facing people who are making difficult journeys to escape fighting and to find a safe place.

The main learning points are:

- Many people fleeing from violence and fighting were living normal lives not long ago.
- The decision to leave your home is not an easy one.

- The journey to a safe place is often extremely difficult.
- Lots of things can happen on the journey that are outside people's control.
- People making such a journey are likely to arrive in a new place with few belongings and many difficulties.

DEBRIEF

□ What does the game represent?

Ask pupils:

- What did you think about the game?
- How did you feel as you went around the board?
- Do you think this game represents real life?

Explain:

Of course, a game can only ever symbolise what real life is like. No one could say that reading a chance card about being cold on a mountain is the same thing as actually being cold on a mountain! But the journeys that you made in this game and the challenges you faced are things that might really happen to people who are trying to escape war zones and find a safe place. People who are trying to escape fighting and find a safe place are called refugees.

□ What were the main risks and choices?

Ask pupils which chance cards they found particularly challenging. Did anyone pick up a disaster chance card? In that scenario, the player had to remove one of their pieces from the game because a boat sank or they developed hypothermia from the cold. Ask pupils what they think the removal of those counters represents, and explain that in real life, many people are making extremely dangerous journeys as they try to find a safe place. Often, the sea crossing is the most dangerous part of this journey and thousands of people have drowned in the past few years as they tried to cross the Mediterranean in small, dangerous boats. Ask pupils what they think would prompt people to take those sort of risks.

Explain that in many parts of the world, there is fighting that has caused terrible problems for ordinary people. The situation cards that pupils read at the beginning of the game are based on the true stories of people who have been caught up in that fighting. In some places, the fighting is so bad, and the situation so dangerous, that people decide they have no choice but to try to take risky journeys to places of safety. The journeys facing refugees are often incredibly tough – and the choices they have to make along the way might be even tougher.

Here is one person's description of the terrible choice facing many refugees:

'When we put our family on the boat in the sea, it's the first time we have seen the sea. You sit down on a plastic boat

with your family and you go on this big journey for the first time and you don't know if you will reach the other side or not. You have to be in a very difficult situation to choose to get on that boat. Nobody would take that risk unless they had to – would you? Last year, every day, about 200 people died in the Mediterranean Sea.'

□ How might it feel to be a refugee?

If you have to leave your home and try to travel to a place of safety, lots of things are out of your control.

Ask pupils:

- What things were out of your control in the game?
- What happened to your money and luggage?
- If you were to play the game again, would you choose different items from the luggage list?
- How did you feel about the journey, and about the prospect of a safe place?
- What do you think a safe place would feel like?

Finally, you could ask them to reflect on how much refugees have lost. They have lost possessions, money and houses. But having a home is not just about your things and your four walls. It is about having a space – a base – that is your own special place in the world. A home is somewhere to go out from and go back to. Many refugees will also have lost friends and family.

The Safe Place Ludo game finished when players reached the safe place in the middle of the board. But for many refugees, arriving in a safe place is not the end of the journey. For many, it's just the beginning of another long process, the process of making a home and building a life in a new place. Many refugees face discrimination and have problems getting a job. Many feel lonely and homesick.

□ How can people help refugees?

Ask pupils:

- What do you think might make a refugee's life difficult in a new country?
- Can you think of things that might help to make it easier?

Christian Aid's partners are working hard to help refugees:

- They are providing practical things that people need when they're making difficult journeys, like food parcels, hygiene kits, blankets and warm clothes.
- They are helping to make life better for people who are stuck in refugee camps, by improving the camps and providing community kitchens.
- They are helping to protect refugee children and get them the medical care, education and legal support that they need.

Christian Aid's 'Change the Story' campaign aims to change the way that people here in the UK and Ireland think and talk about refugees and help to create a more welcoming attitude towards people seeking a safe place.

Your school can help. By raising money to support Christian Aid's work, you can help some of the world's most vulnerable people.

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